

# Lincoln High School Student Culture Guide



<https://lincolnhs.seattleschools.org/>

206-413-2500

**4400 Interlake Avenue N - Seattle, WA 98103**

# Table of Contents

Welcome Back Lincoln ..... 3

History of the Lincoln Lynx ..... 4

School Phone Numbers..... 5

Lincoln Bell Schedules..... 6

Important Dates ..... 7

“The Lynx Way” – School Climate ..... 7

Student Expectations ..... 8

Learning Commons & Fab Lab ..... 11

Counselors and Counseling Services ..... 12

Career and College Planning ..... 14

Career-Connected Learning..... 15

Graduation Requirements ..... 15

Activities ..... 17

Athletics..... 18

Policies & Procedures..... 19

Anti-Hate and Bias Guidelines 2023..... 22

When Hate Speech is Reported to School Administration Response Framework..... 25

When Sexual Assaults\* are Reported to School Administration..... 28

Consent & Relationships – Resources ..... 29

Ombudsman Awareness ..... 31

Culture Guide Review Process ..... 32

# Welcome Back Lincoln

## Mission

Learn with passion. Act with courage. Improve the world.

## Vision

Lincoln prepares young adults to navigate a complex and dynamic world with confidence and creativity through experiential learning that inspires students to think critically, solve problems, and engage empathetically as global citizens.

## Approach

At Lincoln, we believe learning begins with curiosity, engagement, and wonder. We cultivate this by framing learning experiences where students explore their lives and the world under the umbrella of a theme, concept, phenomenon, or event. Our learners engage with authentic problems that develop critical thinking and prompt the development and application of their knowledge and skills in all disciplines – language arts, mathematics, science, social studies, the arts – with meaningful career and technology connections and innovations.



# History of the Lincoln Lynx

Lincoln High School initially opened in the fall of 1907 with 900 students. Lincoln grew over time with multiple additions becoming a four-year high school in 1971. In 1981, Lincoln was scheduled for closure. Since its closure, Lincoln has continued its strong support from an active alumni group and the building was used for a variety of purposes including housing different Seattle schools as an interim location during their own renovations. In February 2013, Seattle voters approved the Building Excellence initiative which put into place the reopening of Lincoln High School for the fall of 2019. We reopened the building with the classes of 2022 and 2023 and look forward to welcoming new students into our Lincoln family every year.

## Alma Mater

HAIL TO MIGHTY LINCOLN  
TO OUR ALMA MATER HAIL!  
LOYAL LYNX WE STAND TOGETHER  
THE RED AND BLACK WILL NEVER FAIL.  
THROUGH THE HALLS OUR SPIRITS RING  
IN VICTORY OR DEFEAT  
FOREVER WITH OUR SCHOOL WE'LL SING  
HAIL TO LINCOLN, HAIL!

## Fight Song

FIGHT, GO FIGHT, GO LINCOLN LYNX  
FIGHT FOR VICTORY  
STRENGTH AND HEART UNWAVERING  
WE'RE MAKING HISTORY  
GO! FIGHT! WIN!  
RED AND BLACK  
OUR COLORS BLEED TRUE  
FIGHT WITH COURAGE  
WE'LL PULL YOU THROUGH.  
LINCOLN, THE CREW'S ALL HERE  
SO, LET'S BRING HOME THE VICTORY NOW



For more information on Lincoln's history please visit: <https://www.historylink.org/File/10546>.

