West Seattle High School

2020-21 Remote Learning
Student and Family Handbook

Principal, Brian Vance
Assistant Principal, Sean Fisher, Sr. (A-L)
Assistant Principal, Nancy Carroll (M-Z)
Welcome to West Seattle High School!

*Home of the Wildcats*

Welcome to the 2020-2021 school year! This handbook is designed to help guide our students and families in having a successful remote learning experience. *It will be updated in the event we return to in-person school this year.* You are an integral part of the Westside family, and we encourage you to get engaged and involved.

Our expectation of all students is to achieve at your highest level of potential, seek out the appropriate needs of support, prepare yourselves for your academics, and to become an active member in the community and the offered programming here at West Seattle High School.

Your success depends on how much of yourself you put into your experience, so don’t hang back – get involved.

*All the best to a great year,*

_The WSHS Administration Team_

**Principal, Mr. Brian Vance**  
brvance@seattleschools.org

**Assistant Principal, Mr. Sean Fisher, Sr.**  
last names starting with A-L  
safisher@seattleschools.org

**Assistant Principal, Mrs. Nancy Carroll**  
last names starting with M-Z  
necarroll@seattleschools.org

**Communication**

Families and students,

We believe positive and productive communication between home and school. If you have a question or concern, please contact a teacher directly to resolve it first.

You may search for WSHS staff emails here through the West Seattle HS Directory, and then put their name, job, or title in the search bar to find the person.

If you send an email on the weekend, holiday, or school break; or if the staff member is absent, kindly expect a delay until the next school day. Please expect up to 48 business hours for a reply to emails requiring a response from staff.

Thank you.

*Westside Weekly*

Please keep an eye out for the *Westside Weekly*, coming to your inbox once a week, or can be found in the news section of the West Seattle High School website. Please make sure that your updated email address is on file, so you don’t miss out on any news.

Also check on our school website for upcoming dates and important announcements:  
https://westseattlehs.seattleschools.org/
2020-21 SPS High School Academic Calendar

November 11 Veterans Day (no school)
November 26 – 27 Thanksgiving break (no school) Thanksgiving and Native American Heritage Day
December 18 1-hour early dismissal (winter break)
December 21, 2020 – January 1, 2021 Winter break (no school)
January 18 Martin Luther King Jr. Day (no school)
January 27 End of Second Semester
January 28 Day Between Semesters (no school)
February 15 – 19 Mid-winter break including Presidents Day (no school)
April 9 End of 3rd Quarter
April 12 – 16 Spring Break (no school)
May 31 Memorial Day (no school)
WHS Graduation Time, Location, and Day TBD
June 18, 2021 Last day of school (1-hour early dismissal)

Daily Schedules

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon/Thurs</th>
<th>Tues/Fri</th>
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<tbody>
<tr>
<td>9:00 – 10:45</td>
<td>Period 1 Instructional Block</td>
<td>Period 4 Instructional Block</td>
</tr>
<tr>
<td>10:45 – 10:55</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:55 – 12:40</td>
<td>Period 2 Instructional Block</td>
<td>Period 5 Instructional Block</td>
</tr>
<tr>
<td>12:40 – 1:25</td>
<td>Lunch &amp; Enrichment Activities</td>
<td>Lunch &amp; Enrichment Activities</td>
</tr>
<tr>
<td>1:25 – 3:10</td>
<td>Period 3 Instructional Block</td>
<td>Period 6 Instructional Block</td>
</tr>
<tr>
<td>3:15 – 3:50</td>
<td>Enrichment Activities</td>
<td>Enrichment Activities</td>
</tr>
</tbody>
</table>

