



2024-25
Rainier Beach High School
Student Handbook

Principal, Annie Patu

Assistant Principal, Dr. Scott Pierce



Welcome to Rainier Beach High School!

Home of the Vikings! "Where Everybody is a Somebody"

We are so excited that you are a part of the RB Family! This year our theme is "Leaving a Legacy Together" in honor of the many community members who have relentlessly fought for the Rainier Beach school community over the last 30+ years to ensure every scholar receives a world-class education rooted in equity, cultural responsiveness, and anti-racist practices. We see our new building as a "beacon of hope" to all who enter and a place for all that will come to "leave a legacy." Our instructional vision is:

Rainier Beach HS will be an instructional powerhouse in teaching and learning to prepare our scholars for college, career, and lifelong learning.

Rainier Beach HS instructors will use the International Baccalaureate (IB) Learner Profile Traits as a framework to deliver rigorous, high-quality instruction rooted in equity, anti-racist and culturally responsive practices in ALL learning spaces.

If you haven't already done so, please familiarize yourself with the IB learner profile attributes as it will guide our approach to learning. This handbook is constructed to support you as a valued staff member and ensure you have the tools to give our scholars a successful educational experience.

The 3+ district aligned pillars are: **MTSS, UDL and Restorative Practices**. MTSS or multi-tiered system of support focuses on providing three tiers of data-informed attendance, behavior, course performance and social-emotional supports (ABCs) for students. UDL or "universal design for learning" supports best practice strategies and choices in engagement, representation of ideas and materials, and action and expression to foster schoolwide inclusion. Restorative practices are a strength-based approach to conversations and actions that seeks to prevent, heal harm, and build compassion in our community. Finally, the + stands for a constant commitment to family and community engagement across all school teams and initiatives.

The core values that I lead with are Relationships, Collaboration (people support what they help create), doing everything in a Spirit of Excellence, Recognition and Appreciation, and always bringing the Joy Factor in everything we do. It is the focus of our admin team to grow and support you as an educational leader and instructor. Please seek support from your colleagues and admin when you have questions or need. We are here to help!

The RBHS Administration Team

Principal, Annie Patu

alpatu@seattleschools.org

Assistant Principal, Dr. Scott Pierce

espierce@seattleschools.org

Table of Contents

Welcome to Rainier Beach High School!.....	2
24-25 RBHS Important Dates	4
Bell Schedule and Lunch Times	4
International Baccalaureate Learner Profile Traits	5
International Baccalaureate is for All.....	6
Student Expectations and Guidelines	6
Attendance Policy for Students.....	7
COVID-19 Safety	8
Cellphones and Personal Electronics	8
Counseling.....	10
Scheduling Information.....	10
Dress Code for Students.....	11
Associated Student Body (ASB)	11
Activities & Athletics.....	12
Dance Policy	12
Entering Class.....	13
Exiting Class.....	13
Food in Classrooms	13
Grading Guidelines.....	13
Graduation Requirements	14
Hall and Bathroom Passes.....	15
Health and Wellness Support for Students.....	16
Students with Individual Education Plans or Section 504 Plans.....	17
Retaliation/False Allegations	17
Emergency Evacuation and Lock Downs	17
Firearms and Dangerous Weapons	18
Homework.....	18
Lunch, Breakfast and Snacks Information.....	18
Parent Communication and Academic Intervention.....	18
Parking	20
Respect Among Staff and Students.....	20
Student IDs.....	20
Students as Teacher Assistants	20
Students Leaving Campus	20
Students After School	20
School Visitors.....	21
School and Classroom Behavior Expectations	21
Student Discipline	21
Tech Support	22
Teen Health Center	22
Vaping, Alcohol, and Drugs.....	23
Running Start Students	23
24-25 School Year Strategic Plans	23

24-25 RBHS Important Dates

- **Sept. 3** 9th grade Orientation
- **Sept. 4** 1st day of school
- **Sept. 19** Open House/Curriculum Night
- **Oct. 11** No School – In-service Day
- **Oct. 18** Homecoming Game
- **Oct. 19** Homecoming Dance
- **Nov. 6** End of Quarter 1
- **Nov. 11** No School - Veteran's Day
- **Nov. 26 & 27** Student-Led Conferences
- **Nov. 28 & 29** Thanksgiving Break
- Dec. 23 – Jan. 3 Winter Break
- **Jan. 20** No School – MLK Day
- **Jan. 28** End of Semester 1
- **Feb. 17-21** Mid-Winter Break
- **April 8** End of Quarter 3
- **April 14-18** Spring Break
- **May 26** Memorial Day
- June 18
 - Last Day of school
 - End of Semester 2
- **June 19** Juneteenth
- **TBD** Class of 2025 Graduation Ceremony

Bell Schedule and Lunch Times

Monday, Tuesday, Thursday, Friday

School Hours: 8:50 a.m. – 3:40 p.m.

Period	Time	Min
Period 1	8:50 – 9:40	50
Period 2	9:44 – 10:34	50
Period 3 Homeroom & Announcements	10:38 – 11:34	56
Period 4	11:38 – 12:28	50
Period 5	12:32 – 1:22	50
1st Lunch	12:28 – 12:58	30
Period 5	1:03 – 1:53	50
2nd Lunch	1:23 – 1:53	30
Period 6	1:57 – 2:47	50
Period 7	2:50 – 3:40	50

Wednesdays

School Hours: 8:50 a.m. – 2:25 p.m.

Wednesdays	Time	Min
Period 1	8:50 – 9:20	30
Period 2	9:25 – 10:00	30
Period 3 Homeroom & Announcements	10:05 – 10:50	45
Period 4	10:55 – 11:25	30
Period 5	11:30 – 12:00	30
1st Lunch	11:25 – 11:55	30
Period 5	12:00 – 12:30	30
2nd Lunch	12:00 – 12:30	30
Period 6	12:35 – 1:05	30
Advisory	1:10 – 1:50	40
Period 7	1:55 – 2:25	30

International Baccalaureate Learner Profile Traits

RBHS uses the IB Learner Profile Traits to frame our approach to learning. We believe that these traits embody the profile of our scholars with a focus on equity, anti-racist and culturally responsive practices.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines.

We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.

