

# STUDENT & FAMILY HANDBOOK

2023-2024



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Dear Students & Families,

Welcome to the 2023-2024 school year!

Since our founding, we at Rainier Prep have sought and will continue to seek to provide a school where each child is known well, challenged, asked to question and wonder, encouraged to be truly curious about their world, and able to build academic and leadership skills for success in college and life. We are confident that the Rainier Prep community we build and sustain together this year can be a source of support, strength and growth for all of us. If you are a returning family to Rainier Prep, you will notice that we have updated our GUIDES values to Growth, Unity, Integrity, Discovery, Engagement, and Stewardship. Rainier Prep's GUIDES values support our collective vision of empowering learners, changemakers, and advocates in the pursuit of an enriching, fulfilling, and lifelong educational experience. Our GUIDES values also ground how students, families, staff, and partners work together. They inform the choices we make towards creating a community where all can thrive. As we continue to refine what it looks like and feels like to practice these values at school, we would appreciate knowing what these values mean to you and your family.

Rainier Prep provides a high rigor and high support environment so that all students can be on the pathway to college. We have an incredible staff who deeply believe in the potential and possibility of each and every one of our students. We build skills in reading, writing, and math that create the foundation for other learning and skill acquisition. In addition to these skills, our students build robots, read and analyze novels from around the world, ask who gets to write history and how, create explosive and messy science experiments, work collaboratively across grade levels on their portfolio projects, and build strong friendships in their advisory groups.

At Rainier Prep, our goals for our students are bold. By working closely together, we seek to make it possible for every student who steps through our doors to go to and through college. In their time with Rainier Prep, your student(s) will have the chance to build their skills as a scholar and a leader. This pathway will not be easy, and there will be challenges along the way. But we will stay focused on the goal, work together, and persevere. What follows this letter is the Rainier Prep Family Handbook which was created to help you and your student(s) be successful in reaching our goals. Please read the Handbook carefully and contact us with any questions. To new families: welcome! We are so excited to get to know you! For returning families: welcome back! You'll notice a few changes within the handbook so please go through it. Together, we are building an amazing school community that can positively impact our world and all of our lives.

Sincerely,

Morgan Fernandez  
Principal

Karen Lobos  
Executive Director



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## I. RAINIER PREP

### A. INTRODUCTION

Rainier Prep is a college preparatory, public 5<sup>th</sup> – 8<sup>th</sup> grade school located in the Highline area. We prepare students to be successful in college prep high school classes by balancing the day with core academic skill building and real world project based learning. To accomplish this goal, we must work together as partners to make sure all of our students are successful.

The core values that drive Rainier Prep’s educational program are Growth, Unity, Integrity, Discovery, Engagement, and Stewardship (GUIDES). We believe in partnering closely with families and communities to foster a growth mindset of continuous improvement in all students.

Rainier Prep believes diversity, equity and inclusion are essential to our vision of empowering lifelong learners, changemakers, advocates and leaders. We recognize that both our community and the Equity, Diversity, and Inclusion work we engage in are multifaceted and want to honor and celebrate the diversity, intersectionality, and histories of all staffers, students, and families. Rainier Prep aims to create opportunities for all community members - students, families and staff - to be positioned as learners *and* as teachers. As a public school community, all of our community members are expected to honor and respect each other regardless of personal opinions and beliefs.

### B. MISSION

Rainier Prep’s mission is to prepare all students to excel at four-year colleges and to become leaders in their communities through empowering lifelong learners, changemakers, advocates, and leaders We seek to fulfill this mission through the following belief statements:

- Empathy and Joy
- High expectations and high support
- Students seeing themselves as assets in the curriculum and community
- Exposure to new ideas and perspectives
- Equitable access to resources and opportunities
- Authentic partnerships between staff, students, families, and our community

## II. SCHOOL CULTURE

### A. GUIDES

Rainier Prep’s GUIDES values support our collective vision of empowering learners, changemakers, and advocates in the pursuit of an enriching, fulfilling, and lifelong educational experience. Our GUIDES values also ground how students, families, staff, and partners work together. They inform the choices we make towards creating a community where all can thrive. As we continue to refine what it looks like and feels like to practice these values at school, we would appreciate knowing what these values mean to you and your family.

## B. GUIDES VALUES

|                    | Definition   | Examples of how families can model GUIDES values  |
|--------------------|--|---|
| <b>Growth</b>      | We believe in our ability to learn, change, and develop new skills. We grow through practice, collaboration, feedback, challenge, and perseverance.  | <ul style="list-style-type: none"> <li>● Be open to hearing feedback from Rainier Prep teachers on my students' growth and progress.</li> <li>● Reach out to your student's advisor or appropriate Rainier Prep staff when you have a question or concern.</li> </ul>   |
| <b>Unity</b>       | We act in a way that honors and uplifts Humanity in others. We understand that our own success and wellbeing are connected to the success and wellbeing of the entire community.   | <ul style="list-style-type: none"> <li>● Show empathy and compassion. Show understanding and care towards others' feelings and experiences</li> <li>● Offer support or seek out support</li> <li>● Create spaces that are safe for all, both physically and emotionally</li> <li>● Be aware of the impact of your actions on others' success and wellbeing</li> <li>● Be inclusive of all community members through language and actions</li> <li>● Be proud of your family's culture, values, and history while being open to learn about others cultures, values, and histories</li> <li>● Use respectful language that dignifies all community members</li> <li>● Respect the personal boundaries of others</li> </ul> |
| <b>Integrity</b>   | We act in a way that is honest, just, and true to our values. We do the right thing, even when no one is watching.   | <ul style="list-style-type: none"> <li>● Treat school staff, your student(s), and community members with respect and honesty.</li> </ul>  |
| <b>Discovery</b>   | We expand our world and open doors by approaching each situation with curiosity. We seek to deeply understand. We use our imagination to dream big and create new possibilities.   | <ul style="list-style-type: none"> <li>● Take an active part in your student's education by encouraging a love of reading, monitoring homework, and encouraging your student to be curious in all areas of life.</li> </ul>   |
| <b>Engagement</b>  | We actively participate in the community and our own education. We make meaningful connections with the classwork, culture, and members of the community. We contribute our own time and ideas to make the community stronger. | <ul style="list-style-type: none"> <li>● Read the GUIDES Flyer each week</li> <li>● Communicate with Rainier Prep staff (Email, Talking Points, Family Meetings)</li> <li>● Take the initiative to address issues proactively and constructively.</li> <li>● Volunteer when you can and participate in school events and field studies. Stay active in the Family Advisory Council.</li> </ul>  |
| <b>Stewardship</b> | We understand that the actions we make now will impact our future selves and others. We take care of the community's resources and relationships to support and inspire future generations.                                    | <ul style="list-style-type: none"> <li>● Take time to work on and nourish relationships with teachers and other Rainier Prep families.</li> </ul>   |

## C. UNIFORMS AND DRESS CODE

Uniforms and a Dress Code help maintain a school culture of unity and academic excellence. Our students wear uniforms to make clothing selection easier for families, avoid the inevitable distractions and status distinctions caused by clothing, and ensure that our students are focused on learning, not what other students are wearing.

### Uniform:

- Navy, light blue, white, khaki, grey or black skirts, shorts, jumpers, dresses, or pants
  - Shorts and skirts
  - **No** jean or jean styled material
  - **No** sweatpants or sweatpants style material
  - **No** leggings or tights without real pockets
- Navy, white, khaki, grey, or black collared shirt (short or long-sleeve)
- Visible undershirts must be solid navy, white, khaki, grey, or black
- Navy, white, khaki, grey or black sweaters/crewneck sweatshirts, including those with Rainier Prep logo with collared shirt
- Tights must be navy, white, khaki, grey, or black in color but may include sparkles or patterns within that color scheme
- Hijabs and other religious headwear must be navy, white, khaki, grey, or black in color but may include sparkles or patterns within that color scheme
- Closed-toe shoes that can be worn for in-school sports activities (no sandals or heels even on free dress days)
- No clothing with profanity / slurs, drug / alcohol paraphernalia, or sexually explicit messaging or imagery
- Non-uniform jackets and hoodies may **not** be worn in class
- Hats may **not** be worn in the building
- Students are encouraged to wear Rainier Prep gear, college shirts or sweatshirts, or shirts or sweatshirts with social justice organizations on Fridays

We strongly prefer no logos or branding or other forms of decoration on clothing unless it's Rainier Prep.

However, we will allow non-Rainier Prep logos on clothing *if* they are smaller than the size of a quarter (coin).

If a student cannot correct their uniform themselves, parents will need to immediately bring the appropriate item(s) to school, so the student is in uniform. Hygiene packs are critical for this reason!

Rainier Prep will have Spirit Days throughout the year where students may wear themed outfits. Additionally, students can earn free dress as an incentive. Clothing choice on these days must be respectful of a learning environment and inclusive school community. Please ask your student's advisor if you need to confirm free dress on any given day.

### Hygiene Packs:

All students will need a hygiene pack stored in their Advisory room. Families will send this pack to school with their students during the first week of school. The hygiene pack should include a clean uniform, an undershirt, socks, undergarments, deodorant, refreshing wipes (e.g., Kleenex Splash & Go), large baggies (for any dirty or wet clothes), and sanitary napkins. Hygiene Packs can also be very useful if a student forgets a uniform or needs to adjust during the day.

To reduce loss, your student's hygiene pack and all clothing/items contained within should be clearly labeled with your student's first and last name. Please check in regularly with your student about the status of their hygiene pack as they should be replenished as needed by the student.

Free Dress:

Students may earn a free dress pass from a prize or incentive, students may also earn free dress on Fridays if their grade consistently completes homework throughout the week. As per our uniform policy above, no clothing with profanity / slurs, drug / alcohol paraphernalia, or sexually explicit messaging or imagery. We ask that undergarments are covered when at school.

Rainier Prep believes in setting our students up for success in the professional world. However, we do not believe in policing the bodies of our students. The conversation of what a student is or is not comfortable in at school is one that should happen between a student and their family. When a child shows up to school at Rainier Prep, we are operating under the assumption the family is comfortable with the students' choice of clothes.

**D. HERITAGE MONTH CELEBRATIONS**



**2023-2024 Rainier Prep Heritage Months**

Rainier Prep believes diversity, equity and inclusion are essential to our vision of empowering lifelong learners, changemakers, advocates and leaders. We recognize that both our community and the DEI work we engage in are multifaceted and want to honor and celebrate the diversity, intersectionality, and histories of all staffers, students, and families. Rainier Prep aims to create opportunities for all community members - students, families and staff - to be positioned as learners *and* as teachers.

We recognize that this work is emotional, and can often challenge the way we think and perceive our own worlds, yet we also know that productive struggle coupled with compassion and empathy leads to growth. We invite you to participate in this work alongside us in order to teach, learn, and grow. As a public school community, all of our community members are expected to honor and respect each other regardless of personal opinions and beliefs.

One way that Rainier Prep seeks to celebrate the diversity of our community is through heritage month committees. These committees research, plan events, lead community meetings, reach out to community members as experts, and teach about the history and culture of specific groups.

Please contact Morgan Fernandez at [mfernandez@rainierprep.org](mailto:mfernandez@rainierprep.org) or 206.494.5979 or make a note on your Family Survey during August Family Meetings if you'd like to help with any of the following months!.

| Month     | Event   |
|-----------|---|
| September | <b>Latinx Heritage Month</b> (begins 09/15)             |
| October   | <b>Latinx Heritage Month</b> (ends 10/15)               |
| November  | <b>Indigenous People's Month</b>                        |
| January   | <b>Mental Health Awareness Month</b>                    |
| February  | <b>Black History Month / Black Lives in Schools</b>     |
| March     | <b>Women's History Month</b>                            |
| April     | <b>Arab American Heritage Month</b>                     |
| May       | <b>Asian American + Pacific Islander Heritage Month</b> |
| June      | <b>Pride Month (LGBTQIA+)</b>                           |

**Your participation could include:**

- Planning or leading a lesson for a class or whole school
- Teaching a cooking lesson
- Sitting on a panel to answer questions about your lived experience
- Looking over materials for cultural competency
- Your ideas!

**Thank you!**

### III. ACADEMICS

#### A. OVERVIEW OF DAILY SCHEDULE AND CLASSES

Rainier Prep's daily schedule is designed to meet our goal to prepare all students to excel in a four-year college and become leaders in their communities. The school day consists of courses in Advisory, Reading and Math Blocks, English Language Arts, Social Studies, Physical Education, Math, Science, and Enrichment.

Advisory classes will include content related to social / emotional learning, building positive relationships, conflict resolution, leadership, executive functioning, and organization, to ensure students have the skills and resources they need to be successful.

All students will experience both a Reading Block and a Math Block in their morning. Reading Block will be focused on building foundational skills as well as growing comprehension and discussion abilities. Math Block will give students additional time to process their learning from class and deepen or extend their understanding of certain concepts.

Math, English Language Arts (reading and writing), and Social Studies focus on accelerating all scholars in their foundational skills so that they are prepared to excel in high school.