Staff day – 8:40 a.m. to 4:10 p.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday</th>
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<tbody>
<tr>
<td>9:00 – 9:35</td>
<td>Advisory</td>
</tr>
<tr>
<td>9:40 – 10:10</td>
<td>Period 1 Small Group Lesson or Periods 1 – 6 Independent Student Work</td>
</tr>
<tr>
<td>10:15 – 10:45</td>
<td>Period 2 Small Group Lesson or Periods 1 – 6 Independent Student Work</td>
</tr>
<tr>
<td>10:50 – 11:20</td>
<td>Period 3 Small Group Lesson or Periods 1 – 6 Independent Student Work</td>
</tr>
<tr>
<td>11:20 – 12:05</td>
<td>LUNCH</td>
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<tr>
<td>12:05 – 12:35</td>
<td>Period 4 Small Group Lesson or Periods 1 – 6 Independent Student Work</td>
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<tr>
<td>12:40 – 1:10</td>
<td>Period 5 Small Group Lesson or Periods 1 – 6 Independent Student Work</td>
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<tr>
<td>1:15 – 1:45</td>
<td>Period 6 Small Group Lesson or Periods 1 – 6 Independent Student Work</td>
</tr>
<tr>
<td>1:45 – 2:35</td>
<td>Enrichment Activities</td>
</tr>
</tbody>
</table>

- **Instructional Blocks**: A combination of synchronous/live and asynchronous/offline instructional opportunities. All instructional Blocks start with a synchronous/live session to take attendance and set the instructional goals and lesson outline for that block.

- **Enrichment**: Time for clubs, counseling (individual/small group), specialized instructional support, family outreach, etc.

- **Wednesdays**:
  - Advisory: Advisory is the only mandatory synchronous/live session on Wednesday. Attendance for Wednesday will be taken in Advisory.
  - The remainder of the day on Wednesday will be independent/asynchronous work time for students along with small group and teacher help sessions as outlined above.
Remote Learning

During these uncertain times you might find that you’re in need of support. Please check your teachers’ individual Schoology pages for updates on assignments, tests, and important dates. https://www.seattleschools.org/resources

Having laptop challenges or tech troubles? Check out Technology Resource Center Supports for Families.

Technology support includes:

- Laptop and SPS device support
- Hot spots support
- Support with remote learning software (e.g., Seesaw, Schoology) and other educational resources
- General technology resource information and support
- Language help for remote learning tools
- Additional English language instructional support

Supply Pickup from WSHS

Currently the school building is closed to the public due to the COVID-19 pandemic. On Wednesdays from 12-2, we have pickup of library books and materials distribution at the historical entrance across from Hiawatha Community Center. Please wear a mask and maintain at least 6 foot social distancing protocols, wash your hands, and follow COVID safety when coming.

You can also pick up an ORCA Card there, which must pre-ordered ahead of time from the main office at 206-252-8800.

Health, Wellness, Substance Use, & Crisis Supports

Our point person for health and wellness supports is our WSHS School Nurse, Ms. Aimee Osland aiosland@seattleschools.org

Neighborcare Teen Health Center

We have an onsite Teen Health Center through a community provider, Neighborcare, that provides health services to students who enroll ahead of time with them. The Teen Health Center staff provides a wide variety of services by appointment only including mental health services, routine medical exams, sports physicals, etc. You may contact the Neighborcare Teen Health Center at (206) 658-8048.

Health and Wellness

Below is a list of additional Community Based Providers and Crisis Support contacts to help support you and your family during this time. Agencies are offering Telehealth support services such as phone or video platforms to provide counseling support.

https://www.seattleschools.org/resources/health_and_wellness

Mental Health and Substance Use Resources

https://www.seattleschools.org/resources/health_and_wellness/mental_health_and_substance_use_support

Mental Health and Substance Use Support During COVID19 School Closure A safe and welcoming environment is important in promoting a sense of belonging and supporting excellence for each and every student. Positive school climates include:

- A vision based on shared beliefs, values, rituals, and stories that grow as part of the culture.
- Collaborative relationships and respectful interactions between students, families, and staff.
- Fair and equitable treatment that respects and values all cultures.
- A physical environment that is welcoming, safe, and accessible to all.
Regular assessment and review of school climate survey by students, families, staff, and stakeholders.