CARING

We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

International Baccalaureate is for All

The Rainier Beach High School International Baccalaureate program was established in 2013 and boasts the highest enrollment of dual credit students in the state of Washington. An IB education focuses on developing internationally minded students who become active, compassionate, lifelong learners. All scholars will have the opportunity to enroll in one of our two IB Programs (see below) in their junior year in English Language Arts, History, Math, and Science. This is a rigorous college-prep program where advanced course work is required in all areas, including arts and world languages.

Even if your scholar chooses not to enroll in the IB programs listed below, they will still be enrolled in an IB course for English Language Arts and History in their junior year regardless of their pathway.

The Diploma Program (DP)

The Diploma Program curriculum is made up of six subject groups and the DP core, comprising Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the extended essay. Students take 6 IB classes plus TOK. This is the most academically competitive and rigorous pathway. It is for students who can dedicate the majority of their time to their studies. If a student's incoming GPA is below a 3.0 and they are committed to participating in the Diploma Pathway, we will develop a plan and identify support so the student can be successful.

The Medallion Program (MP)

The Medallion Program curriculum is made up of four subject groups and the DP core, comprising Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the extended essay. Students take 4 IB classes plus TOK. This is a college preparatory program for students who want to be competitive applying to four-year universities but who might be involved in extracurricular activities to the extent the DP program is too much.

Student Expectations and Guidelines

Academic Integrity

At Rainier Beach High School, we value and honor academic and personal integrity, intellectual property of others, our own and each other's creativity, and ethical conduct. As talented, creative individuals and International Baccalaureate (IB) scholars, we hold ourselves and each other accountable for making sure that our authentic voices are heard by adhering to the highest standards of academic honesty. This means that we do not engage in plagiarism or any other forms of academic dishonesty.

Examples of plagiarism

- Using someone else's words or ideas without acknowledging the author
- Copying another student's work or letting another student copy my work.
- Copying or paraphrasing someone else's work from the Internet without acknowledging the source
- Submitting the same work for multiple assignments
- Any other form of cheating as explained by my teacher.
- AI Generated Essays (e.g., ChatGPT)

RBHS Progressive Plagiarism Sanctions

- For homework and in-school assessments:
 - First Offense:
 - A phone call home
 - An opportunity to redo the assignment/assessment for partial credit.
 - Second Offense:
 - Family meeting with administrator
 - In-school reflection time with Restorative Justice consequence
- Additional consequences for IB assessments:
 - A grade of Zero (0) for the assignment
 - Possible loss of semester credit in the course
 - Building-based consequences – reflection or short-term suspension for repeated offenses as

determined by an administrator.

Complete text of RBHS Academic Honesty Policy:

<https://rainierbeachhs.seattleschools.org/academics/academic-honesty-policy/>

Other Plagiarism Resources:

RBHS student library page on Schoology (Academic Honesty section): <https://tinyurl.com/4fzu484v>

Attendance Policy for Students

Show Up and Start on Time Protocols

Attendance is essential to the success of our scholars. Teachers are required to take attendance each day accurately in accordance with District policy.

Scholars are expected to be in school and in class daily. A student is considered absent if they enter class after 10 minutes have elapsed. Punctual attendance is the first requirement for success – both here and in the real world. Tardiness interrupts and interferes with the instructional program being offered in a classroom. A large part of learning takes place during class discussions and participation.

Scholars should be marked tardy within the first 10 minutes of class, except for 1st period, which is within the first 15 minutes. Please use the codes below for excused and unexcused tardies or absences.

- Between 1 and 10 minutes late (15 for Period 1) = L code
- After 10 minutes late or out of class for more than 20 minutes = A code

All scholars are on time when they cross the threshold of your classroom doorway. We encourage all teachers to stand at the door to greet and usher students into the classroom before the bell rings. Scholars are expected to be in the classroom for the entire scheduled time unless they have permission to leave classroom for a valid purpose with a pass.

Tardies

Scholars are considered tardy if they arrive after class start time and within the first 10 minutes. Arrival to class late, by more than 10 minutes, will be considered an absence. Scholars who arrive late to school and have no excuse note should just go right to class and teacher will mark tardy. If they have a note, they will bring it to the attendance office where they will be issued a pass to class.

The late restorative process begins on 3rd unexcused tardy.

3 – 5 unexcused tardies

Teacher will meet with scholar and send referral to Discipline Team. Student can be assigned up to 2 hours of Reflection Time to be served after-school or during the lunch period. A notice will be sent to scholar and parent/guardian. Scholar will meet with Discipline Team. Reflection time is served in our In-School Support Room 104.

6 or more unexcused tardies

Teacher will meet with scholar and send referral to Discipline Team. Student will be assigned up to 4 hours of Reflection Time to be served after-school or during the lunch period. A notice will be sent to scholar and parent/guardian. Truancy Intervention Specialist (TIS) will schedule a meeting with scholar and parent to complete an Attendance Intervention Plan. (TIS) will monitor attendance plan and inform parent of progress. Possible options include schedule change, wake-up calls, etc. Reflection time is served in our In-School Support Room 104.

Early Release

Parents can call, e-mail, or have their child drop off a note at least 2 hrs. in advance noting the time that their child needs to be released (i.e.: doctor appointments). This gives our office enough time to send scholar an Early Release pass so they can leave on time. **The student will not be released without permission from parent/guardian via phone call, e-mail, or a note.**

If scholar will be gone on a pre-planned event, they can complete a Pre-Planned Absence Form and have teachers sign the form. Please do this at least three (3) days in advance of the planned event.

Unexcused absences and Truancy guidelines

STEP 1: One (1) or Two (2) unexcused absences any time – Families will be informed via ROBO calls, writing or text, in the language that the parent/guardian is fluent. Scholars who leave class or the school campus without permission are considered truant.

STEP 2: Three (3) unexcused absences in a 30-day period – Student and family will be invited to a conference to identify potential barriers to consistent attendance, be informed about available supports and resources, and complete an attendance assessment and student success plan to eliminate or reduce absences.

STEP 3: Five (5) Unexcused absences in a 30-day period – Student and family will either

- Convene for a second meeting to continue addressing attendance barriers, student, and family areas of support needs, and adjust interventions as needed; OR
- Have an initial meeting and complete attendance assessment and student success plan (see step 2).

STEP 4: Seven (7) and no later than 15 unexcused cumulative absences in a school year - Student and family will continue to work with Attendance Support Team. Student Attendance Agreement will be completed and forward to school district office which may result in a truancy petition to be filed with county court and referred to King County Education Reengagement Program.