Science assists students in becoming lifelong learners who discover and grow in their understanding of the world. The course combines essential topics in Earth, Life, and Physical Sciences.

Rainier Prep believes diversity, equity, and inclusion are essential to our vision of empowering lifelong learners, changemakers, advocates, and leaders. Consequently, we believe that all students should have access to the same resources and experiences as other students within the greater Seattle area. Enrichment classes provide access to learning opportunities that are cross-grade level and allow students to explore and develop skills and interests over their time at Rainier Prep. They provide opportunities for students to demonstrate their skills and passions with a culminating experience. We want Enrichment to be a time in the day to welcome experts from our community to share their diverse experiences and skills with our students. Enrichment classes are designed to create leadership opportunities for older students to teach and mentor younger students. They are designed to allow students to explore new areas of study, discover new passions, and develop parts of themselves that go beyond the academic classroom.



## B. HOMEWORK AND READING

Homework is assigned in order to establish patterns of responsibility, develop successful study habits, help students learn to work independently, allow students to discover and explore topics and issues based on individual interests and needs, and prepare students for rigorous college prep classes.

All students are expected to **read independently 30 minutes every day outside of the school day**. This reading may include reading assigned by teachers or independent reading chosen by the student. Research shows students who read regularly increase their vocabulary, score better on standardized tests and often improve their grades. The chart below represents approximately how long students will need for their homework if their skills in that content area are on grade level. Also, weekend homework is longer than a weekday. **If homework is taking significantly longer than expected, please contact your student's Advisor.**

Daily Homework Expectations by Course and Grade

|                | 5th Grade                       | 6th Grade                       | 7th Grade   | 8th Grade   |
|----------------|---------------------------------|---------------------------------|-------------|-------------|
| ELA            | 30 minutes                      | 30 minutes                      | 30 minutes  | 30 minutes  |
| Math           | 30 minutes                      | 30 minutes                      | 30 minutes  | 30 minutes  |
| Science        | Only if classwork is incomplete | Only if classwork is incomplete | As assigned | As assigned |
| Social Studies | Only if classwork is incomplete | Only if classwork is incomplete | 30 minutes  | 30 minutes  |
| Reading        | 30 minutes                      | 30 minutes                      | 30 minutes  | 30 minutes  |

## C. HOLIDAY AND SUMMER HOMEWORK

We are committed to ensuring students continue to grow and develop even during school breaks—a time when students can lose the gains they have made during the school year. To combat this, we may assign homework over holidays. All students should read daily throughout vacation. Many of our online learning programs are available for usage during breaks to practice skills and the library is a great resource for these times as well.

Students may be required to complete assignments over the summer if they underperform during the school year. This will both support them in understanding key foundational concepts and demonstrate the competency necessary for success in the next grade level.

## D. GRADES

Grades are an important component of "high expectations" and building structures of accountability for students. At Rainier Prep, we value both effort and mastery. Rainier Prep believes that all students are capable of reaching high academic rigor in preparation for students to excel at four year colleges. Families and students should understand that grades are a reflection of content knowledge beyond effort, and that grades may not always represent the amount of effort a student is showing in class. In order to prepare students for high school and beyond, classroom grades should help students understand and reflect on what content they know well and what they need to work on for growth. Grades that reflect only effort do not provide the clarity that students and families need to make informed decisions regarding their students' academic success. Please plan to ask questions about your student's grades to help understand their growth.

English Language Arts, Math, Physical Education, Science, and Social Studies courses are graded on an A-F scale. A passing grade is 70% or above. The chart below shows grade and corresponding percentage. There are four quarters in the school year, and students' grades start fresh at the beginning of each new quarter. Students and families will check the grades on the Synergy Parent Portal ([https://wa-rai.edupoint.com/PXP2\\_Login\\_Parent.aspx](https://wa-rai.edupoint.com/PXP2_Login_Parent.aspx)). Teachers update the grades at least weekly, usually more often.

|    | Percentage    |
|----|---------------|
| A  | 93.0 - 100.0+ |
| A- | 90.0 - 92.9   |
| B+ | 87.0 - 89.9   |
| B  | 83.0 - 86.9   |
| B- | 80.0 - 82.9   |
| C+ | 77.0 - 79.9   |
| C  | 73.0 - 76.9   |
| C- | 70.0 - 72.9   |
| F  | <69.9         |

English Language Arts, Math and 7th and 8th Social Studies are graded:

- 40% classwork/participation
- 40% assessments/projects
- 20% homework.

Science:

- 50% classwork/participation
- 50% assessments/projects

5th and 6th Grade Social Studies and all Physical Education are graded:

- 50% classwork/participation
- 50% assessments/project

\* When applicable, grades may include: P (Passing), F (Failing), M (Medical), and I (Incomplete)

\*Reading and Math Block grades will be graded on a Pass / Fail scale and be based on participation and engagement during those times.

## E. FIELD STUDIES

A core component of our Rainier Prep Mission + Vision is students seeing themselves as assets in the curriculum and community. One way to center our students as both learners and leaders is to bring their knowledge and questions into the broader communities and provide meaningful learning experiences. Information about upcoming field studies will be sent home regularly.

We often ask for adult volunteers to serve as chaperones. If you would like to chaperone a field study, please notify your student's advisor. Additionally, we will need to complete a background check on all chaperones one week prior to the field study, which can be filled out and returned to the office.

For student and/or staff safety, we will occasionally ask that you or another trusted adult accompany your student on the field study as an additional chaperone. If you cannot attend, your student may not be able to attend the field study. Additionally, students may not be invited to attend if past behavior warrants concern. Field studies provide valuable enrichment to our curriculum but are a privilege, not a right.

## F. SPECIAL EDUCATION AND CHILDREN WITH SPECIAL NEEDS

Rainier Prep is dedicated to ensuring that every student has the skills and services necessary to excel in school. We work closely with families through the special education referral and evaluation process to coordinate special education services both in-house and with outside government agencies. If you have questions about your student's service or about special education in general, please contact Morgan Fernandez, School Principal.

Students learn at different rates but some have significant difficulty in one or more of the following areas: social interaction, play, speech and language, vision, hearing, attention, behavior, or coordinating movement. Rainier Prep is here to help you access services to meet the unique learning needs of your student. If you have any questions or concerns, please call the school and request to speak with Morgan Fernandez, School Principal.

## G. REQUESTS FOR SPECIFIC TEACHERS OR PEERS

Each year, we do our best to ensure that your student is placed in a classroom with teachers and other students that will provide the best possible learning experience. However, we do not accept nor accommodate requests for a specific teacher or for certain students to be placed in the same class.

## H. SCHOOL SUPPLIES

Rainier Prep students carry a binder to and from their classes. This binder is an organizational tool that is leveraged daily. Therefore, at the beginning of the year, Rainier Prep will provide each student with a binder, a pencil pouch, and dividers to assist students in their organization. Items for families to purchase are noted below.

5th and 6th Graders will not carry a backpack at school in order to focus on organization skills needed prior to upper grades. In an effort to prepare students for high school, 7th and 8th Graders will be allowed to carry their backpacks from class to class and teachers will support with organization skills in Advisory.

Rainier Prep School Supply List:

- Hand Sanitizer containing at least 60% alcohol
- Sharpened Pencils (at least 3 for the start of each day)\*
- Earbuds (not over the ear headphones)
- Water bottle (labeled with student's name)
- Hygiene Pack (see page 5 for more details)
- Recommended: heavy duty, zipping binder

Only one binder will be provided by Rainier Prep. Families will be expected to replace any mishandled or worn binders throughout the year. Rainier Prep will allow 7th and 8th Grade students to check out a Chromebook and charger for the school year; students are expected to bring these with them each morning to be ready to learn. 5th and 6th Grade students will use Chromebooks at school while learning about digital citizenship during Enrichment. A decision about taking Chromebooks home will happen in Quarter 2.

\*5th Graders will only be using Number 2 style pencils (no pens and no mechanical pencils)

## IV. FAMILY INVOLVEMENT

### A. THE FAMILY-SCHOOL PARTNERSHIP

A strong family-school partnership is critical to a student’s success. We look forward to collaborating closely with you in your student’s pursuit of a pathway to college and lifetime of leadership. We expect families to partner with us as a school community to ensure the successful graduation of each student in 8th grade. We need families to take the initiative to address issues proactively and constructively, as well as share the vision of a more equitable future through the power of education. Families should review the Student, Family, Advisory Compact and agree to follow our school policies, procedures, and values upon choosing Rainier Prep.

Family members should plan on following the following in order to support students and staff at Rainier Prep.

| GUIDES Values   | Families Will:   |
|---|--|
| <p><b>Growth:</b> We believe in our ability to learn, change, and develop new skills. We grow through practice, collaboration, feedback, challenge, and perseverance.</p>                                 | <ul style="list-style-type: none"> <li>● Do everything that is necessary to support your student achieve success</li> <li>● Provide positive reinforcement at home when middle-school feels challenging</li> <li>● Help to set realistic goals for progress</li> </ul>                                     |
| <p><b>Unity:</b> We act in a way that honors and uplifts humanity in others. We understand that our own success and wellbeing are connected to the success and wellbeing of the entire community.</p>     | <ul style="list-style-type: none"> <li>● Treat school staff and community members with respect and dignity</li> <li>● Model empathy and compassion in challenging conversations</li> <li>● Be open to the perspectives and experiences of others</li> <li>● Create spaces that are safe for all</li> </ul> |
| <p><b>Integrity:</b> We act in a way that is honest, just, and true to our values. We do the right thing, even when no one is watching.</p>   | <ul style="list-style-type: none"> <li>● Proactively communicate with school staff and teachers to address any questions or disagreement</li> <li>● Ensure that your student arrives to school <b>on time</b>, with their uniform and materials, and is ready to follow our school expectations</li> </ul> |
| <p><b>Discovery:</b> We expand our world and open doors by approaching each situation with curiosity. We seek to deeply understand. We use our imagination to dream big and create new possibilities.</p> | <ul style="list-style-type: none"> <li>● Ask questions about your student’s learning!</li> <li>● Ask questions to teachers and school staff when you don’t understand</li> <li>● Encourage a love of reading and model what it looks like to be a lifelong learner</li> </ul>                              |

|  |   |
|--|---|
| <p><b>Engagement:</b> We actively participate in the community and our own education. We make meaningful connections with the classwork, culture, and members of the community. We contribute our own time and ideas to make the community stronger.</p> | <ul style="list-style-type: none"> <li>● Participate in school events and field studies. Join the Parent Advisory Council.</li> <li>● Communicate regularly (check TalkingPts, read GUIDES Flyer) in order to understand what is happening at school</li> <li>● Be available for phone calls or check-ins if there is an issue at school that needs your support</li> </ul> |
| <p><b>Stewardship:</b> We understand that the actions we make now will impact our future selves and others. We take care of the community's resources and relationships to support and inspire future generations.</p>                                   | <ul style="list-style-type: none"> <li>● Share the vision of a more equitable future through the power of education</li> <li>● Create time and space to have conversations with your student about their future</li> <li>● Support and honor the work, time, and energy of teachers and school staff</li> </ul>   |

## B. COMMUNICATION

Communication is a two-way street at Rainier Prep!

As a school, we regularly communicate with you through phone calls, flyers, emails, recorded calls, text messages, and in-person meetings. Additionally, each Friday, your student receives the GUIDES flyer which highlights relevant school information (this flyer is emailed to families as well). Your student's Advisor is your primary source of information regarding your student, so please save their contact information. Rainier Prep regularly uses an app called TalkingPoints to communicate. Please make sure you have this app downloaded and text messages from the school are working.

Families may also check their students' grades at any time during the school year by logging in to the Synergy Parent Portal ([https://wa-rai.edupoint.com/PXP2\\_Login\\_Parent.aspx](https://wa-rai.edupoint.com/PXP2_Login_Parent.aspx)). Most parents set up a portal account during the enrollment process. However, if you are logging-in for the first time, you will need to create an account using a special access code provided by your student's advisor or the Main Office. If you have already created an account, login using your email and password.

All families have the right to information about their child's education in a language they understand. If at any time you would like an interpreter or a document translated into your language please contact the main office at [mainoffice@rainierprep.org](mailto:mainoffice@rainierprep.org) or call 206-494-5979. We like to hear from you too! Call or email your student's teacher or advisor, the Main Office, or any staff member. If we do not pick up the phone, please leave a message and we will return your call within 24 business hours.

Please make sure the Main Office and your student's advisor have the most up-to-date contact information for yourself and at least one other emergency contact.

If you have any questions or concerns, please contact the school at 206-494-5979 x0 or [mainoffice@rainierprep.org](mailto:mainoffice@rainierprep.org). If the school cannot address your concerns, you may follow the formal Complaint Policy, which is available upon request in the Main Office.

## C. STUDENT LED-CONFERENCES

Rainier Prep student advisors meet with students and their families three times during the school year: August Family Meetings, Fall Student-Led Conferences, and Spring Student-Led Conferences. Rainier Prep staff will communicate with you at least three weeks before to schedule a specific time for your family's meeting. Please prioritize these meetings, as they help us to better know and support your student during the school year.