In addition to a positive school climate, we understand that students at times may experience emotional and/or physical stressors. During these times, students are encouraged to share with a trusted adult at school, and staff are committed to supporting each student so that they are fully able to participate in the school day.

**Sometimes additional counseling, support, and resources may be helpful.** A number of community agencies offer assistance and information on health and human services available to King County residents. You can call 800-621-4636 or 211 for additional information.

### Attendance

Attendance has been proven to be one of the most powerful predictors of academic achievement and can have a dramatic impact on key milestones, including third grade reading, 9th grade achievement, high school graduation, and life success.

Attendance is a foundational part of strong teaching and learning. As part of our commitment to the learning needs of every child, WSHS will be monitoring and recording daily attendance.

**You can check your child’s attendance on the Source here:**
https://ps.seattleschools.org/admin/home.html

Please email our attendance specialist, Ms. Nancy Cromer attendance if your student is absent, even from remote learning. Westseattlehs.attendance@seattleschools.org

**Chronic absenteeism is defined as a student missing 10 percent of school, regardless of the reason — that’s 18 days in a school year!**

Need support in encouraging your student’s attendance? Please reach out to their counselor.
https://www.seattleschools.org/departments/attendance_and_truancy/encouraging_attendance

**SPS Attendance Information**
https://www.seattleschools.org/departments/attendance_and_truancy

**Statewide Definition of Absence for the 2020-21 School Year**

### Lunch Information

Lunches and food are available at the following West Seattle school sites. They are open school days Monday - Friday, 11:15 a.m. - 1:15 p.m.

**Bus Route and Schedule** The district provides student meals by bus Monday through Friday throughout Seattle. Please refer to our bus route maps and schedule online to determine the timing of the route or the school closest to your family. Madison 3408

**West Seattle and Southwest School Sites**
- Boren STEM K-8 School
  5950 Delridge Way SW, Seattle, WA 98106
- Arbor Heights Elementary School
  3701 SW 104th St., Seattle, WA 98146
- Concord International Elementary School
  723 S Concord St., Seattle, WA 98108
- Denny Middle School and Sealth High School
  2601 SW Kenyon St., Seattle, WA 98126
- Highland Park Elementary School
  1012 SW Trenton St., Seattle, WA 98106
- Madison Middle School
  3429 45th Ave. SW, Seattle, WA 98116
- Roxhill Elementary School
  7740 34th Ave. SW, Seattle, WA 98126
Grading

At Seattle Public Schools, we are focused on anti-racist, equity-aligned grading practices that support greater accuracy, anti-bias, and student motivation and growth mindset in classroom grading. On August 12, 2020, the SPS School Board voted to temporarily suspend portions of the district’s high school grading policy (Policy 2420) so that students taking high school or middle school courses will earn "A-C-" or "Incomplete" final grades as measures of their learning progress.

This revised grading scale, along with associated grading practice guidance given to educators, seeks to minimize harm to students and promote equity during remote learning.

• "A" through "C-" or "Incomplete" grades are the only options for final grade marking for the 2020-21 school year.
• The "C-" final grade cut off is 70% on the 100 point scale. This means if your student has a grade below 70% as their final grade, they will receive an "Incomplete."
• An "Incomplete" will only be earned after a detailed support process involving the teacher, relevant learning team (e.g., IEP team), and school leaders.
• As in the spring, "D" and "E" scores will still be visible in the gradebook and on the Source. However, teachers will convert "D" and "E" grades into "Incomplete" final grades at the end of the semester.
• Courses that are designated as "Pass/No Pass" before the start of the semester will be graded as "Pass/Incomplete" at the end of the semester.
• If students are at risk of earning an "Incomplete," the student and their family will be informed well in advance of final grades. If they earn an "Incomplete" as their final grade, the student will have the opportunity to appeal or work with their teacher to create and complete a learning plan to earn a letter grade and the course credit.
• If students with IEPs and 504s are at risk of earning an "Incomplete," the student’s educator will consult with their IEP case manager or the school-based 504 team, as well as the student and their family, to review student progress, ensure appropriate supports, accommodations, and modifications are present for remote learning and develop a plan for completing the course and earning credit.