The goal of a truancy petition is not to punish students for past absences, but to prevent further absences, reengage students in their education, and provide opportunities and support to address barriers to attendance and success. [Attendance Resources | MySPS \(seattleschools.org\)](#)

COVID-19 Safety

We are all in together to keep our community safe. SPS continues to partner with staff and families, and with our local and state public health agencies — the Washington state Department of Health (DOH) and Public Health–Seattle & King County (PHSKC) — to keep our school communities healthy throughout the 2022-23 school year. Recently, the DOH updated its [COVID-19 guidance](#) for the start of school.

Symptoms, Testing, and Isolating

The DOH requires anyone showing symptoms of COVID-19 to stay home and get tested for COVID-19. Additional guidance includes:

- A person who tests positive for COVID-19 must isolate at home for five days. After five days, if symptoms improve and the person does not have a fever for at least 24 hours (without taking fever-reducing medications), they can return to school or work. COVID-19 tests are encouraged before returning.
- If an individual tests positive after five days of isolation, they must stay at home for the full 10-day isolation period.
- Anyone returning to school or work after isolation should wear a well-fitted mask from day six to 10. These individuals should also remain masked for sports and other extracurricular activities.
- If an individual is unable to wear a well-fitting mask, they should continue to isolate for a full 10 days.

Visit the [COVID-19 response page](#) for more information.

Cellphones and Personal Electronics

Rationale: This policy aims to minimize distractions caused by cell phones, promote a focused learning environment, and encourage students to engage more fully in their educational activities and practice important social skills. By implementing this policy, the school can effectively manage and re-enforce our school-wide cell phone expectation, also addressing concerns about unauthorized use during school hours.

Student Expectations: Cell phones and any personal electronics are silenced or powered OFF and out of

sight during instructional school hours in classroom and passing time. Students can use their cell phone before school/during lunch/and after school in designated cell phone use areas.

Parent/Guardian Expectations: Please review this policy with your scholar and create a plan in cases of emergencies. You can email your scholar using their school email or your scholar can respond before school, at lunch, or after school in designated locations.

Monitoring Cell Phone Use in class during school hours:

Warning: The first time a student's cell phone is out, staff will engage in the following:

- Say, "RB has a no cell phone policy, please silence your phone and put it in your backpack/bag." The staff member will watch student turn it off and place it out of sight. If a student does not have their backpack, a pocket is okay as long as the phone is off.
- A staff member will refer the student to the "cell phone free zone" poster in their classroom.
- Students get one warning per class.

1st Incident (After Warning):

- A staff member or teacher will say, "Please place your phone in the lock box." The student will place the cell phone in the metal lock box or a secured/locked location. Label the phone with the student's full name and 1st incident on a piece of masking tape.
- The incident will be noted.
- Please note: "Incidents" are not by individual class; they are cumulative and school wide.
- The teacher keeps the phone secured/locked; student can pick up at the end of the class period.
- Teacher contacts home same day to inform families of 1st incident via phone, talking points, or email: "Hello, I am calling to inform you that I had to take your student's phone from them today in class. They were given one warning to turn it off and put it away and they were not able to keep it put away. I gave it back to them at the end of class today. This is your student's first cell phone incident, but I want you to know that if this happens again in any class, their phone will be turned into the main office for pick up at the end of the school day."

2nd Incident:

- A staff member or teacher will say, "**Please place your phone in the lock box.**" The teacher makes masking tape label for phone with student name and "2nd incident" written on it.
- The incident will be noted and an email will be sent to the admin team (Rm 104).
- Admin Team will come collect cell phone and place in secured location for end of school day pick up in Rm. 104.
- Teacher contacts home same day to inform families of 2nd incident: "Hello, I am calling to inform you that I had to take your student's phone away today because they were not able to keep it away after one warning and 1st incident. This is the second incident for your student. I have turned in the phone to the main office to be picked up at the end of the school day."

3rd incident:

- Teacher makes masking tape label for phone with student name and "3rd incident" written on it.
- The teacher calls main office and **emails Mr. Adams (Tier 2) for follow-up and cc all Admin**
- Mr. Adams will contact home to schedule a time for the family to pick up the phone & meet as needed/appropriate.

4th incident:

- The teacher makes masking tape label for phone with student name and "4th incident" written on it.
- The teacher turns in the phone to the main office and **emails the Admin Team for follow-up & cc Mr. Adams**
- Administration contacts home to schedule a time for family to pick up the phone & schedule conference.
- If the student has continued incidents, progressive discipline will be provided as needed by admin.

Monitoring students out of class (hallways, cafeteria, outside) during school hours:

Staff will give reminders to students about the cell phone policy when they see a student on a phone in the hall. If this becomes a pattern with the same student(s) or student responds to gentle reminders with disrespect, contact administrative team who will follow-up with progressive discipline (phone collection, lunch reflection, after school reflection, etc.).

Classroom Phones and School Email

Classroom phones are for staff, not student use. Students may use the main office phones upon request before/after school or lunch if they need to place a call.

School provided student email is the primary way of communicating important information with students. Please check your email daily.

Counseling

More information on our dedicated and caring counseling team, its services, and booking appointments, and other supports: <https://rainierbeachhs.seattleschools.org/resources/counseling-center/>

Scheduling Information

Each student is encouraged to take advantage of the wide variety of learning experiences that the semester year offers to enrich his/her education. It is customary for Rainier Beach High School students to earn more than the minimal credits required for graduation.

Any off-campus courses for high school credit require the principal's or designee's written consent. Courses which may be repeated for additional credit are indicated in the Registration and Planning Guide. Unless noted, courses may be taken only once for credit.

Schedule Change Procedures

Schedule Changes occur only during the first 10 School Days of RBHS Semester - this includes Running Start students.

Students will be allowed a schedule change without penalty for the following reasons only**

- Senior who is deficient in credits or courses.
- Computer Error
- Course Cancellation
- Student does not have course prerequisite.
- Student previously earned credit for the courses in previous years or summer school

**Exceptions to the above criteria will be determined on an individual basis.

The following process will be followed for schedule changes:

- Students are required to complete a formal process, including conferencing with their Teacher(s).
- The Student discusses his/her request with their Counselor.
- The decision to change a schedule is made by the Administrator and Counselor based on a review of student's school record, input from teachers and/or contact with the Parent.
- If change is approved, the counselor fills out schedule change form.
 - The student obtains signature of teachers on the form whose classes s/he is dropping or adding.
 - The teacher drops or adds student to his/her class list.
- If the schedule change is NOT approved, the Student may conference with their Counselor.