## D. CLASSROOM OBSERVATIONS

If you would like to observe your student's classroom, please speak to your student's teacher or advisor at least one day before to ensure there is no conflict with a field study or other scheduled event. Observations should be no more than two hours and should not occur during the first four weeks of school while students are getting accustomed to their classroom and routines. For safety reasons, always check in with the Main Office before going to the classroom or playground.

## E. GETTING INVOLVED

Rainier Prep Family Advisory Council: The Advisory Council consists of parents, family members, students, and school staff. They meet on a quarterly basis and support our school with special events and family programming.

Volunteers: We welcome and invite family and community participation in our school! To become a volunteer, fill out the appropriate form in the Main Office. Volunteers who are expected to have unsupervised contact with students will be required to undergo a background check. Please consider sharing your knowledge and skills with our school.

## F. FAMILY FUNDRAISING

Family fundraising is not encouraged as we want families' time and energy focused on the academic success and well-being of their student. If a person or group wants to fundraise, they will need to obtain prior permission from the Executive Director or School Principal.

## G. TUTORING

Our teachers cannot receive additional compensation for working with Rainier Prep students. Your student's teacher will provide additional support during school hours to ensure that your student is making progress. For this reason, we ask you not to ask your student's teacher for additional paid tutoring outside of school.

## V. SCHOOL DAY INFORMATION

### A. ATTENDANCE

We are committed to ensuring that all students come to school on time and every day for the entire day. If for some reason your student will be absent/late to school, you must call or email the Main Office by 8:45AM. A student is considered truant if they miss 5 or more unexcused days in a month or 10 or more unexcused days in a year. Students who miss many school days are likely to fall behind their classmates both academically and socially. Be aware that school attendance is mandatory, and truancy is subject to Washington State laws including truancy petitions with the juvenile court

**Did you know?**

- Missing 10 % (or about 18 days throughout the year) increases the chance that your student will not read or master math at the same level as their peers.
- Students can still fall behind even if they miss one or two days of school every few weeks.
- By 6<sup>th</sup> grade, absenteeism is one of three signs that a student may drop out of high school.

. Any absence from school is unexcused unless it meets one of the criteria provided by the Washington Administrative Code 392-401-020, including:

- Illness, health condition, or medical appointment. A doctor's note will be required if a student is absent for 3 or more days due to an illness.
- Family emergency including, but not limited to, a death or illness in the family;
- Religious or cultural purpose including observance of a religious or cultural holiday
- Absence related to the student's homeless or foster care dependency status
- Flu, Covid-19, or sickness and symptoms involving vomiting or diarrhea
- Pinkeye (Conjunctivitis): eye infection; causes redness, swelling, discharge
- Ringworm: fungal infection affecting any part of the skin
- If your student is ill with a contagious illness or has the following symptoms or ailments, please keep him/her home and seek a doctor's care:
  - Fever of 99.5 degrees or higher

If school personnel believe your student has any of the conditions mentioned above, your student may be sent home to reduce the chance of spreading/infecting others. Please keep your student home until their flu symptoms or fever have been gone for 12 hours. Your student may return to school if he/she provides documentation from a doctor stating that pinkeye is no longer contagious/spreadable or that treatment has started for ringworm. If you or your student has been exposed to Covid-19 please notify our main office immediately so that we can implement the appropriate contact tracing, isolation, and quarantine procedures under the direction of our local public health authority.

Per Washington State Health Guidelines and recent findings in the Health Field, the issues noted below should not prevent a child from attending school. However, if your student or household is experiencing any of the following, please alert your student's advisor and the main office. We will respect your student's privacy, while reducing exposure to others.

- Lice: tiny insects that live on the scalp or in a person's clothing
- Bed bugs: tiny insects that are reddish-brown, flat, and oval that live in clothing and furniture

If your student is regularly absent from or late to school, we will expect you to meet with us to discuss strategies to improve your student's attendance.

| <b>Number Unexcused Absences</b> | <b>School Responsibility</b>     | <b>Expected Parent Action</b>                                    | <b>Expected Student Action</b>                                    |
|----------------------------------|----------------------------------|--|---|
| <b>One</b>                       | Automated Phone Call             | Call Main Office   | Return to school the following day and check-in with your Advisor |
| <b>Two</b> in one month          | Student Advisor will call family | Discuss solutions for improving attendance with Student Advisor. | Return to school and check-in with your Advisor.                  |

|   |   |   |  |
|---|---|---|--|
|   | School will send attendance notification letter   | Implement strategies.   | Make a plan for completing missed work.  |
| <b>Three</b> in one month   | Conference with student & family.<br><br>Sign Attendance Agreement.                             | Conference with Rainier Prep staff.<br><br>Sign Attendance Agreement. | Attend a conference to make a plan about attendance improvement.<br>Review grades and make a plan for completing missed assignments.<br><br>Sign Attendance Agreement. |
| <b>Five</b> in one month  | File Truancy Petition with King County Juvenile Court and/or refer to a Community Truancy Board | Respond to any court mandated actions                                 | Make a plan with your Advisor and either Mr. Johnson or Mr. Tran to make up for missed work.<br><br>Respond to any court mandated actions                              |
| <b>Ten</b> total during the school year (at Rainier Prep or a prior school) | File Truancy Petition with King County Juvenile Court and/or refer to a Community Truancy Board | Respond to any court mandated actions                                 | Make a plan with your Advisor and either Mr. Johnson or Mr. Tran to make up for missed work.<br><br>Respond to any court mandated actions                              |

Family vacation should be planned around school breaks and will be considered unexcused absences. If students are missing more than 10 consecutive days or 10% of days during the school year, they will be at risk of being retained or repeating the same school year.

If a student misses 20 consecutive days, the student will be automatically unenrolled. The family is welcome to reapply, but may be placed on the waiting list.

## B. ARRIVAL AND DISMISSAL

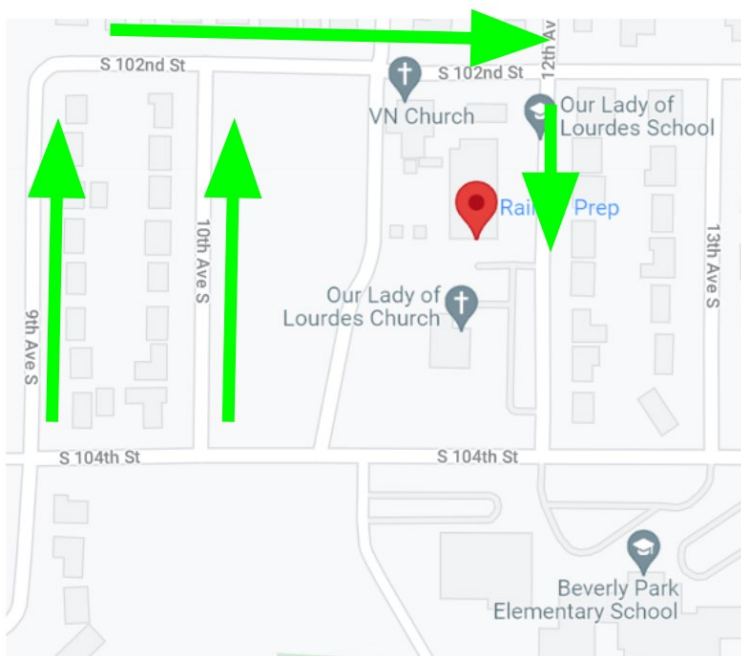
Students will be considered on time if they are sitting *in their assigned seat* in their advisory classroom by 8:40AM. Additionally, to be marked present in all other periods, students must be in their assigned seat when the transition ends.

Anyone picking up a student (including parents) must be on the Pick-Up List. To add/remove people to/from this list, the legal guardian must contact the Main Office or the student's advisor at least 24 hours before this



authorized adult will pick up your student.

In order to ensure the safety and supervision of **all** students and families, please follow the map for parent pick-up and drop off to arrive **at the front of the school building**. Please use the car line going south on 12th Ave S. During arrival (8:25-8:40 AM) & dismissal time (3:45-4:00 PM Monday through Thursdays and 1:50-2:00 PM on Fridays) cars will only be allowed to drive south on 12th Ave S. We ask that cars join the car line by driving north on 9th Ave S or 10th Ave S and turning right on S 102nd St. If you pick up your child on the other side of the church building, please know that there is **no** adult supervision in that area.



All dismissal arrangements should be finalized with your student(s) prior to the start of the school day.

Additionally, students and families should try to maintain a consistent dismissal plan to reduce mistakes and ensure students arrive home safely.

**Doors Open, School Starts, and Dismissal Schedule:**

|                                      | Doors Open | School Starts | Dismissal |
|--------------------------------------|------------|---------------|-----------|
| Monday, Tuesday, Wednesday, Thursday | 8:25 AM    | 8:40 AM       | 3:45PM    |
| Friday                               | 8:25 AM    | 8:40 AM       | 1:50 PM   |
| Half Days                            | 8:25 AM    | 8:40 AM       | 12:30 PM  |

**C. SCHOOL CLOSURES**

We very rarely close school. Always assume that our school is open even if Highline Schools are not. If we decide to close/delay the opening of school, you will receive an email and recorded call, and we will change our Main Office voicemail message. Rainier Prep follows [OSPI](#), [Washington Department of Health](#), [Seattle & King County Public Health](#), and [CDC](#) guidance as necessary in determining school closures.

## D. BUS TRANSPORTATION

Rainier Prep provides bus services for students living within Highline Public Schools through a contract with Harlow's Bus Company. Bus routes do not go to individual homes but rather to a central location where a number of students can be picked up and dropped off. Please check with the Main Office or [rainierprep.org](http://rainierprep.org) for the most updated list of bus routes.

As soon as we are notified of bus delays, Rainier Prep sends out text messages to all families who have joined the service. As soon as you know your student's route, please join this service by texting 84483 with your student's route in the text field (ex. Route1, Route2, Route3, or Route4). Please call Harlow's Dispatch in unusual cases at 253-939-7700.

All students should be at their designated stop 5 minutes prior to the scheduled departure. Students are expected to be respectful and follow all school rules while waiting for the bus, riding the bus, and returning home.

Riding the bus is a privilege not a right, and misbehavior may lead to revoked bus privilege or other consequences, including phone calls home, parent meetings, student removal from bus (1 day to 2+ weeks), and community service. In order to keep everyone safe, we have specific bus expectations that students are required to follow. While on the bus, students should remain seated in their assigned seat, out of the aisle, facing forward, and speaking at a Level 2 (partner) voice.

## E. SCHOOL FOOD

Rainier Prep offers nutritious and well-balanced breakfast and lunch during the school day through Fresh-n-Local Foods. Meals to accommodate dietary restrictions can also be provided. All students are welcome to participate in the school meal program.

Families, who may be eligible, can apply for free or reduced price meals for their student(s). Applications for free and reduced meal benefits are available at the Main Office and on our website at <https://www.rainierprep.org/schoolfood/>. You may also fill out the application online at <https://www.rainierprep.org/mealapp/>. Applications may be submitted via:

- Mail: 10211 12th Ave S, Seattle, WA 98168
- Email: [mainoffice@rainierprep.org](mailto:mainoffice@rainierprep.org)
- In-person, By Appointment, Call 206-494-5979
- Online: <https://www.rainierprep.org/mealapp/>

For those who pay for full or reduced priced meals, you can fill your student's meal account by visiting [www.mymealtime.com](http://www.mymealtime.com). Monthly reminders will be sent home to ensure that your student's account does not run out of funds. Pricing information can be found on our website or by contacting the Main Office.

To ensure that we always order enough for our students who eat school provided meals, we ask that families commit to purchasing lunch for a full month at a time. For meals that accommodate dietary needs, we ask that families make a yearly commitment. School menus and cost will be made available through the Guides Flyer as well as our website.

For more information about school food or pricing, please contact the Main Office.

## F. SCHOOL DAY POLICIES

Nut Policy: The school is nut-aware. This means that all foods should be free of peanuts to accommodate our students with severe peanut allergies.

Wellness Policy: We offer all students nutritious breakfasts and lunches. If you choose to send food to school with your student, please send items like fresh fruits, vegetables, juice boxes that contain 100% juice, sandwiches, whole wheat crackers, etc. If students bring processed foods high in sodium or sugar (examples include: cookies, cupcakes, candies, chips, energy drinks, sodas, etc.) or items with artificial flavors, coloring, or ingredients, RP staff may ask that the item be saved for after school or the item may be thrown out. Chips without artificial flavoring such as corn tortilla chips or baked chips are allowed. Our focus is to encourage healthy eating habits knowing that nutrition and physical activity affects our brains and ability to learn.