Academic Integrity

At West Seattle High School, plagiarism is not tolerated. All students are expected to cite resources in your writing and research. Students are expected to do their own work which includes not cheating on exams and/or copying other students’ homework. Failure to follow this policy may result in retaking the assessment, redoing the assignment, and/or loss of grade and/or credit for that particular assignment. Students will also be referred to administration for progressive discipline. See full WSHS plagiarism policy below for more details.

Plagiarism Policy
D-245 Plagiarism
(As defined in Seattle Public Schools Student Rights and Responsibilities)

"Cheating, or copying the work of other persons, or turning in another person's papers, projects, computer programs, etc., as your own."

Plagiarism includes:

• Using another writer’s words or ideas without proper citation, or merely rearranging or changing a few of the author’s words and presenting the result as your own work, or not using quotation marks when citing a source;
• Having someone else write your paper, program, or project, including asking friends, paying someone, using a paper writing service, or taking information verbatim off the Internet.
• Copying another student’s work during a test, lab, or classroom activity and turning it in as your own. This is “cheating”.

D-245 Plagiarism Sanctions
(Aligned with the Basic Rules of Seattle Public Schools)

1st Offense:
• Teacher conference with student. Parent/guardian will be contacted. Policy reviewed with parent/guardian and student.
• Completion of the original assignment (e.g. re-writes paper, makes-up test, re-does project, etc.)
  o The student must complete the assignment on his or her own time (in or out of class, or under supervision) based on teacher/administrator discretion.
At the discretion of the teacher students may be required to complete an alternative assignment of their own original work for the purpose of accurately assessing the student’s knowledge/skills.

- The assignment will be marked “incomplete” until this step is complete.
- Plagiarized assignments that are not completed may result in student receiving an incomplete and/or no credit on the assignment and/or in the course.

- Student’s academic misconduct will be confidentially communicated to all his/her teachers and a log entry made in PowerSchool.

2nd Offense:

- All sanctions for 1st offense apply plus the following:
- Parent/guardian conference with student, teacher(s), counselor and other stakeholders to discuss causes/issues and determine interventions (e.g. attendance at MASH, tutoring, etc.).
- Student must complete restorative sanctions, (e.g. research of university and/or other applicable policies, completion of restorative justice process, community service, written apologies, etc.) at the discretion of teacher, administrator, and/or restorative practices process.
- Formal paperwork will be entered into the discipline record to indicate 2nd offense.

3rd Offense:

- Sanctions for 1st and 2nd offenses may apply at the discretion of teacher/administrator plus the following:
- Student’s grade in the course becomes “incomplete” and parent/guardian conference with student is immediately scheduled to discuss student’s continued participation in the course.
- Student participation in extra-curricular activities and athletic eligibility may be revoked at the discretion of the administration and/or restorative justice process

Counseling

More information on our dedicated and caring counseling team, its services, and booking appointments, and other supports can be found here.

School Counselors

- Last Names A-H, Ms. Erica Nguyen
- Last Names H-N, Ms. Mallory Neuman
- Last Names O-Z, Christine Nutters

High School Graduation Requirements

School Board Policy 2415 sets forth Seattle Public School’s Graduation Requirements for the Class of 2008 and beyond. More specific information about Washington State and Seattle Public School’s Requirements can be found in the information below.

The new graduation requirements are mandated by the Washington State Board of Education. The board designed the new requirements to be both rigorous and flexible, and to support the vision of an education system that prepares all students for college, career, and life.

Students in the Class of 2021 and beyond must earn 24 credits to graduate.

As State graduation requirements vary by graduation credits, please refer to the District’s comprehensive website with graduation year requirements, credit FAQ, and more: https://www.seattleschools.org/academics/graduation_requirements

Counselors meet with students virtually to determine graduation pathway for each student. Please ask them if you have any questions.