# School Phone Numbers

Office	Name	Phone	Location
Main Office	Main Line	206-413-2500	Lincoln High School
Principal	Corey Eichner	206-413-2500	Main Office
Assistant Principal	Kathleen Daspit	206-413-2500	Main Office
Assistant Principal	Steve Sarangay	206-413-2500	Main Office
Assistant Principal	Jennifer Kniseley	206-413-2500	Main Office
Attendance	Kelly Powers	206-413-2504	Main Office
Activity Coordinator	Katie Goehring	206-413-2538	240
Athletic Director	Robin Ware	206-413-2520	138B
Fiscal Specialist	Perry Lee	206-413-2509	138D
Counseling Secretary	Aysha Smith	206-413-2510	Counseling Center
Counseling (A-Eb)	Mitra Vahdati	206-413-2528	Counseling Center
Counseling (Ec-Ko)	Sid Lim	206-413-2524	Counseling Center
Counseling (Kr-Ra)	Claire Robbins	206-413-2530	Counseling Center
Counseling (Re-Z)	Caleb Rivas Ahrens	206-413-2527	Counseling Center
Counseling (Running Start and Part-Time students)	Brittini Zackery	206-413-2529	Counseling Center
Tier 2 Counselor	Katherine Hanson	206-413-2553	202A
Security	Clyde Travis	206-413-2614	138 A
Security	William Dorsey	206-413-2519	138 A
Nurse	Roni Castro	206-413-2507	132C
Librarian	Claire Scott	206-413-2552	202
Custodian	Van Dao	206-413-2525	124
Teen Health Center	Kristyn Hickey	206-548-5760	132
Cafeteria	Johana Nafarin	206-413-2526	Commons

\*Last updated Sept. 2024 – please visit our website for updated contact information:

<https://lincolnhs.seattleschools.org/staff/>

# Lincoln Bell Schedules

## Monday & Friday

Period	Time
1st	8:50-9:45
2nd	9:50-10:45
3rd	10:50-11:40
Lunch A	11:45-12:15
4th A	12:20-1:10
4th B	11:45-12:35
Lunch B	12:40-1:10
5th	1:55-2:45
6th	2:50-3:40

## Wednesday

Period	Time
1st	8:50-9:25
2nd	9:30-10:05
Mentorship	10:10-11:10
3rd	11:15-11:50
Lunch	11:55-12:25
4th	12:30-1:05
5th	1:10-1:45
6th	1:50-2:25

## Tuesday & Thursday

Period	Time
1st	8:50-9:45
2nd	9:50-10:45
3rd	10:50-11:50
Lunch A	11:55-12:25
4th A	12:30-1:30
4th B	11:55-12:55
Lunch B	1-1:30
5th	1:35-2:35
6th	2:40-3:40



# Student Expectations

## SPS Student Rights and Responsibilities

As part of our building, students are integral in creating safe, support, and positive school culture and working with staff and each other with problem solving when challenges arise. Every year we review the rights and responsibilities of our students and engage with them through a relational approach to working with each other through our mentorship and classroom curriculum and pedagogy.

Every year, students are provided a copy of the SPS Student Rights and Responsibilities guide. For additional information, please visit: <https://www.seattleschools.org/departments/discipline-and-behavior/rules-rights-and-responsibilities/>

## Student Rights

As a member of the school community, students have the right to:

- An orderly and safe classroom and school;
- A quality education with high expectations and appropriate support;
- Courteous and respectful treatment;
- Be listened to and have their voice heard;
- Equitable access to high-quality instruction, services, resources, and extracurricular activities;
- Be known and cared for at school; and
- Receive reasonable consequences and be given the opportunity to learn from mistakes.

**Additionally, as citizens, students have constitutional rights and schools cannot unduly infringe on those rights. Schools may, however, set reasonable limits on those rights in order to meet their obligation to educate. The rights include:**

- FREEDOM OF SPEECH, expression of personal opinions. That right does not allow personal attacks, swearing, or interference with other people's rights to express themselves.
- RIGHT TO ASSEMBLE peaceably, but any such gathering which interferes with the operation of the school or classroom is inappropriate and prohibited.
- RIGHT TO PETITION appropriate school authorities when they feel that they have been treated unfairly.
- FREEDOM OF THE PRESS and may express their personal opinions in writing. They must take full responsibility for the content of their expressions by identifying themselves as authors/editors of the publication. They are not allowed to make personal attacks or publish libelous or obscene material.
- FREEDOM FROM UNREASONABLE SEARCH AND SEIZURE. For the protection of all, the following rules apply: (1) general searches of school property, including lockers and desks, may be conducted without prior notice. (2) items such as weapons, explosives, or anything else that might reasonably be a threat to safety or security, or disruptive to the educational process may be seized and removed from a student's possession. (3) In general, searches of students' persons (other than strip searches) or property may be conducted if reasonable suspicion that contraband or other evidence of misconduct is present, so long as the methods used are reasonably related to the objectives of the search and the search is not excessively intrusive in light of the age and sex of the student, the nature of the suspected infraction, and the information upon which the search is based.
- EQUAL EDUCATIONAL OPPORTUNITY. Students shall not be unlawfully discriminated against because of national origin, race, religion, economic status, sex, sexual orientation, gender expression or identity, pregnancy, marital status, previous arrest, previous incarceration, or physical, mental, or sensory handicap.