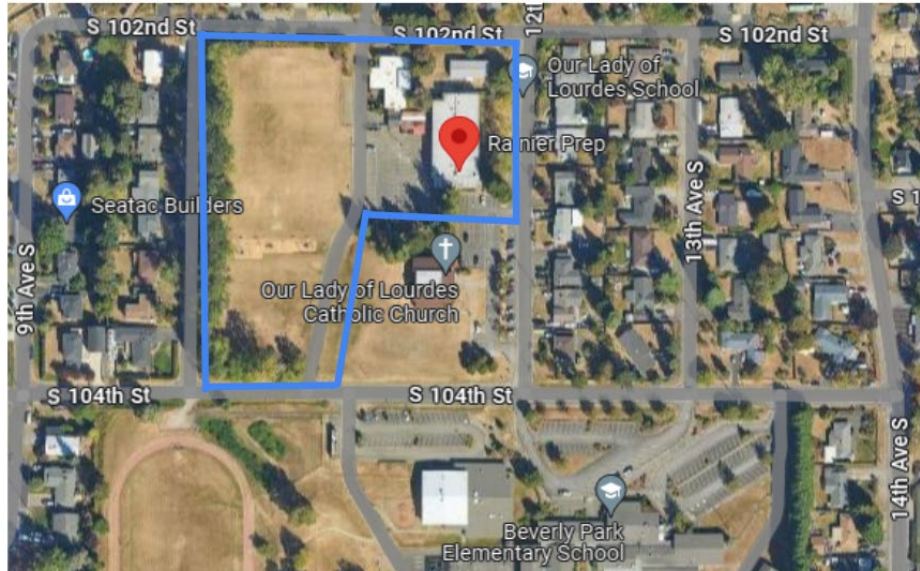
Birthday Celebration Policy: While we love celebrating student's individualism and academic achievements, we do not celebrate student birthdays through in-school birthday celebrations. Please do not bring special treats or gifts to the school for your student's birthday. Students are not to exchange gifts at school.

Lost & Found: The Lost & Found is located in the Main Office. Items left in the Lost & Found will be donated at the school's discretion after a certain period of time. Please label all your child's items to make it easier to return to them if they are lost.

Anti-Harassment, Anti-Intimidation, Anti-Bullying, and Anti-Discrimination Policy: Harassment, intimidation, bullying, and discrimination are unacceptable and will not be tolerated. Please ensure that you and your student read and understand the Student Anti-Harassment, Anti-Intimidation, and Anti-Bullying Policy (see Appendix B). This policy sets forth guidelines for preventing, reporting, and responding to potential acts of harassment, intimidation, and bullying.

Visitor Policy: Rainier Prep welcomes and encourages visits to school by parents/guardians, community members, and interested educators. Parents are assured access to their child's classroom as well as school sponsored activities for purposes of observing class procedure, teaching material, and class conduct. However, such observation must not disrupt the classroom or learning activity. The learning environment and the staff's time for students will be free from interruption. Except in emergencies, staff will not be unreasonably interrupted in their work. Students and community members are urged to make appointments with teachers and staff to assure an uninterrupted conference. The following guidelines are established to permit visitors to observe the educational program with minimal disruption:

- A. All visitors must register at the office upon their arrival on Rainier Prep's campus as defined in the map below. A visitor's badge with the current date should be worn conspicuously. Staff members are responsible for monitoring hallways and playgrounds.



- B. Visitors whose purpose is to influence or solicit students will not be permitted on the school grounds unless the visit furthers the educational program of the district.
- C. If you would like to observe your student's classroom, please speak to your student's teacher or advisor at least one day before to ensure there is no conflict with a field study or other scheduled event. Observations should be no more than two hours and should not occur during the first four weeks of school while students are getting accustomed to their classroom and routines.
- D. If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be asked to confer with the teacher before or after the observation to enhance understanding of the activities; and
- E. The principal or designee may withhold approval if particular events such as testing would be adversely affected by a visit. If a visitor's presence becomes disruptive, the principal or designee may withdraw approval.

Disruption of School Operations: Rainier Prep staff will direct a person to leave Rainier Prep premises immediately if any person is:

- A. Under the influence of controlled substances, including marijuana (cannabis) or alcohol; or
- B. Is disrupting or obstructing any school program, activity, or meeting; or
- C. Threatens to do so or is committing, threatening to imminently commit; or
- D. Inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure (of any student, official, classified or certificated staff member or invitee) of the school district.

If such a person refuses to leave, a Rainier Prep staff member may immediately call for the assistance of a law enforcement officer.

## VI. REQUIRED DOCUMENTATION

Several forms are required upon admission to Rainier Prep, some forms are required annually thereafter, and one form is required if you withdraw. The following is a summary of the forms that must be submitted to the school's Main Office upon acceptance to Rainier Prep. They will remain in your student's file and are confidential. Blank copies are available upon request in the Main Office.

### A. HEALTH FORMS

Immunization Records: Based on your student's age, there are certain immunizations your student must receive to attend school (please see table below from the Washington State Department of Health). Your doctor records the immunization information on your student's Certificate of Immunization Status and a copy of this record is required upon admission to Rainier Prep. Any time he or she receives additional immunizations, please provide an updated copy. If your student's immunizations are not up-to-date, your student may not attend school.

Please note, 1 dose Tdap is required on or after a student's 11 birthday.

|               | Hepatitis B | DTaP/TD/Tdap*              | Polio*  | MMR     | Varicella   |
|---------------|-------------|----------------------------|---------|---------|---|
| K-5th Grade   | 3 doses     | 5 doses                    | 4 doses | 2 doses | 2 doses OR Healthcare provider verifies child had disease |
| 6th-8th Grade | 3 doses     | 5 doses DTaP & 1 dose Tdap | 4 doses | 2 doses | 2 doses OR Healthcare provider verifies child had disease |

### B. OTHER FORMS

Family Compact: As part of your student's enrollment and re-enrollment each year, you sign a compact—your pledge to abide by Rainier Prep policies and values.

Media Release, Permission, and Consent: We often document and share our success by taking pictures and videotaping our students, families, and staff. These pictures may be used for professional development, educational materials, or school promotional materials. This form gives your consent for your student and/or your family to be included in these recordings, pictures or videos.

Field Study Form: Our students participate in field studies throughout the school year, and you sign one form consenting to your student's participation for all years that they attend Rainier Prep. You may be asked to complete additional consent forms for special field studies.

Student Identification and Proof of Age: To verify identification and date of birth for students, a copy of *one* of the following documents must be provided to the Main Office before school begins: birth certificate, passport, state identification (ID) card, previously verified school records, *or* alternative documentation which includes the student's name and birthdate.

Enrollment Form: This form provides pertinent details about you and your student that allow us to serve your student in an educational setting. This form also includes information typically gathered by the Federal government through other documents such as the Ethnic Identification Form, Home Language Questionnaire, etc.

Student Housing Questionnaire: The answers to the questions in this questionnaire can help determine the services a student may be eligible to receive under the McKinney-Vento Act 42 U.S.C. 11435 The McKinney Vento Act provides services and supports for children and youth experiencing homelessness.

Washington State Residency: Students must live in Washington State to attend our school because we are a Washington State public school. You must provide a proof of residency upon admission. If your permanent address changes during the school year, please provide a new proof of residency and change your address information in the Main Office. Students who move out of Washington State must withdraw immediately. Withdrawal forms are available in the school's Main Office.

### Acceptable Documents

Any of the following, showing the parent/guardian's name and address:

- Driver's license
- Utility bill (cable, gas, landline phone, electric, water bill)
- statement
- Tax documents
- Paychecks
- Social security card
- Bank statement
- Cell phone bill
- Letters from banks, employers, private insurance companies, or hospitals
- Any letter from a government agency (for food stamps, from the IRS, HRA, Medicaid, City Housing Authority, ACS, Child Health Plus, etc.) listing resident's name and address

Privacy of Information: You will receive a form and notification relating to the Family Educational Rights and Privacy Act (FERPA). The form relates to the display of your student's schoolwork in our halls and classrooms. It also allows your student to be in the school yearbook. The notification provides you with additional details about directory information and accessing your student's educational records.

Re-Enrollment Forms: In the spring of every school year, Rainier Prep parent/guardians will be required to declare their intention to re-enroll for the next school year. Parents/guardians who choose to re-enroll for the following year will also be required to re-sign certain forms.

## VII. CODE OF CONDUCT AND CONSEQUENCES

Rainier Prep’s Code of Conduct is aligned to our GUIDES values. In order to empower lifelong learners, changemakers, advocates, and leaders, we seek to promote a community that is safe and comfortable to ensure equitable learning environments for all students.

| VALUE                | DEFINITION  | STUDENT EXPECTATIONS  |
|----------------------|---|---|
| <p><b>Growth</b></p> | <p>We believe in our ability to learn, change, and develop new skills. We grow through practice, collaboration, feedback, challenge, and perseverance.</p>                              | <ul style="list-style-type: none"> <li>● Challenge yourself to make your brain stronger and smarter</li> <li>● Set goals and work diligently to achieve them</li> <li>● Build confidence in your ability to grow and improve by recognizing that mistakes are learning opportunities</li> <li>● Trust in your ability to find solutions and overcome obstacles</li> <li>● When you’re stuck, try another strategy or ask for support</li> <li>● Use positive self-talk when tackling difficult topics. Remind yourself of past success.</li> <li>● Reflect on your choices, what you’ve learned, and how you might do things the next time.</li> <li>● Be open to feedback from others and incorporate that feedback into future experiences</li> </ul>   |
| <p><b>Unity</b></p>  | <p>We act in a way that honors and uplifts humanity in others. We understand that our own success and wellbeing are connected to the success and wellbeing of the entire community.</p> | <ul style="list-style-type: none"> <li>● Show empathy and compassion. Show understanding and care towards others’ feelings and experiences</li> <li>● Offer support or seek out an adult to support when you notice someone needs help academically, socially, or emotionally</li> <li>● Create spaces that are safe for all, both physically and emotionally</li> <li>● Be aware of the impact of your actions on others’ success and wellbeing</li> <li>● Be inclusive of all community members through language and actions</li> <li>● Be proud of your family’s culture, values, and history while being open to learn about others cultures, values, and histories</li> <li>● Use respectful language that dignifies all community members</li> <li>● Respect the personal boundaries of others</li> </ul> |



|                    |  |  |
|--------------------|--|--|
| <b>Integrity</b>   | We act in a way that is honest, just, and true to our values. We do the right thing, even when no one is watching.   | Be honest and trustworthy in all interactions and decisions, even when faced with difficult situations <ul style="list-style-type: none"><li>● Keep your promises and follow through when you say you're going to do something</li><li>● Recognize that building integrity is a process and a practice</li><li>● Take responsibility for your intentions, actions, and their impact. Celebrate and own your achievements. Make amends when you have made a mistake</li><li>● Think before you act. Check to make sure your actions are in line with your values</li><li>● Show courage by standing up for what is right, even when it may be challenging or unpopular</li></ul>  |
| <b>Discovery</b>   | We expand our world and open doors by approaching each situation with curiosity. We seek to deeply understand. We use our imagination to dream big and create new possibilities.   | <ul style="list-style-type: none"><li>● Be bold. Take risks and try new things</li><li>● Explore to find things that give you joy or discover strengths you didn't know you had</li><li>● Spend time wondering, dreaming, and imagining new possibilities</li><li>● Learn about others in the community. Ask questions to find out more about who they are, what they care about, and how they view the world</li><li>● Consider different ideas and perspectives</li><li>● Seek to fully understand new concepts</li><li>● Pay attention to the small details. These can lead to big discoveries</li></ul>  |
| <b>Engagement</b>  | We actively participate in the community and our own education. We make meaningful connections with the classwork, culture, and members of the community. We contribute our own time and ideas to make the community stronger. | <ul style="list-style-type: none"><li>● Be fully present and attentive in the spaces you're in so you make the most of every opportunity</li><li>● Advocate for your needs and the needs of others</li><li>● Make connections between your studies and your own life/ future goals</li><li>● Utilize all available resources to support your learning process. Know that when you take full advantage of your education &amp; opportunities at Rainier Prep, you are better preparing yourself for the future you want to have</li><li>● Draw others into class activities or other school projects or events</li><li>● Take action on your ideas to strengthen Rainier Prep and the greater community</li><li>● Face challenges head on and actively work to resolve them</li><li>● Be proactive to addressing any issues</li></ul> |
| <b>Stewardship</b> | We understand that the actions we make now will impact our future selves and   | <ul style="list-style-type: none"><li>● Take time to work on and nourish relationships with teachers and peers</li><li>● Leave all school spaces and materials cleaner and</li></ul>   |



others. We take care of the community's resources and relationships to support and inspire future generations.

better than when you arrive so that it can be used by others in the future

- Make choices that help you maintain and improve your long-term physical and mental health and the health of others
- Recognize your role in creating the culture, spaces, and expectations that others will inherit
- Use your voice and leadership skills to make the community better for those who come after you

The Code of Conduct will be enforced at all times. Students must adhere to the Code of Conduct when at school, on school grounds, participating in a school-sponsored activity, and walking to or from, waiting for, riding the school bus, or riding on public transportation to or from school or a school-sponsored activity. Serious misconduct outside of the school—including electronic activities—can be considered a school disciplinary offense when the misconduct or the student's continued presence at the school has or would have a significant detrimental effect on the school and/or has created or would create a risk of substantial disruption to the work of the school.