**All students are required to graduate with a minimum of a 2.0 GPA and pass all required state assessments.**

**Students must also complete 60 service learning hours.**

**Students must complete a High School and Beyond Plan.**

Schedule Changes

We do not permit schedule change based on “teacher shopping” or students selecting a class based on who the instructor is, or if their friend(s) are in the class.

1. A student may change a course within no more than ten school days of the beginning of the term. The timeframe may be extended only for extenuating circumstances upon written approval of the principal or
principal designee.
2. Marks and attendance should follow a student to the new class if the class change occurs after the first ten school days of the term.
3. No student may drop a course if the result is a hole in his/her schedule. Juniors and seniors who are on track to meet their graduation requirements may have the option of late arrival or an early dismissal in lieu of a dropped class with parent/guardian permission.
4. Any change after ten days, including a staff-initiated transfer, requires documentation in a student’s file or PowerSchool, and approval from the assistant principal (A-L Mr. Fisher, M-Z Mrs. Carroll).

**Student Activities, Athletics, & Eligibility**

We welcome students to start their own clubs. For more details, see the Activity Coordinator, Ms. Angela Ferda, aafeferda@seattleschools.org.

**Sign up for Remind text notifications to receive important WSHS Updates:**

Class of 2021 – Text the message @wsclass21 to number 81010
Class of 2022 – Text the message @wsclass22 to number 81010
Class of 2023 – Text the message @wsclass23 to number 81010
Class of 2024 – Text the message @wsclass24 to number 81010

For more information on athletics, please go to our athletics web page. [https://westseattlehs.seattleschools.org/student_activities/athletics](https://westseattlehs.seattleschools.org/student_activities/athletics)

**Athletics**

*Students participating on any athletic team must meet the eligibility standards which include:*

1. **Earning a 2.0 GPA** the grading period before the season begins
2. **Maintaining a 2.0 GPA** during participation season
3. Completing and returning the required paperwork
4. Have a current ASB Card
5. Be clear of all school fines
6. Have a current physical on file, good for two years

Athletes are subject to weekly grade checks. If athletes are not eligible they are unable to participate in the weekly competitions. These rules fall under WIAA regulation and are not subject to change.

**ASB and Cheer Participation**

Participation in ASB, Leadership Class, and Cheer are a privilege. Students running for, holding an elected office (Class, ASB, and Cheer), or participating in the ASB class must earn a minimum of a 2.0 GPA to retain their position. Students must have a 2.0 GPA before trying out or running for office. **Failure to maintain with this academic standard could result in forfeiting the privilege of participation in aforementioned activities/class.**

**Fees and Fines**

Failure to return books and/or pay fees will result in a fine card being sent to the Fiscal Specialist. In addition, student athletes will be fined if uniforms and/or equipment are not returned in a timely manner. Payments can be made on a regular basis to the Fiscal Specialist, in room 120G.

A student or parent can see if a fine/fee is due by using The Source at: [https://source.seattleschools.org/pub/login/index.html](https://source.seattleschools.org/pub/login/index.html). Once you sign in on The Source click on the library link to locate any fine/fees information. This information is updated on a regular basis.

**Failure to pay fines may lead to:**

1. Ineligibility to play sports, in the event of in-person sports this year.
2. Loss of ASB privileges
3. Your yearbook being held until the end of the last day of school.
4. Walking in the graduation ceremony as well as, picking up your diploma, and the sending out of your transcript.
Advisory & Social Emotional Learning (SEL)

West Seattle High School implements a comprehensive advisory program for students grade 9-12. This school year, advisory will focus more on social emotional learning (SEL), which is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. CASEL: https://casel.org/

WHY Advisory?
- To build positive relationships between individuals – staff/student, student/student.
- To provide a regular, ongoing support for you.
- To support your academic achievement.
- To build a positive school community that includes authentic student voice and participation.

WHAT will we do in Advisory?
The content in Advisory will be around 4 general themes:
- **Personalized learning** – we will spend time helping you learn about yourself, your strengths and challenges, your interests, what makes you who you are, and thinking about where you want to go.
- **High School and Beyond** – we will help you create, review, revise, and achieve your post-high school vision for your life.