Student Responsibilities	Building Responsibilities
<p><b>As a member of the school community, students should take personal responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Share with a trusted adult at the school when they are experiencing emotional and/or physical stressors for the purpose of obtaining resources or support;</li> <li>• Advocate for their educational, cultural, social, and emotional needs;</li> <li>• Engage in mutually respectful dialogue with staff and other students;</li> <li>• Accept reasonable consequences when failing to meet behavioral expectations and use the opportunity to learn from their mistakes;</li> <li>• Attend school regularly and be prepared for all classes;</li> <li>• Contribute to a safe and positive school climate;</li> <li>• Respect and be mindful of the rights of others;</li> <li>• Understand and follow “The Basic Rules of Seattle Public Schools” and individual school rules;</li> <li>• Follow the SPS Universal Dress Code;</li> <li>• Identify themselves to and follow the instructions of school staff; and</li> <li>• Respect the property of others and the school.</li> </ul>	<p><b>School staff has a responsibility to:</b></p> <ul style="list-style-type: none"> <li>• Create a safe and positive school climate;</li> <li>• Know, care for, and establish positive relationships with students;</li> <li>• Hold all students to high expectations and provide quality and effective instruction;</li> <li>• Model courteous and respectful treatment;</li> <li>• Provide opportunities for student voices to be heard;</li> <li>• Encourage family participation in the resolution of ongoing problems;</li> <li>• Encourage the resolution of problems within the school setting;</li> <li>• Reduce or eliminate the loss of instructional time and out of school consequences;</li> <li>• Understand that the purpose of discipline is to support behavior change, not to punish; and</li> <li>• Provide discipline that is intended to teach accountability and repair and restore relationships.</li> </ul>

A full copy of the Student Rights & Responsibilities can be found at:

<https://www.seattleschools.org/departments/discipline-and-behavior/rules-rights-and-responsibilities/>

## Guiding Beliefs with Student Expectations

Student safety and creating a culture grounded in positive relationships and high academic achievement is of high importance at our school. We believe, as much as possible, in implementing strategies of prevention and support through our weekly Mentorship and Character Strong programs, a comprehensive Multi-Tier System of Support (MTSS), Restorative Practices, and ongoing assistance from our staff, counselors, nurse, health center, and other available assistance. Clear communication of student expectations will continue to be developed throughout the year.

Students play an integral role in upholding and maintaining expectations and promoting positive school culture. While there may be instances where discipline is imposed, the goal of our policies, procedures, and expectations is to promote learning and develop the capacity of our students to be productive school citizens. Lincoln uses the SPS Discipline Matrix as a guide to working with students. Some select expectations are listed below.

For a complete copy of the discipline matrix, please visit:

<https://www.seattleschools.org/departments/discipline-and-behavior/rules-rights-and-responsibilities/>

## Harassment/Intimidation/Bullying (HIB)

We promote an inclusive learning environment. Harassment, intimidation and bullying has no place at Lincoln. According to SPS Board Policy 3207 “Harassment, intimidation or bullying” means any intentionally written message or image (including those that are electronically transmitted), or verbal or physical act. These include, but are not limited to, acts shown to be motivated by race, creed, color, religion, ancestry,

national origin, age, economic status, gender, sexual orientation including gender expression or identity, pregnancy status, marital status, physical appearance, the presence of any sensory, mental or physical disability, honorably discharged veteran or military status, or the use of a trained dog guide or service animal by a person with a disability, or other distinguishing characteristics, when an act:

- Physically harms a student or adult or damages the student's or adult's property; or
- Has the effect of substantially interfering with a student's education or the adult's work environment; or
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational or work environment; or
- Has the effect of substantially disrupting the orderly operation of the school or workplace.