## A. POSITIVE INCENTIVES

If a student meets or exceeds the expectations as outlined in the Code of Conduct, they are able to earn positive incentives, including (but not limited to):

- OWL Feathers
- GUIDES of the Week Award
- Honor Roll
- Free Dress passes
- Homework passes
- Outdoor Advisory time

## B. CONSEQUENCES AND RESTORATIVE PRACTICES

At Rainier Prep, we believe in the power of restorative justice practices, positive discipline, and helping to empower students to resolve conflicts on their own or within a small group. Students whose actions violate the Code of Conduct may be required to reflect on their behavior and, when applicable, make reparations.

Please keep in mind that the list of conduct and consequences below is not exhaustive. Rainier Prep can supplement this Code of Conduct with additional rules as appropriate. In addition, violations of the Code of Conduct and resulting consequences are subject to the discretion of the school and may be supplemented and/or adjusted accordingly.

## BEHAVIORS AND INTERVENTIONS

| Level One Behavior   | Level Two Behavior   | Level Three Behavior  | Level Four Behavior  |
|--|--|---|--|
| Behaviors that impact the student  | Behaviors that interfere with the learning of others   | Behaviors that affect the community   | Behaviors that are dangerous and/or illegal  |
| <ul style="list-style-type: none"> <li>● Not prepared</li> <li>● Out of seat without permission</li> <li>● Not following directions</li> <li>● Incorrect voice level</li> <li>● Off-task conversation</li> <li>● Technology redirection</li> <li>● Running</li> <li>● Chewing gum</li> <li>● Supplies not ready</li> <li>● Eating at unapproved times</li> <li>● Incorrect dress code</li> </ul> | <ul style="list-style-type: none"> <li>● Repeated Level One Behaviors</li> <li>● Talking out of turn repeatedly</li> <li>● Inappropriate response to redirection</li> <li>● Teasing/name calling</li> <li>● Excluding others</li> <li>● Unsafe physical contact / interaction</li> <li>● Disrespect towards property/others</li> <li>● Intentionally breaking safety protocol</li> <li>● Technology Misuse (see policy)</li> </ul> | <ul style="list-style-type: none"> <li>● Repeated Level Two Behaviors</li> <li>● Academic Dishonesty (see policy)</li> <li>● Gossiping/rumors</li> <li>● Walking away from an adult talking to you</li> <li>● Non Consensual physical contact</li> <li>● Lying</li> <li>● Profanity</li> <li>● Leaving classroom without permission / Elopement</li> <li>● Bullying</li> <li>● Harassment (discriminatory, sexual, verbal)</li> <li>● Technology Misuse (see policy)</li> <li>● Intentionally breaking safety protocol</li> </ul> | <ul style="list-style-type: none"> <li>● Fighting</li> <li>● Weapons</li> <li>● Assault</li> <li>● Drugs/Alcohol</li> <li>● Theft</li> <li>● Harassment (discriminatory, sexual, verbal)</li> <li>● Vandalism</li> <li>● Skipping School</li> <li>● Endangering the lives of others</li> <li>● Repeated level three behaviors</li> </ul> |
| Interventions May Include  | Interventions May Include  | Interventions May Include   | Interventions Will Include   |
| <ul style="list-style-type: none"> <li>● Nonverbal Redirection</li> <li>● Verbal warning</li> <li>● 1:1 conversation</li> <li>● Loss of privilege</li> </ul>   | <ul style="list-style-type: none"> <li>● Nonverbal Redirection</li> <li>● Verbal Warning</li> <li>● 1:1 conversation</li> <li>● Break Table</li> <li>● Buddy Classroom</li> <li>● Contact AP</li> <li>● Loss of Privilege</li> <li>● Community Service</li> <li>● Parent Contact</li> </ul>  | <ul style="list-style-type: none"> <li>● Buddy Classroom</li> <li>● Parent contact</li> <li>● Reflection Room</li> <li>● Contact AP</li> <li>● Loss of Privilege</li> <li>● Community Service</li> <li>● Behavior Plan</li> <li>● Admin / Parent / Teacher Meeting</li> <li>● Pick up from school by family member</li> </ul>   | <ul style="list-style-type: none"> <li>● Immediate office referral</li> <li>● Reflection Room</li> <li>● Loss of Privilege</li> <li>● Admin / Parent / Teacher Meeting</li> <li>● Pick up from school by family member</li> <li>● Suspension or Expulsion</li> </ul>   |

We must ensure that our students are safe at all times in our schools. Rainier Prep does not tolerate aggressive or violent conduct that puts the safety of our students, staff, or community in jeopardy.

#### Loss of Privileges

A student's choice of behavior or failure to submit required work may impact a student's participation in enrichment, recess, field studies, fine arts projects and performances, or other privileges.

#### Working Recess

Students who do not have an independent reading book, pencils, earbuds, uniform, or binder with them at the start of advisory or do not have completed homework will be assigned Working Recess. Similarly, students who are tardy to class will spend time making a plan to begin class on time. During this time, students will work on organizational skills, email teachers, or complete missing homework assignments. Additionally, students who have made choices at recess that have created unsafe spaces for others or chosen not to follow recess expectations will work on a long-term resolution or restoration at this time in Working Recess.

#### Reflection Room

As a part of our commitment to restorative justice practices and positive discipline, Rainier Prep uses Reflection Room as a space where students reflect on their behavior, share their perspective, resolve conflicts on their own or within a small group, and, when applicable, make reparations. During Reflection Room, students will be able to talk through the incident with an adult and/or other students if necessary, in order to find a solution.

#### Parent Meeting / Meeting Required

In order to promote consistency and family communication, students who have had three or more disciplinary actions in one day will be asked to stay after school for a brief meeting with a Rainier Prep staff member to ensure success for the following day. Additionally, students who earn Reflection Room three or more times in a week will be required to have a family meeting in order to work together to create an action plan for what they need to feel more successful at school.

#### In-School Suspension

A student who repeatedly violates the Code of Conduct or compromises the safety of others may receive an in-school suspension. During an in-school suspension, a student will be required to complete academic coursework separate from their classmates and will be given access to both academic and behavioral support. In the case of In School Suspension, a parent pick-up and meeting is required. If your student is suspended, a member of the school staff will call to inform you and will provide you with the appropriate paperwork.

#### Out-of-School Suspension and Expulsion

A student who repeatedly and/or seriously violates the Code of Conduct and/or compromises the safety of others may be suspended. A short-term suspension refers to the removal of a student from the school for disciplinary reasons for a period of ten days or fewer. A long-term suspension refers to the removal of a student for disciplinary reasons for a period of more than ten days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. If your student is suspended, a member of the school staff will call to inform you and provide you with the correct paperwork. You will make arrangements with the school for your student to complete missed assignments.

In either case, families may follow the WAC 392-400-465 in order to file an appeal within five days of a suspension notice.

### C. ACADEMIC DISHONESTY

At Rainier Prep, we value academic integrity and expect students to be completing their own work to the best of their ability at all times. Violations of the academic integrity policy will result in the following consequences:

| 1st Incident   | 2nd Incident  | 3rd Incident  |
|--|---|---|
| <ul style="list-style-type: none"><li>• Zero</li><li>• Reflection Room</li><li>• Parent Meeting</li><li>• Written Reflection on why integrity matters (1 paragraph minimum)</li><li>● Redoing assignment (no credit)</li></ul> | <ul style="list-style-type: none"><li>• Zero</li><li>• Redoing assignment (no credit)</li><li>• Reflection Room</li><li>• Parent Meeting</li><li>• Before/After school community service 1 week</li></ul> | <ul style="list-style-type: none"><li>• Academic dishonesty three times in one class will result in an automatic F in the course</li><li>● Redoing assignment (no credit)</li></ul> |

## D. MISUSE OF RAINIER PREP TECHNOLOGY

Technology is an important part of Rainier Prep’s school model and a great learning tool. Students will use technology to research projects, watch educational videos, build websites, take assessments, and so much more. As students move into a more connected world, they will need to build technology skills in order to be successful in their future schooling and careers. While using technology both in and outside of school, students should be safe, appropriate, and responsible when using technology in order to ensure that Rainier Prep is a community in which all students can thrive.

The use of technology at school is a privilege. If students are not following the Student Technology and Social Media Acceptable Use Policy outlined in Appendix C as well as the expectations for the assignment outlined by a teacher in class, the following consequences will apply:

| 1st Incident  | 2nd Incident   | 3rd Incident  | 4th+ Incident   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• Student will be assigned Reflection Room</li> <li>• Student will be off computers / technology for the rest of that specific class period</li> <li>● Parent phone call or email</li> <li>● This incident will be logged, as consequences are cumulative</li> </ul> | <ul style="list-style-type: none"> <li>• Student will be assigned Reflection Room</li> <li>● Student will be off computers / technology for the rest of the day</li> <li>● Parent will be contacted by phone or an in-person meeting</li> <li>● This incident will be logged, as consequences are cumulative</li> </ul> <p>*If this happens during Q1, student will be assigned to Digital Literacy Enrichment</p> | <ul style="list-style-type: none"> <li>• Student will be assigned Reflection Room</li> <li>● Student will be off computers / technology until parent meeting or until team agrees the student may be responsible</li> <li>● A parent meeting and “technology re-engagement plan” is required</li> <li>● Student Google Account permission restrictions</li> <li>● Technology - related project and/or assignment to be completed during recess</li> <li>● This incident will be logged, as consequences are cumulative</li> </ul> | <ul style="list-style-type: none"> <li>• Student will be assigned Reflection Room</li> <li>● Student will be off computers / technology until team agrees the student may be responsible</li> <li>● A parent meeting and “technology re-engagement plan” is required</li> <li>● Before/After school Technology - related community service</li> </ul> |

Technology and Social Media Acceptable Use Policy: Please ensure that you and your student read and understand the Technology and Social Media Acceptable Use Policy (see Appendix C). This policy sets forth guidelines and rules for your student’s use of computers, the Internet, and other school technological resources.

**Electronics at School:** Cell phones, smart watches, airpods, headphones, and other electronics should remain off and stored in the student’s backpack during school hours unless directed by school staff. The school is not responsible for lost or stolen cell phones or other personal technology that students elect to bring to school. If students have cell phones or smart devices (including watches) out during the school day, they will be confiscated and given back to the parent/guardian directly. School staff will not investigate student’s lost or stolen electronics.

# APPENDIX A

## Family Calendar

| 2023-2024 ACADEMIC CALENDAR                |  |
|--|--|
| Rainier Prep                               |  |
| Updated 6/16/2023                          |  |
| Date                                       | Event  |
| <b>August 2023</b>                         |  |
| Monday, August 7 - Friday, August 11       | Staff Training: New Staff Only   |
| Monday, August 14 - Monday, August 28      | Staff Training: Basecamp   |
| Wednesday, August 16 - Thursday, August 17 | Advisor & Family Meetings: Advisor Schedules with Each Family  |
| Wednesday, August 23                       | 5th & 6th Grade Orientation, Day 1: 8:40AM-12:30PM<br>7th Grade Orientation (New Students): 8:40AM-12:30PM                   |
| Thursday, August 24                        | 5th & 6th Grade Orientation, Day 2: 8:40AM-12:30PM<br>7th & 8th Grade Orientation (New & Returning Students): 8:40AM-12:30PM |
| Tuesday, August 29                         | First Day of School  |
| <b>September 2023</b>                      |  |
| Monday, September 4                        | No School: Labor Day   |
| <b>October 2023</b>                        |  |
| Friday, October 27                         | No School: Teacher Professional Development  |
| <b>November 2023</b>                       |  |
| Thursday, November 2 - Friday, November 3  | No School: Student-Led Conferences with Family and Advisor   |
| Monday, November 6                         | Quarter 1 Grades Due   |
| Thursday, November 9                       | Quarter 1 Report Cards Go Home   |
| Friday, November 10                        | No School: Veteran's Day   |
| Wednesday, November 22                     | Culture & Spirit Day: Multi-Cultural Day & Feast!  |
| Wednesday, November 22                     | Half Day: Dismissal at 12:30PM   |
| Thursday, November 23- Friday, November 24 | No School: Thanksgiving Break  |
| <b>December 2023</b>                       |  |
| Monday, December 25 - January 5            | No School: Winter Break  |
| <b>January 2024</b>                        |  |
| Monday, December 25 - January 5            | No School: Winter Break  |
| Monday, January 15                         | No School: Martin Luther King Jr. Day  |
| Friday, January 26                         | No School: Teacher Professional Development  |
| Sunday, January 28                         | Quarter 2 Grades Due   |
| <b>February 2024</b>                       |  |
| Friday, February 2                         | Quarter 2 Report Cards Go Home   |
| Friday, February 16 - Monday, February 19  | No School: President's Day   |
| <b>March 2024</b>                          |  |
| Thursday, March 7- Friday, March 8         | No School: Student-Led Conferences with Family and Advisor   |
| Friday, March 29                           | No School: Teacher Professional Development  |
| <b>April 2024</b>                          |  |
| Monday, April 1 - Wednesday, April 10      | No School: Spring Break  |
| Saturday, April 6                          | Quarter 3 Grades Due   |
| Friday, April 12                           | Quarter 3 Report Cards Go Home   |
| <b>May 2024</b>                            |  |
| Friday, May 17- Thursday, May 23           | Washington State Smarter Balance ELA & Math Test   |
| Wednesday, May 29                          | Washington State Science Test (5th & 8th Grade Only)   |
| Monday, May 27                             | No School: Memorial Day  |
| <b>June 2024</b>                           |  |
| Friday, June 14                            | 8th Grade Graduation   |
| Sunday, June 16, 2024                      | Quarter 4 Grades Due   |
| Tuesday, June 18                           | Report Cards Go Home   |
| Tuesday, June 18                           | Last Day of School Half Day: Dismissal at 12:30PM  |
| Wednesday, June 19                         | No School: Juneteenth  |
| Friday, June 21                            | Last Day for Teachers  |
| Thursday, June 20-Friday, June 28          | Emergency Make-Up Days   |



## APPENDIX B

### NONDISCRIMINATION NOTIFICATION

Rainier Prep School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination. They are available at 10211 12th Ave S. Seattle, WA 98168 or by phone at (206) 494-5979.