Schedule Change after the Tenth School Day, including Running Start:

- Students who request and receive a transfer from a class will receive an "E" in the class.
- Students cannot start a new class for disciplinary reasons. After reasonable efforts by the Teacher, Counselor, and/or other staff have failed to accomplish the desired adjustment, the student shall receive a failing grade for the course.

- Exceptions to the above procedures will be determined on an individual basis.

Dress Code for Students

It is the policy of the Seattle School Board that the student and their parent/guardian hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g., backpacks, book bags). Schools are responsible for assuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

Core Values - In relation to student dress, the district's core values are the following:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming.
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce, or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity.
- Students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance.

Universal Dress Code - Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.).
RBHS expectation: Majority of torso (area below the neck to the waist) must be covered.
- Bottom (pants, shorts, skirt, dress, etc.); and
RHBS expectation: Area below buttocks to upper thigh must be covered.
- Footwear.

This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g., physical activity, science or CTE courses). Additionally, this policy allows for reasonable variation in required student attire for participation in activities such as swimming or gymnastics. Students may not wear clothing, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia.
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups.
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material.
- Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose); or
- Demonstrate gang association/affiliation.

Attire worn in observance of a student's religion are not subject to this policy. This policy permits schools with a uniform policy to continue having a uniform policy provided that it is gender neutral and inclusive of attire worn for a religious reason.

Associated Student Body (ASB)

Your Associated Student Body (ASB) government provides for student activities, serves as training experience for student leaders, promotes the common good for all students, gives students a share in the management of the school, develops high ideals of personal conduct, acts as a clearing house for student activities, seeks to interest students in school affairs, and helps solve problems that may arise. Members of the ASB are your representatives and have direct access to the school administration. In general, conduct befitting good citizenship is expected of every student at Rainier Beach High School. Good conduct and cooperation are expected at all times and places. You will be given the privilege of attend sporting contests, assemblies, concerts, and many other activities. Please remember that your privileges require certain obligations and responsibilities.

Activities & Athletics

Good conduct and cooperation is expected of all students that are members of school-sponsored athletics and activities. Students who violate school policy while being a member of the athletics or activities may be subject to removal from the program. This includes conduct not related to the activity or sports. Students who hold leadership positions within the athletics or activity may also be removed from his or her post and the program for violation of school policy.

Student spectators/ attendees may also be prevented from attending any school sponsored event if s/he has any outstanding discipline in place. Students suspended from school may not be on school grounds or school sponsored activities.

Fall Athletics

Sport:	Coach:	Contact:
Football	Coach Corey Sampson	clsampson@seattleschools.org
Girls Soccer	Coach Lara Chollette	ldchollette@seattleschools.org
Volleyball	Coach Amy Le	Ahle1@seattleschools.org
B/G Cross Country	Coach Michiko Yee	mayee@seattleschools.org
Golf	Coach Tim Zern	twzern@seattleschools.org

Winter Athletics

Sport:	Coach:	Contact:
Wrestling	Coach Nick Bertucci	nrbertucci@seattleschools.org
Boys Basketball	Coach Mike Bethea	Michaelbethea57@gmail.com
Girls Basketball	Coach Edwina Martin Arnold	emmartinarno@seattleschools.org
Girls Flag Football	Coach Avery Brown	anbrown@seattleschools.org

Spring Athletics

Sport:	Coach:	Contact:
Baseball	Open	N/A
Softball	Coach Sarah Werner	sjwerner@seattleschools.org
B/G Track	Coach Nicole Petty	nepetty@seattleschools.org
B/G Tennis	Coach Marquelle Boone	meboone@seattleschools.org
Boys Soccer	Coach Uchenna Aroh	umaroh@seattleschools.org

Fall/Winter Athletics

Sport:	Coach:	Contact:
Cheerleading	Coach Syvilla Tavares	sdtavares@seattleschools.org

Academic Athletic Eligibility

Students must be enrolled in a minimum of four classes during each semester in order to be eligible to participate with an athletic team. In addition, students must maintain a 2.0 GPA during the previous semester or have a 2.0 cumulative GPA to maintain athletic eligibility.

Metro League Sportsmanship Code

- Show pride, class, spirit, and respect.
- Display modesty in victory and graciousness in defeat.
- Please enjoy the game and promote good sportsmanship.
- In the Metro League, everyone is a winner

Metro League Schools

The Metro League consists of the following high schools: Ballard, Bishop Blanchet, Chief Sealth, Cleveland, East Side Catholic, Garfield, Franklin, Holy Names Academy, Ingraham, Lakeside, Lincoln, Nathan Hale, O'Dea, Rainier Beach, Roosevelt, Seattle Academy, Seattle Prep, and West Seattle.

Dance Policy

All rules and standards of behavior that are in effect during the regular school day are also in effect at all school activities.

Any student found possessing, trafficking, using, or being under the influence of alcohol, chemical substances or those purported to be, will be subject to suspension, expulsion, and/or arrest. Guests at school dances need to obtain guest passes in advance. Guests must be at least 9th grade or no older than twenty. Passes are available in the office and must be signed by an administrator. No one will be allowed to re-enter the dance after leaving.

Rainier Beach High School Dancefloor Rules

Please observe the following rules on the dancefloor or you will be asked to leave the event.

1. Face your partner as you dance.
2. Keep both feet near the floor. No sitting or lying down on the floor.
3. No bumping or grinding with your partner.
4. Hand placement on your partner must be appropriate for a school setting.

Please remember this is a school event. No warnings will be given. Removal from the dance will result in a suspension from all remaining dances. If your behavior would not be appropriate during the day at school, it would not be appropriate here either!

Thanks for your support and enjoy the dance! Dances are for Rainier Beach High School students and their guests under 20 years of age with prior approval from the administration.

Rainier Beach High School I.D. OR GUEST PASSES ARE REQUIRED FOR ENTRY TO ALL DANCES.

All guests are subject to Rainier Beach High School rules and regulations. Violation of any school policy will result in immediate removal from the campus and may involve proper authorities.

Entering Class

Students will arrive on time, in your assigned seat, and work on the warm-up when the bell rings. Students should come prepared to class with a **CHARGED laptop, writing utensil, and other needed materials.** Follow the class's specific entering procedures and routines (ex: grabbing notebook, handouts, etc.).