WHEN is Advisory?
- Once a week, on Wednesdays.
- Students are divided into smaller groups of +/- 20 students – all in the same grade level.
- You will receive a Pass/No pass grade and .25 credit per semester (.5 per year) that is performance based.
- Credit for Advisory is based on attendance AND the successful completion of the assignments.

HOW will the goals of Advisory be accomplished and by WHOM? As an Advisor, I will:
- be a coach, support and mentor for you.
- work to build community by providing a positive, supportive, and learning-focused atmosphere.
- help you understand more about who you are and who you want to become.
- oversee your participation and engagement in our activities and your portfolio development throughout the year.
- help you track your academic progress and attendance in your classes.
- help you define your goals and needs based on your strengths, challenges, abilities, and interests. This includes revising and/or redefining these as the year progresses.
- communicate with your family at least once per quarter (10 weeks) to discuss your progress.

As an Advisee, I will:
- attend all Advisory sessions on time.
- work to build a positive community by listening to others in the group, engaging in all activities we do, and being willing to learn about myself in an authentic way.
- take responsibility for my success including using the tools and supports of the school in exploring my interests/strengths, addressing my challenges, and achieving my personal goals.
- stay up-to-date on my academic progress and attendance by using The Source regularly.

Student Rights & Responsibilities

Meaningful learning occurs in environments that are safe, positive, consistent, and predictable. When the principles of cultural intelligence, safety, respect, honesty, accountability, and equity are exhibited throughout a system, trusting relationships result and excellence for each and every student can be achieved.
Seattle Public Schools is committed to furthering cultural intelligence that respects and values the diversity in schools and in classrooms across the district. This commitment serves to guide decisions in promoting fair and equitable treatment for all.

Please refer to Seattle Public School Discipline Policy for detailed information can be found at the following links:

Basic Rules of Seattle Public Schools

Draft Student Rights and Responsibilities Remote Learning Companion 2020-2021

Our Student Rights and Responsibilities sets forth the rules and regulations of Seattle Public Schools regarding student conduct. It is created in compliance with the requirements of state law and aligned with the Seattle Public Schools Strategic Plan. It references sections of the Washington Administrative Code (WAC) that govern use of corrective responses (i.e., discipline, suspension, and expulsion) for any student by a school district.

The foundation of Seattle Public Schools’ discipline policy is one of prevention, by establishing a safe and welcoming environment that includes shared behavioral expectations and a common language for talking about expected behavior that is inclusive of students, families, teachers, administrators, volunteers, and other staff (within a Positive Behavioral Interventions and Supports (PBIS) framework). Discipline procedures and strategies aim to maximize instructional time and reduce out of school consequences for behavior. This document applies to all students and is designed to applies to all students and is designed to educate all members of the educational community as to the rules, regulations, and due process procedures. We encourage families to review the Student Rights & Responsibilities with their student. It describes our expectations at school as well as what students can expect from adults at school.

**Discipline Appeal Processes for the 2020 - 2021 School Year**

Classroom exclusion and other forms of discipline, including exclusion from transportation or extra-curricular activity:

- Conference with the School Leader

Short-term suspension or In school suspension:

- Conference with the School Leader (optional)
- On the record review (by Hearing Officer)
- Discipline Appeal Council (DAC)

Long-term Suspension, Expulsion, or Emergency Expulsion:

- Conference with the School Leader (optional)
- Appeal Hearing (with Hearing Officer)
- Discipline Appeal Council (DAC)

The Seattle Public Schools also publishes “The Basic Rules of Seattle Public Schools” in flyer format and distributes it to all students at the beginning of each school year. All discipline documents may be found on the Seattle Public Schools website.

Questions about the Student Rights and Responsibilities or the Discipline Appeal Process may be directed to the Discipline Office at: discipline@seattleschools.org; 206-252-0820; or Seattle Public Schools MS 31-177 P.O. Box 34165 Seattle, WA 98124-1165

**WSHS Dress Code**

The WSHS Dress Code also applies virtually and during remote learning: Seattle Public Schools Board Policy 3224. 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.);
- Bottom (pants, shorts, skirt, dress, etc.); and
- 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.