Title IX Coordinator: Kamille Dye, Finance & HR Officer, [kdye@rainierprep.org](mailto:kdye@rainierprep.org)

Section 504/ADA Coordinator: Morgan Fernandez, School Principal, [mfernandez@rainierprep.org](mailto:mfernandez@rainierprep.org)

Civil Rights Compliance Coordinator: Kamille Dye, Finance & HR Officer, [kdye@rainierprep.org](mailto:kdye@rainierprep.org)

**You can report discrimination and discriminatory harassment** to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). A copy of Rainier Prep's district's nondiscrimination policy and procedure is provided in Appendix D of the Student & Family Handbook available on Rainier Prep's website: [www.rainierprep.org](http://www.rainierprep.org)

### RAINIER PREP STUDENT ANTI-HARASSMENT, ANTI-INTIMIDATION, ANTI-BULLYING, AND ANTI-DISCRIMINATION NOTIFICATIONS

All students should feel safe and welcome at school. We do not tolerate acts of harassment, intimidation, bullying, or discrimination. This includes behaviors that take place outside of school if they harm others or disrupt students' education. We are all responsible for stopping harassment, intimidation, bullying, and discrimination before and when they happen.

#### HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION

In general, bullying:

- Is **targeted** and **repeated**;
- involves a **power imbalance**;
- creates a **hostile environment**; and
- Has **substantial negative consequences**.

Harassment, intimidation, bullying, and discrimination can be behaviors that are physical, verbal, social, written and/or electronic. Here are examples of harassing or bullying behaviors when targeted and repeated:

**Physical:** Hitting, kicking, pinching, pushing, or damaging/forcibly taking others' property

**Verbal:** Name-calling, put-downs, making threats, teasing, or spreading hurtful rumors

**Social:** Deliberately harming another student's friendships or relationships

**Written:** Slam books, graffiti, or texting that hurt or embarrass others

**Electronic:** Posting or sending messages, pictures, or emails that hurt or embarrass others

#### PREVENTING HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION

Respect toward others is one of our most important principles. Always treat others as you would want to be treated. It is never okay to engage in conduct involving harassment, intimidation, or bullying. You are responsible for your own actions, even if everyone else is acting inappropriately. While you don't have to be friends with every single student at school, you do have to be respectful at all times.

#### **Sexual Harassment:**

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

*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.

*Examples of Sexual Harassment:*

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

## **REPORTING HARASSMENT, INTIMIDATION, BULLYING, AND DISCRIMINATION**

Tell your teacher, an administrator, another adult (including a parent/guardian) or to the district's Title IX Officer listed above, right away if you believe you or someone else is being harassed, intimidated, bullied, or discriminated. Parents/guardians may also report these types of potential acts to teachers and administrators. Rainier Prep will investigate and put a stop to any harassment, intimidation, bullying, and discrimination. Reports may be made orally or in writing. For any additional questions, concerns, or information on Rainier Prep's policy and procedures, please contact Rainier Prep's Compliance Officer. You also have the right to file a complaint (see below). A copy of your district's sexual harassment policy and procedure is provided in Appendix D of the Student & Family Handbook available on Rainier Prep's website: [www.rainierprep.org](http://www.rainierprep.org).

## **CONSEQUENCES**

Students will be disciplined for violating this policy up to and including suspension and expulsion.

## **NO RETALIATION**

There will be no retaliation against anyone who, in good faith, reports or assists in the investigation of potential acts of harassment, intimidation, bullying, or discrimination

## **PROCESS FOR COMPLAINT TO RAINIER PREP SCHOOL DISTRICT**

### ***Step 1. Write Out Your Complaint***

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

### ***Step 2: School District Investigates Your Complaint***

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

### ***Step 3: School District Responds to Your Complaint***

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

## **Appeal to the School District**

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).



## Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

**Email:** [Equity@k12.wa.us](mailto:Equity@k12.wa.us) | **Fax:** 360-664-2967

**Mail or hand deliver:** PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit our [website](#), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at [equity@k12.wa.us](mailto:equity@k12.wa.us).

## Other Discrimination Complaint Options

*Office for Civil Rights, U.S. Department of Education*

206-607-1600 | TDD: 1-800-877-8339 | [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) | [OCR Website](#)

*Washington State Human Rights Commission*

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](#)

## APPENDIX C

### RAINIER PREP STUDENT RETENTION POLICY Updated February 2022

Documented exceptions to these procedures may be made in special situations (e.g., special education students) with the approval of the building principal, superintendent and, if a classified student, the Director of Special Education. Philosophy: Repeating a grade level should be used as a tool when we believe that it will benefit the student both academically and/ or socially in the long run. Retention decisions are made with multiple data points and input from the grade level team, administration, as well as the student and their family. 1. If the student is failing to make normal progress, the parent / guardian must be notified of concerns early (March Conferences), so that the school and home may cooperate in helping him/her achieve greater success. a. Upon notification that their child is not experiencing normal progress in the classroom, a regular communication process should be established and agreed to for the purpose of working together to help the student achieve greater progress. 2. Most retentions should be at the 5th or 6th grade level. However, older students may be considered if it is strongly felt retention will help the student. 3. No student shall be retained more than one year. 4. The teacher shall utilize the Grade Level Team and Student Support Team in attempting to help a student who is not progressing at a normal pace and in making decisions to retain. Please see the pre-referral process . a. When a teacher begins to have a concern regarding whether a particular student may need to be retained, the teacher should bring his/her concerns to the Grade Level Team for review and discussion. This group should be a place where strategies and supports for the student in question are discussed. The decision to retain a particular student should be made as a last resort by a grade level when all else has failed and a specific program for the retention year has been developed. 5. The Grade Team is to discuss possible retention with the Student Support Team and school principal prior to discussion with the parent / guardian. 6. Light's Retention Scale must be completed by the Grade Level Team within 10 days following a retention recommendation. Light's Retention Scales are due by Spring Break (April). Rainier Prep | Student Retention Policy 1

7. During Quarter 3, interventions and progress will be documented bi-weekly and sent to parent / guardian. Parent / guardian may contact the Advisor to schedule a follow-up meeting at any time. 8. Progress check-in will be scheduled with parent / guardian by the end of April. a. If the interventions and strategies developed through

the Student Support Team and the communications between home and school do not produce appropriate success for the student, then a further Student Support Team meeting with the building principal will be held and a decision will be made to either retain or promote the possibility of a Special Education referral. 9. Final retention decisions will be made mutually by parent / guardian and the school team by the end of May. a. The Advisor will meet with the parent / guardian to inform them of the decision. If the parents do not agree, then the student will most likely be promoted. Whether the parents agree or disagree with the recommendation for retention or promotion, they must sign a form signing off on their decision. 10. A student retention worksheet, a Light's Retention Scale, and signed parent letter must be on file at the school for each student retained. Summer work opportunities will be sent to parents by the last day of school with potential ability to be promoted based on completion.

## **RAINIER PREP**

### **STUDENT TECHNOLOGY AND SOCIAL MEDIA ACCEPTABLE USE POLICY**

Technology is an important part of Rainier Prep's school model and a great learning tool. Students will use technology to research projects, watch educational videos, build websites, take assessments, and so much more. Students should be safe, appropriate, and responsible when using technology in order to ensure that Rainier Prep is a community in which all students can thrive.

If you violate this policy, you may lose technology privileges or be subject to other disciplinary consequences.

Rainier Prep can monitor the use of its technology at any time. Rainier Prep may also use filtering software that blocks inappropriate content and/or websites.

By "technology" we mean computers, tablets, phones, mobile devices, the Internet, social media (which includes Facebook, Instagram, and others), blogs, email, chat rooms, and other online services.

This policy covers the use of **ANY** technology (not just technology owned by the school), **including off-campus use**, which could disrupt the school or students' education and/or interfere with others' rights. This policy is meant to be representative, and does **NOT** cover every single situation.

#### **BE SAFE**

- Never share information about yourself or pictures with strangers
- If you meet someone online, do **not** meet in person
- If someone sends you a message that makes you feel uncomfortable, tell your parents or a teacher right away

#### **BE APPROPRIATE**

- Be polite, kind, and respectful. It's okay to disagree with others' views, but do so respectfully
- **Harassment, inappropriate language, intimidation, and bullying will not be tolerated. It is not acceptable to be mean, make fun of, embarrass, or pick on others. You also cannot curse or use other language online that you would not be able to use at school.**
- Don't post anything you wouldn't want friends, parents, teachers, college admissions officers, or a future employer to see! (Even if you think your site is private, it's probably not—people can view and share what you post, now and far into the future.)
- Don't "friend" your teachers or other Rainier Prep staff online
- Don't view, send, or post messages or pictures that would be inappropriate for school, would harm another person, and/or would disrupt school
- Respect others' privacy
- Don't pretend you are someone else or use someone else's identity online
- Do your own work. Don't plagiarize (presenting others' ideas or writings as your own)

## BE RESPONSIBLE

- **YOU** are responsible for **YOUR** online conduct
- When using technology at school, follow the teacher's instructions
- Don't copy or download books, music, movies, pictures, or anything else without the owner's permission.
- Don't gamble or engage in illegal activity online.
- If you are unsure whether something violates this policy, ask your teacher
- If someone violates this policy, immediately report the violation to a teacher
- If you accidentally come across something inappropriate, notify school staff immediately

## APPENDIX D

### Rainier Prep Student Acceleration Policy

Updated February 2022

#### STUDENT ACCELERATION POLICY

Documented exceptions to these procedures may be made in special situations (e.g., special education students) with the approval of the building principal, superintendent and, if a classified student, the Director of Special Education. Skipping a grade is an option that should be considered for qualified high academic-ability students. According to the Institute for Research and Policy on Acceleration, "The decision to accelerate is best made in concert by the student, parents, teachers, and other professionals after careful evaluation of the student's academic and social-emotional needs." See [article](#) for pros and cons of acceleration.

1. If the student is making more than average progress or is continuously exceeding academic and behavior expectations, the parent / guardian or grade team representative may recommend *in writing* via email to the School Principal that the student skip one grade level. No student shall be accelerated more than one school year.
  - a. *Put your request for skipping a grade in writing via email to the school principal and keep a copy. State your reasons for making the request. Requests may be made any time during the school year, however, acceleration meetings will take place during March conferences. Final decisions will be made in May.*
2. Parent / guardian must be notified of or request the acceleration possibility as early as possible (prior to or by March Conferences), so that the school and home may cooperate in helping him/her achieve the necessary metrics for acceleration and provide documentation of exceptional academic progress.
3. The teacher or parent / guardian shall utilize the Grade Level Team and Student Support Team to gather information and data that will be used to support the decision on whether or not acceleration is appropriate.
  - a. *Teams will meet to collect data regarding achievement test results, school history, interpersonal skills, attitude and academic ability for the purpose of determining whether grade-skipping is best for the student. See Appendix A for specific requirements.*

4. [The Iowa Acceleration Scale](#) must be completed by the Grade Level Team together. Iowa Acceleration Scales are due by Spring Break (April).
5. Based on the Iowa Acceleration and the checklist below, the School Principal, Grade Level Team, and parent / guardian, the School Principal will make a formal recommendation regarding the acceleration of the student by May 1st.

| Requirement Category  | Checklist of Requirements   |
|---|---|
| Academic Requirements   | <ul style="list-style-type: none"> <li>● L4 ELA of Benchmark #3 of the grade to be skipped</li> <li>● L4 Math of Benchmark #3 of the grade to be skipped</li> <li>● Score of 9-10 on Performance Task #3</li> <li>● 2+ years ahead as measured by STAR</li> <li>● Consistently high GPA (3.75+)</li> </ul>  |
| Social Emotional Requirements                                     | <ul style="list-style-type: none"> <li>● 15+ on Section IX: Interpersonal Skills on <a href="#">The Iowa Acceleration Scale</a></li> <li>● No record of serious behavior concerns at school</li> <li>● Demonstrated ability to show above grade level maturity in conversation, social interactions with peers and adults</li> <li>● Listens to and incorporates feedback into interactions with peers, adults, and academic work in a way that shows a growth mindset</li> </ul> |
| Other   | <ul style="list-style-type: none"> <li>● Attended Rainier Prep for at least one entire school year</li> <li>● Score of 50+ on <a href="#">The Iowa Acceleration Scale</a></li> <li>● 90+ percentile on Woodcock Johnson IV</li> </ul>   |
| Additional qualifications (not required, but strongly preferred): | <ul style="list-style-type: none"> <li>● Outside of school internships</li> <li>● Leadership activities (mentoring, tutoring, coaching)</li> <li>● Projects or activities beyond expectations of grade level peer</li> </ul>  |

## APPENDIX E

### OTHER POLICIES

#### COMPLAINT POLICY

Rainier Prep believes that if a citizen has a question, suggestion, or complaint, the citizen should first discuss this directly with the person involved as most complaints can be resolved informally. If the issue is not resolved, the citizen should bring it up with the appropriate administrator who shall attempt to resolve the issue through a conference with the citizen and the staff member. If the issue cannot be resolved in the manner described above, the citizen should complete the Request for Consideration of Complaint Form (available in the school office).