Exiting Class

Students should work until the bell rings—students should not line up at the door. Scholars are expected to clean up their area, return supplies, keep track of their laptop, and turn in assignments to designated turn-in area..

Food in Classrooms

No food may be eaten during class without teacher permission. Food should stay in the cafeteria or designated areas. Students are expected to manage their lunch time, clean up after themselves, and be sure to return to class on time.

Grading Guidelines

Communication Home and Grade Updating: SPS educators will provide bimonthly check-ins with students and families for students at risk of earning an Incomplete, No Credit, or a failing grade.

- Grades will be updated in the Source at a minimum of every 2 weeks.
- Communication will be made with home for students who are not on track (D or E) at a minimum of every 2 weeks. Students who are not making progress with Tier 1 interventions attempted with fidelity by teacher will refer student to counselor and administrator for MTSS Tier 2 Team support. Tier 2 MTSS team will work in collaboration with teacher, student, and family to create a documented academic plan that will be monitored by teacher and designated MTSS case manager.

Retake Guidelines: SPS educators will allow retakes and assignment revisions with timelines set by teacher.

- Only students with EXCUSED absences may have the opportunity to make up an assignment, quiz/test, or project. Teachers may use their own discretion for students who have extenuating circumstances.

- Summative Assessments or summative projects are available for Retakes or Test Corrections if absence is excused.
- Students must complete some type of reflection or additional learning prior to being eligible for a retake. This will vary between subject areas.
- When possible, re-takes will include only the areas in which students need to show improvement in order to meet standard. This might not be possible in some areas thus requiring re-taking an entire assessment.
- Re-takes can take place within a reasonable amount of time following the initial assessment.
- Students who plagiarize an assessment may not be eligible for a re-take.

No Zeros: SPS educators will not give any grades lower than 50% on any assignment (e.g., no zeros), even for a missed assignment.

- A “No Zeros” policy is in place in order to make a 100-point scale mathematically accurate in representing equal spacing between each grade band from A to E.
- When using a 100-point scale, a grade of 50 represents not completing (IE or incomplete evidence) or well-below standard performance.

[SPS Educators will use the following grading scale per Policy 2420:](#)

SPS Policy 2420 Uniform Grading Scale	Cutoff %
A	93
A-	90
B+	87
B	83
B-	80
C+	77
C	73
C-	70
D+	67
D	60
E	50

Incomplete Guidelines:

For any incomplete “I” earned during the 2024-25 school year, students have six weeks after the term to complete an individual learning plan and convert the “I” to a letter grade. Once their ILP is completed the teacher of record will submit a grade change form with the earned letter grade to Registrar. Please see school level policy for this process. If no action is taken the “I” will revert to an “E” grade on the transcript on the timeline.

Late Work Policy

Your teachers will share their late work policies to ensure consistency, fairness, and giving students an opportunity to demonstrate mastery of a skill in a reasonable amount of time.

Graduation Requirements

Rainier Beach High School students may meet requirements for graduation through the regular program of studies, through meeting requirements of the special-education program, through approved college and correspondence/internet courses, work- based learning experiences, alternate learning experiences, and through home/hospital instruction of approved district course

Requirements for graduation are as follows:

- Successful completion of a minimum of twenty-four credits, for classes of 2019 and beyond

- Successful completion of courses required by state statute, those required by State Board of Education Rules and Regulations and those required by the Board of Directors of Seattle Public Schools.
- Successful establishment of a high school & beyond plan (13th year).
- Proficiency on state assessments in reading, writing, math, and science, depending on graduation cohort, or equivalent alternative assessments.

A student will receive a Certificate of Academic Achievement (CAA) or its equivalency (Certificate of Individual Achievement) only if he/she earns the appropriate number of credits required by the district, completes a culminating project, completes the high school and beyond plan, and meets the required reading, writing, math and science standards on the high school statewide assessment or recognized alternative assessments.

Class of 2021 & beyond – Required Credits

Subject	Seattle Public Schools	Public, 4-Year Colleges and Universities	Recommended Courses for Highly Selective Colleges & Universities
English Language Arts	4.0 Credits	4 Years	4 Years
Mathematics	3.0 Credits	3 Years	3-4 Years
Science	3.0 Credits	2 Years	3-4 Years
Social Studies	3.0 Credits	3 Years	3-4 Years
World Language	2.0 Credits	2 Years	2-4 Years
The Arts: Visual or Performing Arts	2.0 Credits	1 Year	2-3 Years
Health & Fitness	2.0 Credits	N/A	N/A
Occupational Education	1.0 Credit	N/A	N/A
Electives	4.0 Credits	N/A	N/A
Total	24.0 Credits	N/A	N/A

Equivalency Credit

Many Occupational Education courses may satisfy graduation requirements in specific subject areas. These “equivalency courses” are noted in the course descriptions. Further, new WA State graduation requirement changes create the option for students in the Class of 2016 and beyond to fulfill two graduation requirements with successful completion of one Occupational Education equivalency course, while the credit counts only once in the student’s credit count toward graduation credit requirements. To request an equivalency course be applied to two graduation subject area requirements, students should complete and submit a request form through the Counseling Office.

Repeating courses

Any time a course is repeated for other than grade improvement, except when it is failed the first time, both course credits and grades remain on the student record/transcript and are calculated in the GPA. When fulfilling a graduation requirement, the course credit may only be counted once; the second credit will fulfill an elective credit. By request, a student may have the lowest grade eliminated from calculation in the GPA, provided any credit earned with the lower grade is eliminated as well. To request the lowest grade and accompanying credit removed from the high school transcript, a student should submit the appropriate form at the Counseling Office.

High School & Beyond Plan

Students are expected to complete a High School and Beyond Plan as part of high school graduation requirements. The High School and Beyond Plan will provide evidence of a student’s education and preparation for the future.

Hall and Bathroom Passes

Bathroom passes or any other student-requested passes should be monitored and used for emergency purposes. ONLY ONE SCHOLAR IS ALLOWED OUT OF CLASS AT A TIME. All classrooms have been assigned

a designated HALL PASS (plastic pass – Blue for 1st Floor and Orange for 2nd Floor) and must have scholar use when going to bathroom.