All reports of HIB will be taken seriously with potential consequences as outlined in the SPS Discipline Matrix.

## **Fighting (verbal or physical)**

Disagreements at school will occur. In support of a positive learning environment, students should seek the assistance of their counselor, administrator, teacher, or other Lincoln staff if they are engaged in or know of a disagreement that is not being handled with positive outcomes. Students who do engage in physical or overtly verbal altercation will be subject to disciplinary action as outlined in the SPS Discipline Matrix. It is important to note that students play an important role in preventing negative altercations at school. Consequences will not always be determinant on who started the conflict.

## **Drugs/Alcohol**

Seattle Public Schools prohibits the unlawful possession, use, or distribution of drugs and alcohol by anyone on school property, on school-sponsored transportation, or as part of school activities. Compliance with this rule is mandatory; students who disregard the prohibition may be suspended or expelled in accordance with the SPS Discipline Matrix. Seattle Public Schools offers or can assist in arranging access to drug and alcohol education, counseling, and recovery support. For further information, contact your school leader or counselor.

## **Tobacco/Vape Pens**

It is the policy of the Seattle School Board to prohibit the use of all tobacco products, including electronic vapor devices or products with or without nicotine, by staff, students, visitors, and community members in or on Seattle school district property, on school district-sponsored transportation, and at school district-sponsored events. The Seattle School Board also prohibits the possession of tobacco products by students under the age of eighteen in or on Seattle School District property, on school district-sponsored transportation, and at school district-sponsored events. Compliance with this rule is mandatory; students who disregard the prohibition may face consequences in accordance with the SPS Discipline Matrix.

## **Weapons**

It is the policy of the Seattle School Board that district programs promote and support student access to instruction, while maintaining a welcoming, supportive, safe, and healthy environment. Therefore, it is the policy of the Seattle School Board that all students are prohibited from carrying or possessing a firearm or other dangerous weapon (as defined by federal and state law and district policy and procedures) on school property, on school-provided transportation, in areas of facilities being used exclusively by public schools, or at school-sponsored events or activities. RCW 9A.41.280(2) indicates that bringing a dangerous weapon on school property constitutes grounds for expulsion. In the event a student has brought a dangerous weapon to school but has not used it, the student will at a minimum be temporarily excluded from the school environment while a thorough assessment of the particular situation is completed. The student may be temporarily placed in another environment where they will be able to continue with their schoolwork. This does not apply to a student with a firearm or who uses a weapon to threaten or attack another person.

For a full copy of the SPS Discipline Policies and Procedures, please visit:

<https://www.seattleschools.org/departments/discipline-and-behavior/rules-rights-and-responsibilities/>

# Learning Commons & Fab Lab

## Fab Lab

The Fab Lab, Lincoln's "maker space," is a collaborative workspace dedicated to bringing ideas to life via technology. It is open to all students and staff. A variety of equipment is available, including 3D printers, laser cutters, CNC machine, soldering irons, sewing machines, and Arduinos. Contact Mr. Lowe or Mr. Myers for support and access to the lab.

## Lincoln Library

The library belongs to you! The Lincoln library strives to be a dynamic, welcoming space where all students and staff can explore, enthuse, and grow. The library is integral to the learning life of our Lincoln community. It supports teachers and students as a research and instructional resource, a rich source of diverse reading material for pleasure and information, and the home of the Academic Support Center and Career Center. The library is open before and after school and during lunch: check posted hours and the library website for details. Students must have teacher permission to visit the library during class time. Visitors are welcome with a pass from the Main Office.