The school administrator or designee shall verbally explain the complaint process at the time the Request for Consideration of Complaint Form is given to the citizen and inform the citizen of the right to have an advocate assist in representing the citizen's position. The complaint shall:

- A. Be in writing;
- B. Be signed by the complaining parties, and
- C. Set forth specific acts, conditions or circumstances of concern.

The School Leader/designee will conduct or coordinate an investigation of the complaint and reach a decision within twenty (20) school work days after receipt of the complaint. The decision of the School Leader/designee shall be communicated in writing to the parties involved.

Should a complaint be submitted with less than twenty (20) school work days remaining within the regularly scheduled school calendar, reasonable extension of this timeline shall be allotted as deemed necessary by the investigator. If the complaint is not resolved to the citizen's satisfaction, the citizen may request, within five (5) school work days, the complaint be referred to the Director of the Board. The School Leader/designee shall refer the matter within five (5) school work days.

The parties involved in the complaint will have the opportunity to meet with the Director of the Board/designee within twenty (20) school work days after the Director of the Board or designee receives the Request for Consideration of Complaint Form. Such a request to meet with the Director of the Board or designee shall be made by the citizen within five (5) school work days from the time the citizen requested the referral. Such a request from the staff member shall be made within five (5) school work days from the time the staff member was notified of the complaint. The Director of the Board or designee shall also have the right to establish a review committee if desired, or directly make a decision. In cases of physical injury to a student, the complaint will be referred to a review committee established by the Director of the Board.

When a review committee is established, the committee shall be representative of the interests involved. The Director of the Board or designee will appoint the committee chairperson within ten (10) school work days after receiving the Request for Consideration of Complaint Form. The committee will review the citizen's complaint and submit a written recommendation to the

Director of the Board within twenty (20) school work days after the committee chairperson has been appointed.

The Director of the Board will make a decision and notify the citizen, in writing, within ten (10) school work days after:

- A. Receiving the Form and the School Leader/designee's decision; or
- B. Meeting with the parties involved in the complaint; or

- C. Receiving the written recommendation of the review committee.

The response of the Director of the Board shall clearly state either:

1. That the school district denies the allegations contained in the complaint; or
2. The nature of such reasonable corrective measures deemed necessary to eliminate any such act, condition or circumstance within the school district; PROVIDED that any such corrective measure deemed necessary shall be instituted as expeditiously as possible but in no event later than 30 calendar days following the date of the Director of the Board's response to the complaining party.

The Director of the Board or designee has full authority to resolve the complaint within the limits of Board policy and state and federal law.

*RP Revision Date: 02/2018*  
*RP Adoption Date: 02/28/2018*  
*WSSDA: 4220*  
*Classification: Discretionary*  
*WSSDA Revision Dates: 12/2011*

## REGULATION OF DANGEROUS WEAPONS ON SCHOOL PREMISES

It is a violation of Rainier Prep (the "District") policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities unless specifically authorized by state law. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of RCW 9.41.280 is a criminal offense.

Rainier Prep will post "Gun-Free Zone" signs, and any and all violations of this policy and [RCW 9.41.280](#) will be reported annually by the School Leader to the Superintendent of Public Instruction.

### DANGEROUS WEAPONS

The term "dangerous weapons" under state law includes:

- Any firearm;
- Any device commonly known as "nun-chu-ka sticks," consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as "throwing stars," which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:

- Any dirk or dagger;
- Any knife with a blade longer than three inches;
- Any knife with a blade which is automatically released by a spring mechanism or other mechanical device
- Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement; and
- Any razor with an unguarded blade;
- Any slung shot, sandbag, or sandclub;
- Metal knuckles;
- A slingshot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;
- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

In addition, the following are weapons in violation of this policy:

- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
- Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

### **REPORTING DANGEROUS WEAPONS**

An appropriate school authority will promptly notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy.

Students who violate this policy will be subject to discipline. Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility shall be expelled for not less than one year pursuant to RCW 28A.600.420. The School Leader may modify the one-year expulsion for a firearm on a case-by-case basis.

The District may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays a device that appears to be a firearm.

No expulsion under RCW 28A.600.420 prevents the District from continuing to provide educational services in an alternative educational setting in compliance with RCW 28A.600.015. Any alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include one-on-one tutoring and online learnin

### **EXCEPTIONS TO STATE LAW AND THIS POLICY**

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

1. Persons engaged in military, law enforcement, or school district security activities;
2. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course; and
3. Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

- Persons with concealed weapons permits issued pursuant to [RCW 9.41.070](#) who are picking up or dropping off students; and
- Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized martial arts class.

### **PERSONAL PROTECTION SPRAY**

Persons over eighteen years of age, and persons between fourteen and eighteen years of age with written parental or guardian permission, may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices. No one eighteen years or older may deliver a spray device to anyone under fourteen, or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law.

Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of District policy.

*RP Adoption Date: November 2019  
WSSDA 4210  
Classification: Essential  
WSSDA Revision Date 2016*

### **HOMELESS STUDENTS POLICY**

#### **HOMELESS STUDENTS - Enrollment Rights and Services**

To the extent practical and as required by law, Rainier Prep will work with homeless students and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment, and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, Rainier Prep will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Rainier Prep will provide homeless students services for which they are eligible, including Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including those students who are:

- A. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;



- B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. Abandoned in hospitals;
- E. Living in public or private places not designed for or ordinarily used as regular sleeping accommodation;
- F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; or
- G. Migratory children living in conditions described in the previous examples.

The school leader will designate an appropriate staff person to be Rainier Prep's McKinney-Vento liaison for homeless students and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy. Rainier Prep's homeless student liaison is responsible for training the building points of contact.

#### Best interest determination

In making a determination as to which school is in the homeless student's best interest to attend, Rainier Prep will presume that it is in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian or unaccompanied youth.

Attendance options will be made available to homeless families on the same terms as resident families of Rainier Prep, including attendance rights acquired by living in attendance areas, other student assignment policies, inter-district choice options.

If there is an enrollment dispute, the student will be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of Rainier Prep's decision and the reasons therefore, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. Rainier Prep's liaison will carry out dispute resolution as provided by state policy.

Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student, pursuant to Rainier Prep's policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation, or denied or delayed due to missed application deadlines or fees, fines or absences at a previous school.

If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and Rainier Prep liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to Rainier Prep's policies. Emergency contact information is required at the time of enrollment consistent with Rainier Prep's policies, and in compliance with the state's Address Confidentiality Program when necessary. However, Rainier Prep cannot demand emergency contact information in a form or manner that creates a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, Rainier Preps will coordinate the transportation services necessary for the student, or will divide the costs equally.

Rainier Prep's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. Rainier Prep's liaison will also review and recommend amendments to Rainier Prep's policies that may act as barriers to the enrollment of homeless students and will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs.

The school leader will:

- D. Strongly encourage Rainier Prep staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
- E. Strongly encourage every Rainier Prep's homeless student liaison to attend training provided by the state on identification and serving homeless youth. Ensure that Rainier Prep includes materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website).
- F. Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting a universal annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on Rainier Prep's website).

Facilitating on-time grade level progression

Rainier Prep will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event Rainier Prep denies a waiver and the student would have qualified to graduate from their sending school district, Rainier Prep will provide an alternative process of obtaining required coursework so that the student may graduate on time.

Rainier Prep will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

Informed consent for healthcare

Informed consent for healthcare of behalf of a student experiencing homelessness may be obtained from a school nurse, school counselor, or homeless student liaison when:

- a. Consent is necessary for non-emergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries;
- b. The student meets the definition of a "homeless child or youth" under the federal McKinney-Vento homeless education assistance improvements act of 2001; and

- c. The student is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.

Rainier Prep and the Rainier Prep employee authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care.

*RP Adoption Date: 2018*

*WSSDA 3115*

*Classification: Essential*

*WSSDA Revision Date 2018.04*

## **NONDISCRIMINATION POLICY**

Rainier Prep will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Rainier Prep will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. Rainier Prep programs will be free from sexual harassment. Auxiliary aids and services will be provided upon request to individuals with disabilities.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the district's course offerings; educational programming or any activity will not be tolerated. When a Rainier Prep employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, Rainier Prep will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

Rainier Prep's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents, or employees. The statement will include: 1) notice that the district will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the district's compliance officer designated to ensure compliance with this policy; and 3) the names and contact information of the district's Section 504 and Title IX compliance officers.

Rainier Prep will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of Rainier Prep's discrimination complaint procedure.

The School Leader will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating any discrimination complaints communicated to Rainier Prep.

Rainier Prep will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

*Adopted February 2020*

## STUDENT NONDISCRIMINATION PROCEDURE

Anyone may file a complaint against Rainier Prep alleging that Rainier Prep has violated anti-discrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the Rainier Prep Board of Directors. This grievance procedure will apply to the general conditions of the nondiscrimination policy (Policy 3210). As used in this procedure:

- A. Grievance means a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws.
- B. Complaint means a written charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by Rainier Prep that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that Rainier Prep was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to Rainier Prep compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
- C. Respondent means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps will be taken. Rainier Prep is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this policy and procedure and from retaliating against an individual for filing such a grievance.

### A. Informal Process for Resolution

Anyone with an allegation of discrimination may request an informal meeting with the Director of Operations or designated employee to resolve their concerns. Such a meeting will be at the option of the complainant. If unable to resolve the issue at this meeting, the complainant may submit a written complaint to the Director of Operations or appropriate compliance officer. During the course of the informal process, Rainier Prep must notify the complainant of their right to file a formal complaint.

### B. Formal Process for Resolution

#### Level One: Complaint to District

The complaint must set forth the specific acts, conditions or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will provide the complainant a copy of this procedure. The compliance officer will investigate the allegations within 30 calendar days. Rainier Prep and complainant may agree to resolve the complaint in lieu of an investigation. The officer shall provide the School Leader with a full written report of the complaint and the results of the investigation.

The School Leader or designee will respond to the complainant with a written decision as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit.

In the event an extension is needed, Rainier Prep will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time Rainier Prep responds to the complainant, Rainier Prep must send a copy of the response to the office of the School Leader of public instruction.

The decision of the School Leader or designee will include: 1) a summary of the results of the investigation; 2) whether Rainier Prep has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures Rainier Prep deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board and the necessary filing information. The School Leader's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

Any corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than 30 calendar days following the School Leader's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

#### Level Two – Appeal to the Board of Directors

If a complainant disagrees with the School Leader's or designee's written decision, the complainant may appeal the decision to Rainier Prep board of directors by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.

The board shall schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the School Leader or for good cause. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision. The decision of the board will be provided in a language the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act. The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. Rainier Prep will send a copy of the appeal decision to the office of the superintendent of public instruction.

#### Level Three - Complaint to the Superintendent of Public Instruction

If a complainant disagrees with the decision of the board of directors, or if Rainier Prep fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.

1. A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.

2. A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of Rainier Prep subject to the complaint; 4) A copy of Rainier Prep's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.
3. Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the School Leader or board. Following the investigation, OSPI will make an independent determination as to whether Rainier Prep has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and Rainier Prep that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation Rainier Prep must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved,

OSPI may take action including but not limited to referring Rainier Prep to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, Rainier Prep voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

#### Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

#### **Mediation**

At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and Rainier Prep may agree to extend the discrimination complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and Rainier Prep an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be employee of any school district, public charter school, or other public or private agency that is providing education related

services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of Rainier Prep or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind Rainier Prep.

**Preservation of Records**

The files containing copies of all correspondence relative to each complaint communicated to Rainier Prep and the disposition, including any corrective measures instituted by Rainier Prep, will be retained in the office of the compliance officer for a period of six years.

*Adopted December 2019  
WSSDA 3210P  
Classification: Essential  
WSSDA Revision Date: January 2015*

## STUDENT SEXUAL HARASSMENT POLICY

Rainier Prep (the “District”) is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

### Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees, or third parties involved in school district activities.