Scholars should be using the bathrooms located on the same floor as their classroom. Pass privileges can be revoked by admin, if necessary, in partnership with our parents. Please contact your supervisor if you need additional support.

Passes to the Nurse should be used for emergency purposes only. Scholars who become frequent visitors should have a conversation with teacher and nurse to help resolve any health issues.

Health and Wellness Support for Students

Prohibition of Harassment, Intimidation, and Bullying of Students

Rainier Beach High School and Seattle Public Schools is committed to a safe, civil, and equitable environment that is free from harassment, intimidation, or bullying of any student. The following beliefs support this policy:

- **A belief** that a positive school climate built on the principles of “acceptance” and “respect” is conducive to learning and thus allows students to do their best both cognitively and emotionally.
- **A belief** that the district has the opportunity to create safe and positive educational environments through the implementation of policy and procedure.
- **A belief** that students, staff, parents, and the community have a vested interest in, and should work together to promote, healthy social emotional well-being, and learning outcomes.

This policy prohibits harassment, intimidation, and bullying of students and applies when the targeted person of harassment, intimidation, or bullying is a student enrolled in the district and the aggressor is also a student enrolled in the district. This policy and accompanying procedure do not govern harassment, intimidation, or bullying of or by an employee, volunteer, parent/legal guardian, or community member.

As defined in Chapter 28A.600 RCW, “harassment, intimidation or bullying” means any intentional electronic, written, verbal, or physical act including, but are not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and RCW 28A.642.010, or other distinguishing characteristics, when the intentional act:

Physically harms a student or damages the student’s property; or has the effect of substantially interfering with a student’s education; or is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of school.

Nothing in this section requires the affected student actually possess a characteristic that is a basis for the harassment, intimidation, or bullying. “Other distinguishing characteristics” may include, but are not limited to, physical appearance, clothing or other apparel, socioeconomic status, or weight. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

This policy recognizes that “harassment,” “intimidation,” and “bullying” are separate but related behaviors toward a student. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors; however, this differentiation should not be considered part of the legal definition of these behaviors.

Harassment, intimidation, or bullying may take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, physical or electronically transmitted messages or images directed toward a student.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom, or program rules.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying toward students. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

Supports and Interventions

Supports and interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor and to restore a positive school climate.

The district shall consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions may include, but are not limited to, counseling, correcting behavior and discipline, restorative practices when voluntary and appropriate, law enforcement referrals, and other remedies or responses as appropriate.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation, or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free appropriate public education (FAPE). The meeting should occur regardless of whether that harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring, and/or reevaluation or revision of the student's IEP or Section 504 Plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm a student for reporting harassment, intimidation, or bullying, being identified as a targeted student, or participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees who knowingly report or corroborate false allegations will be subject to appropriate discipline. However, students or employees will not be disciplined for making a report in good faith.

Emergency Evacuation and Lock Downs

Over the course of the school year, each school shall conduct no less than one safety-related drill per month, including summer months when school is in session with students. Drills will be planned in a manner that is sensitive to the developmental and special needs of all students in the school community. These drills will teach students the following three basic functional drill responses:

- **Shelter-in-Place:** Students will receive instruction so that in the case of community violence or a hazardous vapor release that does not allow time to evacuate the campus, they will be able to remain inside, and take the steps necessary to eliminate or minimize the health and safety hazard.
- **Lockdowns:** Students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students and visitors will be able to take positions in secure enclosures.
- **Evacuations:** Students will receive instruction so that in the event the school or district needs to be evacuated due to threats such as fires, oil train spills, or tsunamis, they will be able to leave the building in the shortest time possible and take the safest route possible to another school or facility.

These safety-related drills may also incorporate an earthquake drill using the state-approved earthquake safety technique "drop, cover, and hold."

ALL STUDENTS are expected to follow all directives during emergency drills from staff.

Firearms and Dangerous Weapons

Pursuant to Board Policy No. 3248, students may not carry onto, possess, or use firearms or dangerous weapons on school property, on school-provided transportation, in areas of facilities being used exclusively by public schools, or at school-sponsored events or activities.

Weapons prohibited by this policy: State-defined dangerous weapons include: nunchaku sticks; throwing stars; air gun; sling shot; sand club; metal knuckles; any knife having a blade which opens, or falls, or is ejected into position by the force of gravity, or by an outward, downward, or centrifugal thrust or movement; or any dagger or dirk furtively carried; any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun, that emits an electrical shock, charge, or impulse.

District-defined dangerous weapons include: BB gun of any type, pellet gun of any type, "soft air" gun, gun look-alikes, slingshot, hand club, sandbag, chaco sticks, metal pipe or bar used or intended for use as a club, billy club, black jack, switchblade knife, fixed blade knife (e.g., kitchen knife, steak knife, and hunting and military-type knives that do not fold), large folding knife with a blade over 2- 1/2 inches long; any knife with a blade that locks open; any knife with more than one blade; razor blade; box cutter; blowgun, taser gun, bullets, and pepper gas/spray.

The definition of a dangerous weapon also includes any object that can reasonably be used to inflict serious bodily injury when a student uses such an object with the intent to harm or intimidate someone, or when there is no other reasonable purpose for possessing the object except to use it as a weapon.

Homework

In general, students should expect one and a half to two hours of homework per night in 9th and 10th grades. In 11th & 12th grade, students who are registered in the International Baccalaureate (IB) program can vary depending on the specific courses and teachers. Generally, IB students can expect a significant amount of homework due to the rigorous nature of the program. The workload can be demanding, as the IB curriculum aims to provide a comprehensive and challenging education. Time management and organizational skills are essential for success in the IB program, as students often must balance multiple assignments, projects, and assessments.

Lunch, Breakfast and Snacks Information

RBHS has two lunch sessions. First lunch is assigned to all or most 9th and 10th graders. Second lunch is assigned to all or most 11th and 12th graders. **RBHS is a closed campus for lunch.** Only juniors and seniors have the option to go off campus for lunch with a signed parent consent form. Admin, security, and non-classroom staff will be deployed to provide supervision for indoor and outdoor spaces on campus. Admin assigns instructors their designated lunch period.

School lunch is free to all students this year. Here are designated spaces and activities students may use during the lunch period. These spaces include cafeteria, activity center courtyard, gym foyer, gym, field, outside gym entry plaza, and supervised classrooms as designated by teacher.

Breakfast is served starting at 8:15am and a nutrition snack is made available after 2nd period.