Enforcement

Principals are required to ensure that all staff are aware of and understand the guidelines of this policy.

Staff will use reasonable efforts to avoid dress-coding students in front of other students.

Students shall not be disciplined or removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying. Further, no student shall be referred to as “a distraction” due to their appearance or attire.

Typical consequences for a violation of this policy include parent/guardian contact or conference and the directive to cover, change, or remove the noncomplying attire. A student may be instructed to leave their classroom briefly to change clothes. The Principal or their designee should notify a student’s parent/guardian of the school’s response to violations of the student dress policy.

The Superintendent or their designee is authorized to develop procedures in order to implement this policy if needed.

Adopted: July 2019
Harassment, Intimidation, and Bullying (HIB)

Seattle Public Schools is committed to a positive and productive education and work environment free from discrimination, including sexual harassment. Harassment, intimidation, and bullying are not acceptable behavior at WSHS.

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school-sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, School Board members, contractors, volunteers, families, patrons, and other visitors. No student within the school community will be harassed because of their race, creed, color, religion, ancestry, national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, honorably discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying, or to whom such actions have been reported, must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

WHAT TO DO IF YOU EXPERIENCE HARASSMENT, INTIMIDATION, AND BULLYING (HIB) The most important thing to remember is that harassment is not acceptable and must be stopped. However, you don’t need to try to stop it on your own. We, as a staff, are here to help.

- Please report it immediately to any staff member or security.
- Staff MUST then inform the Administrative Team.
- You may also report it directly to any building administrator.

Seattle Public Schools Policy 3207 details the prohibition against harassment, intimidation, and bullying.

Superintendent Procedure 3207SP describes the procedures the district uses when addressing allegations that a student may be experiencing harassment, intimidation, or bullying.

Reports can also be made using the Harassment, Intimidation and Bullying (HIB) Incident Reporting Form (see links below). Copies of the HIB Incident Reporting Form should be given to both the School Principal and to the district’s HIB Compliance Officer.

HIB Incident Reporting Form:

- Amharic
- Arabic
- Chinese
- English
- Oromo
- Somali
- Spanish
- Tagalog
- Tigrigna
- Vietnamese

Title IX: Sexual Assault and Sexual Harassment

Title IX website: https://www.seattleschools.org/district/official_notices/title_ix

The district prohibits sexual assault and harassment of students, employees and others involved in school district activities. If you feel that you have been sexually assaulted or sexually harassed, please let security or a staff member know immediately, and they will notify the administrative team. You may also let any assistant principal or the principal know right away.
Retaliation is prohibited.
Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. West Seattle High School will take appropriate actions to protect involved persons from retaliation.

What as Sexual Assault and Sexual Harassment?

Sexual Assault  Sexual assault is any unwanted, non-consensual sexual contact against any individual by force (against a person's will) or when a person cannot give consent (under the age of consent, intoxicated, developmentally disabled, mentally/physically unable to consent, etc.).

Sexual Harassment  Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student’s educational performance or creates an intimidating or hostile educational or employment environment.

Sexual Harassment Occurs When:

- Submitting to the harasser's sexual demands is a stated or implied condition of obtaining a work or educational opportunity or other benefit; or
- Submission to or rejection of sexual demands is a factor in a work, school, or other SPS-related decision affecting an individual; or
- Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

This conduct may take many forms, including:

- Making unwelcome, offensive or inappropriate sexually suggestive comments,
- Gestures or jokes;
- Standing too close,
- Inappropriate touching,
- Cornering, or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

False Allegations  It is a violation of this policy to knowingly report false allegations of sexual harassment or sexual assault. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Again, please let a staff member or administration know soon as possible if you feel you have been sexually harassed or sexually assaulted.

Read the SPS policy and procedure on sexual assault and sexual harassment:
https://www.seattleschools.org/district/official_notices/title_IX/policy