The term “sexual harassment” may include:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

### Investigation and Response

It will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what



occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

### **Retaliation and False Allegations**

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

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

### **Staff Responsibilities**

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

District/school staff, including employees, contractors, and agents shall not provide a recommendation of employment for an employee, contractor, or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

### **Notice and Training**

The superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

## Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers, and parents in the review process.

*Adopted: October 2020  
WSSDA 3205  
Classification: Essential  
WSSDA revision date: August 2020*

## STUDENT SEXUAL HARASSMENT PROCEDURE

The procedure is intended to set forth the requirements of Policy 3205, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at students carried out by other students, employees or third parties involved in school district activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

### **Title IX Coordinator, Investigator, and Decision-maker**

The district will designate and authorize at least one employee to act as "Title IX Coordinator" to coordinate the district's state and federal sex discrimination and sexual harassment regulation compliance efforts. The decision-maker who reaches the final determination of responsibility for alleged Title IX sexual harassment will be the Superintendent or designee. The decision-maker cannot be the same person who serves as the Title IX Coordinator or the investigator of the Title IX complaint.

Any individual designated as Title IX Coordinator, an investigator, or decision-maker, and any person who facilitates an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents in general or individually, and must receive training on the definition of sexual harassment under Title IX, the scope of the district's education program or activity, how to conduct an investigation and grievance process and informal resolution process, and how to serve impartially. The decision-maker must also receive training on any technology to be used during hearings if the district provides for a hearing, on issues of relevance of questions and evidence, and on how to create an investigative report that fairly summarizes relevant evidence.

Any training materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of complaints. The district shall maintain for a period of seven years records of any informal resolution and the result; and all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, and make such materials available on the district's website or make these materials available upon request for inspection by members of the public.

## **Notice**

- Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, be reproduced in each student, staff, volunteer and parent handbook.
- In addition to the posting and reproduction of this procedure and Policy 3205, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at [insert address of district administrative office].

## **Staff Responsibilities**

- The district is on notice and required to take action when any employee knows, or in the exercise of reasonable care should know, about possible sexual harassment.
- In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement.
- The principal will notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

## **Confidentiality**

- If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the superintendent for evaluation.
- The superintendent should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.
- If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff, and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

## **Retaliation**

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint ("complainant"), was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

## **Informal Complaint Process**

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to Title IX Coordinator, currently Karen Lobos (klobos@rainierprep.org, 206-494-5979 x703). Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating students; or
- Providing staff and/or student training

Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or because the district believes the complaint needs to be more thoroughly investigated.

The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

## **Formal Complaint Process**

### **Level One – Complaint to Rainier Prep**

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process under state law, the district will take interim measures to protect the complainant before the final outcome of the district's investigation. The same allegations may qualify as a sexual harassment allegation under federal Title IX regulations, which require actions in addition to the process for investigating sexual harassment allegations under state law.

The following process will be followed:

#### **Filing of Complaint**

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.

- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the district Title IX Coordinator, currently Kamille Dye at 10211 12th Ave S, Seattle, WA 98168, (kdye@rainierprep.org, 206-494-5979 x703. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

### **Investigation and Response**

- The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator’s possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.
- Investigations will be carried out in a manner that is adequate in scope, reliable, and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.

### **Sexual Harassment Complaint under Title IX**

The Title IX Coordinator will assess whether a formal complaint of sexual harassment meets the criteria for a Title IX complaint. If so, the district will implement investigation and response procedures under state law, as well as the following additional procedures as required by Title IX regulations.

Under federal law, the term “sexual harassment” means:

- an employee of the district conditioning the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct;
- conduct that creates a “hostile environment,” meaning unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or
- “sexual assault,” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

### **Supportive Measures under Title IX**

Once any district employee knows, or in the exercise of reasonable care should know, about possible sexual harassment, the Title IX Coordinator must contact the complainant and offer to provide the complainant with supportive measures. See “interim measures” required under state law above for a similar requirement. Supportive measures must be offered to the complainant, before or after the filing of a formal complaint, or where no formal complaint has been filed. Supportive measures may also be provided to the respondent. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the District’s education program or activity without unreasonably burdening the other party. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

### **Supportive Measures under Title IX**

Once any district employee knows, or in the exercise of reasonable care should know, about possible sexual harassment, the Title IX Coordinator must contact the complainant and offer to provide the complainant with supportive measures. See “interim measures” required under state law above for a similar requirement. Supportive measures must be offered to the complainant, before or after the filing of a formal complaint, or where no formal complaint has been filed. Supportive measures may also be provided to the respondent. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent. Supportive measures should be designed to restore or preserve access to the District’s education program or activity without unreasonably burdening the other party. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

- the written complaint is filed by the complainant of the alleged sexual harassment, by the complainant’s legal guardian, or by the Title IX Coordinator;
- The complaint requests that the district investigate the allegation(s) of sexual harassment, as defined under Title IX regulations;
- The complaint is against a named respondent who, at the time of the alleged harassment, was under the control of the school district (such as a student, employee, or volunteer);
- The alleged sexually harassing conduct occurred in the United States; and
- The complainant is participating in or attempting to participate in the district’s educational program or activity at the time.

If the formal complaint is determined to meet the criteria for a Title IX complaint, the district must respond promptly in a manner that is not deliberately indifferent. “Deliberately indifferent” means that the district’s response is clearly unreasonable in light of the known circumstances. The district’s investigation and determination regarding responsibility shall be completed within 30 days unless the parties agree to a different timeline.

- The district will acknowledge receipt of the formal complaint by providing the following written notice to the respondent and complainant:
- Notice of the complaint, investigation, and grievance processes.
- Notice of the allegations of sexual harassment with sufficient time for the parties to prepare a response before any initial interview and with sufficient detail. Such sufficient detail includes the identities of the parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known.
- Notice that the parties may have an advisor of their choice who may be an attorney or non-attorney, and who may inspect and review evidence of the alleged sexual harassment.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility for alleged sexual harassment is made at the conclusion of the grievance process.
- Notice of any provision in student conduct policies and procedures that prohibits false statements or submitting false information.

### **Title IX Informal Resolution Process, *See state Informal Complaint Process, above***

At any time prior to a determination regarding responsibility for alleged sexual harassment as defined by Title IX regulations, the district may permit a complainant to waive the formal complaint grievance process in favor of an informal resolution process not involving a full investigation and adjudication, provided that the district obtains the parties’ voluntary, written consent, the district does not offer informal resolution of sexual harassment allegations

against a respondent who is an employee of the district, and the district provides the parties with written notice disclosing the allegations, the requirements for the informal resolution process, and the circumstances in which the parties would be precluded from continuing with a formal resolution process for the same allegations.

A party has the right to withdraw from the informal resolution process and resume the formal Title IX grievance process at any time prior to agreeing to a resolution. The district may not require the waiver of the right to an investigation and adjudication of formal complaints of sexual harassment under Title IX as a condition of enrollment, employment, or enjoyment of any other right, nor may the district require the parties to participate in an informal resolution process.

### **Title IX Formal Resolution Process**

The district must investigate allegations contained in a formal complaint. If the conduct alleged would not constitute sexual harassment under Title IX regulations even if proved, did not occur in the district's education program or activity, or did not occur against a person in the United States, then the recipient must dismiss the formal complaint under Title IX. Such dismissal does not preclude action under another provision of district policy or procedure or under sexual harassment investigation procedures as required by state law.

The district's investigation of a Title IX complaint must:

- Ensure that the district bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility for the alleged sexual harassment. The district may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in their professional capacity and made and maintained in connection with the provision of treatment to the party unless the district obtains the party's voluntary, written consent to do so.
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding; including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be an attorney or non-attorney. The district will apply any restrictions regarding the extent to which an advisor may participate equally to both parties;
- Provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all hearings, interviews, or other meetings, with sufficient time for the parties to prepare to participate;
- Prior to the completion of an investigative report, provide an equal opportunity for the parties to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. This includes evidence that the district does not intend to rely on in reaching a determination of responsibility for the alleged sexual harassment, regardless of the source of the evidence. The parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completion of the investigative report.
- At least ten (10) days prior to a determination regarding responsibility, create an investigative report that fairly summarizes relevant evidence, and send the investigative report in an electronic or hard copy format to each party and each party's advisor for their review and written response.
- After transmitting the investigative report to the parties, but before reaching a final determination regarding responsibility, the decision maker must give each party the opportunity to submit written,

relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or unless they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

The district's Title IX investigative and grievance process is not required to include investigative hearings.

At the conclusion of the investigation, the decision-maker (superintendent or designee) must issue a written determination of responsibility regarding the alleged sexual harassment. The district may choose whether the decision-maker will apply a preponderance of the evidence standard or a clear and convincing evidence standard in Title IX investigations, provided that the same standard will apply to all investigations whether the respondent is a student or an employee.

The superintendent's written determination must be issued to the parties simultaneously and must include the following:

- Identification of the allegations potentially constituting sexual harassment under Title IX regulations;
- A description of the procedural steps taken from the time of the district's receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- Findings supporting the determination;
- Conclusions regarding the application of the district's code of conduct policies to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and bases for appealing the superintendent's determination.

### **Title IX Investigation Appeals**

The district must offer both parties an appeal from the superintendent's determination regarding responsibility or from the district's dismissal of any allegations contained in a formal complaint, in addition to the complainant's right to appeal under state requirements and the respondent's potential appeal rights under student discipline provisions of district policy and state requirements.

A party may appeal the determination regarding responsibility on the following bases:

- procedural irregularity affecting the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility was made that could affect the outcome of the matter;
- The Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or individually that affected the outcome of the matter; or
- Additional bases as determined by the district.

Regarding appeal, the district must:

- Provide written notice to the other party when an appeal is filed;
- Implement appeal procedures equally for both parties;



- Ensure that the decision-maker for the appeal is not the same decision-maker who reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
- Ensure that the decision-maker for the appeal has received the training required for decision-makers as required by this procedure.
- Provide both parties with a reasonable, equal opportunity to submit a written statement in support of or challenging the outcome of the initial determination; and
- Issue a written decision describing the result of the appeal and the rationale for the result.

### **Emergency Removals for alleged sexual harassment under Title IX**

These additional Title IX sexual harassment procedures do not preclude a school district from removing a student from school on an emergency basis consistent with Policy and Procedure 3241 – Student Discipline and the associated student discipline regulations for emergency expulsion.

### **Title IX Investigation Recordkeeping**

The district will maintain records of each Title IX sexual harassment investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant; and any appeal from the result of a determination regarding responsibility, for a period of seven years.

The district must maintain records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment under Title IX, for a period of seven years.

### **Superintendent Response, State Requirements**

- The superintendent will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.

- The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

## **Level Two - Appeal to Board of Directors, State Requirements**

### **Notice of Appeal and Hearing**

- If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

### **Board Decision, State Requirements**

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

## **Level Three - Complaint to the Superintendent of Public Instruction**

### **Filing of Complaint, State Requirements**

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

### **Investigation, Determination and Corrective Action, State Requirements**

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate

additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.

- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

#### **Level Four - Administrative Hearing, State Requirement**

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

#### **Other Complaint Options**

Office for Civil Rights (OCR), U.S. Department of Education

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) | [www.ed.gov/ocr](http://www.ed.gov/ocr)

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | [www.hum.wa.gov](http://www.hum.wa.gov)

#### **Mediation**

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

### **Training and Orientation**

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

Demands for sexual favors in exchange for preferential treatment or something of value;

Stating or implying that a person will lose something if he or she does not submit to a sexual request;

Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;

Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;

Using derogatory sexual terms for a person;

Standing too close, inappropriately touching, cornering or stalking a person; or

Displaying offensive or inappropriate sexual illustrations on school property.

### **Policy and Procedure Review**

Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

*Adopted October 2020*

*WSSDA 3205P*

*Classification: Essential*

*WSSDA Revision Date: August 2020*

## TITLE I PARENTAL INVOLVEMENT POLICY

The board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which describes how Rainier Prep will involve parents and family members of Title I students in developing and implementing Title I programs.

Rainier Prep agrees to implement the following statutory requirements:

- A. **Involve parents and family members** in jointly developing the local educational agency's Title I, Part A plan under section 1112, and the development of school support and improvement plans under section 1111(d).
- B. **Plan and implement effective parent and family involvement activities.** These activities must improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. **Coordinate and integrate** parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- D. **Conduct**, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
  - Barriers to greater participation by parents/families in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - Strategies to support successful school and family interactions;
- E. **Use the findings of such evaluation** to design evidence based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- F. **Involve parents in the activities of the schools**, which may include establishing a parent advisory board composed of a sufficient number and group of parents or family members to represent the needs of the population. This advisory board would help develop, revise, and review the parent and family engagement policy.

Adopted 2018  
WSSDA 4130  
Classification: Essential

## OTHER POLICIES

Please visit Rainier Prep main office or our website to find a copy of our most updated policies:

SERVICE ANIMALS IN SCHOOLS POLICY

WELLNESS POLICY