Parent Communication and Academic Intervention

Engaging our families as partners in supporting scholars is a foundational value at Beach. Consistent, positive, and productive communication early on and throughout the year will yield the outcomes we want to see for our scholars. **Parent communication can happen by phone, in-person meetings, email, or by using Talking Points.** The expectation for responding to families and/or emails is 48 hours. Please contact your supervisor if you need support.

Advisory teachers will make contact with their advisee families at least once a month using the communication tools outlined above to share student's overall academic and attendance progress.

Academic Intervention

Should a student's grade fall below a C-, it is mandatory that the student attend after school tutoring. Teachers will be required to fill out a referral sheet for students to attend. Should the student refuse or be unable to attend after school tutoring, a conference with counselor, teacher and parent must take place. Classroom teachers will make contact with families immediately if a scholar's grade falls below a "C-" and create a plan with the scholar and their family to bring their grade up to a "C-" or better before the end of the respective quarter.

1. Step 1 – Teacher/Student conference when grade drops below a C.
2. Step 2 – Teacher contacts parent via letter, Talking Points, phone, or e-mail.
3. Step 3 – Teacher e-mails counselor and administrator (by alpha), who then contacts parent and refers student to MTSS Tier 2 intervention team to create a plan.

The Tier 2 MTSS team meets weekly and will gather data on scholars, assign a case manager, and recommend an intensive intervention plan with scholar, teachers, and family to provide focused support. The case manager will progress monitor student's plan and communicate with teachers and/or family as needed to adjust plan based on student needs. Please note we use a Team approach to supporting our scholars. The Tier 2 case manager helps to lead, but all other staff and teachers are a part of the team to ensure the plan is followed.

Steps to Academic Interventions

Step 1: Teacher/student conference when grade drops below a C to develop an Academic Study Plan.

Step 2: If grade does not improve, teacher contacts parent/guardian via letter, phone, or e-mail to discuss the current state of the Academic Study Plan.

Step 3: If grade continues to not improve, teacher shares Academic Study Plan with counselor along with steps taken so far. Counselor contacts parent/guardian to set up a meeting with parent/guardian, student, teacher, and counselor to discuss next steps.

Step 4: If grade does not improve, teacher refers student to the Tier 2 MTSS Team (see below for team members)

Name	Title	Email	Phone	Room
Heidi Lally (A-G)	Counselor	hnlally@seattleschools.org	2-6362	Counseling Office
Savali Taamu (H-N)	Counselor	sptaamu@seattleschools.org	2-6361	Counseling Office
Cintya Beristain-Riviera (O-Z)	Counselor	ciberistain@seattleschools.org	2-6456	Counseling Office
Tia Isabell	AIS	tliisabell@seattleschools.org		Rm 265
Principals	Admin			
Jacqueline Hardy	Behavior Specialist	jehardy1@seattleschools.org		Rm 265
Ann DeGroot	AIS and 504	akdegroot@seattleschools.org		Rm 102
Sarah Moges	Credit Recovery and 504	sbmoges@seattleschools.org		Library
Georgette Carter	Social Worker	gecarter@seattleschools.org		2 nd Floor
Patricia McBrien	Nurse	pamcbrien@seattleschools.org		THC
Virginia Bethea	Family Support Worker	vowens@seattleschools.org		Main Office
Crystal Alexander	SE Network Case Mgr.	clalexander@seattleschools.org		Rm 265

Name	Title	Email	Phone	Room
Chelsea Stevenson	SE Network Coordinator	castevenson@seattleschools.org		Rm 265
Laura Stuart	Teen Health Center	Laura.Stuart@kingcounty.gov	206-296-4639	THC
Devon Cole	School Psychologist	Dccole@seattleschools.org		Portable 1
Lee Adams	Student and Family Advocate	lcadams@seattleschools.org	2-6373	Rm 104
Marcus Daniels	Truancy Intervention Specialist	mldaniels@seattleschools.org		Rm 265A

Parking

All students will need to register their car with Security for a parking pass to be placed on dashboard or mirror for visibility.

- Only staff can park in the front parking lot.
- The parking lot will be closed for most of the day. We will lock it after 1st period and open it up during lunch and right before school day ends.
- Students are expected to drive in a safe manner.
- Students are not to loiter around their cars and may not return to their cars during the school day unless they have a school- approved early dismissal.
- Failure to comply with the above expectations will result in disciplinary actions.

Respect Among Staff and Students

Mutual respect among students, staff, and community is expected. Disrespect includes use of profanity and failure to obey reasonable requests by a staff member. Racist, sexist, derogatory, abusing, or hazing behaviors are not tolerated. Students engaging in such activity are subject to disciplinary action. It is additionally the policy of Seattle Schools that all students shall be assured a school environment free from sexual harassment.

All students have the right to learn and interact in a school that is respectful and free from bias. We do not tolerate discrimination in the form of demeaning slurs, name-calling, gestures, graffiti, or other words and actions or symbols relating to race, color, national origin, religion, gender, lifestyle, or handicap. Such offensive behaviors toward individuals or groups of students will result in disciplinary action.

Student IDs

All student IDs will be distributed to each scholar on or after picture day in beginning of school year. For safety reasons, scholars must always carry their school ID on them. ID will be required at all school events and games outside of school hours. Replacements may be available upon request.

Students as Teacher Assistants

If you are a TA, it is your responsibility to be in that class during that class period. You should remain in your class the whole period, unless on a specific mission. In such cases, the TA must have a hall pass.

Students Leaving Campus

Students who think they need to leave school during class time are instructed to report to the attendance office, or if ill, to the health office. Teachers who have need for students to leave the school grounds during class time must receive parental permission before allowing students to leave school to attend to school-related business.

Students After School

Students on campus after school must be under the supervision of a staff member. Teachers who have arranged activities for students after school must also arrange to have a staff supervisor present.

School Visitors

RBHS does not allow guests of students on campus. Visitors must sign in at the main office, show their driver's license and wear a visitor's badge. Anyone wishing to observe a class should prearrange it with the teacher and the principal.

School and Classroom Behavior Expectations

RBHS uses the Beach 5 as a guide to behavioral expectations campus-wide and when we attend off-campus school sponsored events. Please review and discuss with your students what the Beach 5 is and what it looks like at Beach.