For more information on the library:

- Contact Ms. Scott [cascott3@seattleschools.org](mailto:cascott3@seattleschools.org)
- Follow the library on X (Twitter): [@librarylynx](https://twitter.com/librarylynx)
- Follow the library on Instagram: [@lincolnlibrarylynx](https://www.instagram.com/lincolnlibrarylynx)

## Academic Support Center

The Academic Support Center is located in the library. It is a dedicated space staffed by the Academic Dean, Tier 2 Counselor, University Tutors, and community volunteers for students to receive additional help, complete make-up work, access resources, and take tests during the school day and after/before school during dedicated Before and After School Help (BASH) time. Students may drop-in to the Academic Support Center as needed or be assigned by their teachers. Students must have teacher permission to utilize Academic Support Center during class time.

Beginning in October, University Tutors will be available at various times, although the Academic Support Center will be open at other times as well. Check posted hours on the Academic Support Center website for details.

For more information on the Academic Support Center contact Ms. Pentecost or Ms. Hanson at:

[mpentecost@seattleschools.org](mailto:mpentecost@seattleschools.org)

[kbhanson@seattleschools.org](mailto:kbhanson@seattleschools.org)

# Counselors and Counseling Services

The Counseling Team at Lincoln High School works with individual students and groups to support the development of strategies for success in academic achievement, social/emotional development, and post-secondary planning. Counselors challenge students to become aware of their individual strengths, to develop methods for dealing with adversity, to set goals, to make healthy choices, and to be critical thinkers.

## Academic Counselors

Student Last Name	Counselor	Phone Number	E-mail
A – Eb	Mitra Vahdati	206-413-2528	<a href="mailto:mtvahdati@seattleschools.org">mtvahdati@seattleschools.org</a>
Ec – La	Sid Lim	206-413-2524	<a href="mailto:salim@seattleschools.org">salim@seattleschools.org</a>
Le – Ra	Claire Robbins	206-413-2530	<a href="mailto:clrobbins@seattleschools.org">clrobbins@seattleschools.org</a>
Re – Z	Caleb Rivas Ahrens	206-413-2527	<a href="mailto:ctrivasahren@seattleschools.org">ctrivasahren@seattleschools.org</a>
Running Start and Part-time students	Brittni Zackery	206-413-2529	<a href="mailto:bjzackery@seattleschools.org">bjzackery@seattleschools.org</a>

## Additional Services

Positions	Name	Phone Number	E-mail
Academic Dean	Michelle Pentecost	206-413-2539	<a href="mailto:mlpentecost@seattleschools.org">mlpentecost@seattleschools.org</a>
Tier 2 Counselor2	Kathy Hanson	206-413-2553	<a href="mailto:kbhanson@seattleschools.org">kbhanson@seattleschools.org</a>
Care Coordinator	Jerry Robinson	206-413-2598	<a href="mailto:jarobinson@seattleschools.org">jarobinson@seattleschools.org</a>
Librarian	Claire Scott	206-413-2552	<a href="mailto:cascott3@seattleschools.org">cascott3@seattleschools.org</a>
Nurse	Roni Castro	206-413-2507	<a href="mailto:vecastro@seattleschools.org">vecastro@seattleschools.org</a>
Career-Connected Learning	Wyn Pottinger-Levy	206-413-2553	<a href="mailto:wypottingerlev@seattleschools.org">wypottingerlev@seattleschools.org</a>
Health Center: NeighborCare	Kristyn Hickey	206-548-5730	<a href="mailto:krhickey@seattleschools.org">krhickey@seattleschools.org</a>
Psychologist	Nicole Garrie	206-413-2529	<a href="mailto:nlgarrie@seattleschools.org">nlgarrie@seattleschools.org</a>
OT/PT	Julie Shevelove	206-413-2587	<a href="mailto:jrshevelove@seattleschools.org">jrshevelove@seattleschools.org</a>
Speech Therapist	Seth Miller Kim Merryman	206-413-2579	<a href="mailto:sbmiller@seattleschools.org">sbmiller@seattleschools.org</a> <a href="mailto:kamerryman@seattleschools.org">kamerryman@seattleschools.org</a>

## Ways to Access the Counseling Office:

Students can see their counselors before school, during lunch, and/or after school for drop-in appointments. Students may make appointments to see their counselor during the school day by signing up in the Counseling Office.