The Beach 5

- **Be Respectful**
- **Embrace Responsibility**
- **Achieve Excellence**
- **Commit to the Future**
- **Have Integrity**

Student Discipline

RBHS believes in restorative practices to provide prevention and intervention to guide student behaviors. It is our practice to build relationships and rapport with our students before we attempt to correct behaviors unless there is clear and present danger. WE ARE HERE FOR YOU!

RBHS uses the Seattle Public Schools Discipline matrix as a guide in responding to inappropriate student behaviors. We always encourage staff to enlist Tier 1 interventions before writing a referral unless there is a disruption to entire class.

Responding to Tier 2 Behaviors

Non-Referable Behaviors

Responses to undesired behavior:

- Goal is to effectively respond to the situation with a lower numbered intervention.
- Teacher cultivates their own empathy as a teacher and determines what motivates student (what they want) and uses that as an incentive to shape targeted behavior within the classroom setting.
- Teacher speaks to student(s) privately and inquires about student well-being.
- Teacher calls parent/guardian to inform them of the issue and discuss options for future response.
- Teacher takes initiative to contact the student's counselor to set up a meeting or email conversation with all teachers of student.
- Teacher calls for administrative assistance to help meet student needs that contribute to the behavior (non-punitive).
- Teacher calls for administrative assistance because the situation requires a potentially punitive response.

It is expected that as any teacher's skill set and level of experience grows, they will be able to deescalate situations with less intervention from security or administration. Teachers and administrators are partners in managing the complexities of classroom behavioral challenges. Teachers, administrators, and building leaders will work together to advance teacher skill in managing behavior challenges.

Referable Behaviors

Three types of referrals are referenced below and are defined as follows:

- **Urgent and a Threat to Student(s) Safety:** student sent to administrator at time of incident and accompanied by security.
- **Urgent and Non-Threatening:** student sent to administrator at time of incident but not accompanied by security.
- **Non-Urgent:** student is not sent to administrator at time of incident.
- All student referrals should include appropriate written documentation to administration on electronic

referral form. The teacher and administrator are expected to call home regarding all referrals within 24 hours.

- Administrators will communicate with teachers regarding appropriate resolution for each situation. The administrator will have multiple strategies they can use to redirect behavior and/or decide appropriate discipline. Resolution will almost always include a meeting with the teacher and the student, and potentially others, in order to communicate expectations and/or create a plan to support student success.

Cell phone violations will be entered into the school-wide cell phone incident log, not a referral form.

The admin team is committed to follow-up of all referrals and to send you notification of our response in a timely manner. If appropriate, we will also work with the teacher to create a re-entry plan to support reengagement of student in the learning space.

In School Support and Reflection Time

RBHS has designated Rm 104 as our In School Support and Reflection space. Students can be assigned to ISS as a response to discipline infractions. This space can also be used for students who may need a space to take a break per their behavior plan or IEP. Staff must email the ISS supervisor to request if a student can report there as the space is limited.

Reflection is assigned to students for low level discipline. Reflection is served after school for one hour on Tuesdays and two hours on Wednesday. Reflection can also be served during lunch time if students have transportation barriers.

Tech Support

Having laptop challenges or tech troubles? Check out **Technology Supports for Families:**
<https://www.seattleschools.org/student-portal/technology-supports-for-families/>

Technology support includes:

- Laptop and SPS device support
- Hot spots support; information on free/affordable Internet access.
- Support with remote learning software and other educational resources.
- General technology resource information and support

Support accessing the Source/ creating a parent Source account: sourcesupport@seattleschools.org

In-school technology support for students:

- Chris Gerken, Technology Support Specialist: csgerken@seattleschools.org
- Sarah Moges, RBHS Librarian: sbmoges@seattleschools.org
- Karla Nyquist, Science Teacher, knnyquist@seattleschools.org

Library and Technology Support page for RBHS students (on Schoology):
<https://districtlms.seattleschools.org/course/6331674359/materials>

Free or Affordable Internet Access for Families (how to apply):
<https://rainierbeachhs.seattleschools.org/news/free-or-affordable-internet-available-for-families/>

Teen Health Center

Rainier Beach High School Teen Health Center is located next to the counseling office. The THC provides students with physical and mental health services. We offer phone, telehealth, and in person visits.

We are committed to helping adolescents achieve wellness and success in all aspects of life. We work in active partnership with teens, their families, the school, and our community. The health center, which is located in the school, is open during the school year to provide health care and mental health counseling. The health center is available to all RBHS students.

The Teen Health Center is a collaboration among Rainier Beach High School, Public Health Seattle-King County, and Kaiser Permanente. This program is sponsored, in part, by the Families and Education Levy passed by the voters of Seattle. We have a full time Nurse Practitioner and a Mental Health counselor providing all the services. The staff is trained to understand and treat the special health care needs of teens.

At Rainier Beach Teen Health Center, students may be seen by appointment with consent from their parents, during school hours or after school. Teens of any age may be seen for confidential family-planning services [Reproductive Privacy Act (RCW 99.02)]. Mental-health services are available without parent consent for teens age 13 and over. Consent forms are available at the Teen Health Center.

Deborah Stanley
Clinic Coordinator
Phone: 206-296-4639
Deborah.Stanley@kingcounty.gov

Vaping, Alcohol, and Drugs

Seattle Public Schools and Rainier Beach High School prohibits the unlawful possession, use, or distribution of drugs and alcohol by students on school property, on school-sponsored transportation, or as part of school activities. Compliance with this rule is mandatory; students who disregard the prohibition may be subject to a disciplinary response. Seattle Public Schools offers or can assist in arranging access to drug and alcohol education, counseling, and recovery support. For further information, contact your school leader, school social worker, or school counselor.

Running Start Students

Students will be treated as college students while attending the community college, expected to adhere to the same college rules, expectations, and procedures as all other college students. Students are responsible for knowing and following all rules, guidelines, and deadlines of the Running Start program at the specific college they are attending.

Accessing Rainier Beach High School - Campus Expectations

Full-Time Running Start: Only permitted on campus during school hours if you have a scheduled appointment with a RBHS staff member or Teen Health Center (THC). Must sign in to the main office.

Part-Time Running Start: Only permitted on campus during scheduled period at the high school or if you have a scheduled appointment with a RBHS staff member or THC.

24-25 School Year Strategic Plans

Rainier Beach High School CSIP:

<https://rainierbeachhs.seattleschools.org/about/continuous-school-improvement-plan/>