In the case of an emergency, students may obtain a pass from their teacher to see a counselor. Counselors may also send a "Request to Report" pass to students. With this pass, students should report to office once given permission from their teacher.

Parents wishing to make an appointment with their child's counselor are encouraged to email the counseling office directly at [lincolncounseling@seattleschools.org](mailto:lincolncounseling@seattleschools.org). This is the most efficient form of communication, as counselors are often with students. To reach the Counseling Department by phone, call Lincoln High School and ask to speak to your student's counselor.

## School Nurse

The School Nurse office is located with the Teen Health Center on the main floor just off the Commons. The nurse is available to assist with questions and concerns, illness, and medication visits every day. The school nurse works to provide a comprehensive program of services that encompass prevention, early detection, and remediation of problems by providing health services, health education, and a healthy environment for all students. Our school nurse works closely with teachers, support staff, administration, the Teen Health Center, and parents and guardians to provide the best service and assistance to our students.

## Health Center: NeighborCare

The School-based Health Center is located at Lincoln High School and is operated by NeighborCare, a community health center with funding support from the City of Seattle's Families, Education, Preschool, Promise Levy.

The Health Center is staffed full-time by a Nurse Practitioner, Mental Health Therapist, and Health Center Coordinator providing the services (and more) that your family doctor provides in a teen-friendly setting. These services include:

- Evaluation and treatment of common health problems
- Sports physicals and routine check-ups
- Preventive health care
- Reproductive health care
- Health education
- Immunizations
- Individual and group therapy
- Coordination of care with community health care providers
- Crisis intervention
- Community & school-based referrals
- Anger management
- Preventive education on tobacco, alcohol, and other drug use

# Career and College Planning

Having a plan for after graduation is a state requirement which helps students walk through the process of goal setting, future planning, and self-assessment. As a part of our High School and Beyond Plan (HSBP), our students use Naviance to explore career paths and colleges, analyze skills and talents, and stay on track to reach academic goals.

## What does it mean to be College & Career Ready?

- Student is prepared to go directly to and succeed in work, college, or military without remediation.

## The Naviance lessons will:

- Document student interests, strengths, personality to align/suggest possible career matches.
- Induce self-reflection, goal setting, interest and career inventories, and post-secondary research.

## Required Naviance tasks:

### 9th Grade

- Complete StrengthsExplorer
- Create a Resume
- Review and Update Course Plan

### 10th Grade

- Complete “Do What You Are” (AchieveWorks Personality) Assessment
- Review and Update Resume
- Review and Update Course Plan

### 11th Grade

- Complete the SuperMatch
- College Search & Add 2 Colleges to Favorites List
- Complete the College, Career, and Life Readiness Lessons Task based on the Real Cost of College and Paying for College Curriculum Lessons
- Review and Update Resume
- Course Plan

### 12th Grade

- Complete After High School Plan Task
- Review and Finalize Resume
- Complete SPS Graduation Survey

In addition to the activities in Naviance, Lincoln also plans to support students by providing individual support, FAFSA support, scholarship searches, internship research, and connections to the Seattle Promise program through Seattle Colleges.

# Career-Connected Learning

Career-connected learning is a **career awareness program for rising Seattle students** to explore careers, meet a variety of industry professionals, and build an initial career and education plan. Business partners and students can become involved through service-learning projects, work experience, and internships. Activities can include:

- a businessperson visiting a classroom to talk about what they do and pathways to the career
- a job shadow where a young person learns more about an occupation or business.
- an internship or a registered apprenticeship where youth are paid while they learn hands-on skills.

Career-Connected Learning Coordinators are teachers, who provide students with information on careers and post-secondary education opportunities. They administer career assessment tools, plan on-site presentations and workshops, and organize career fairs.

For more information:

- Contact Ms. Wyn Pottinger-Levy [wypottingerlev@seattleschools.org](mailto:wypottingerlev@seattleschools.org)
- Visit the Seattle Public Schools website <https://www.seattleschools.org/departments/cte/career-connected-learning/>

Students are able to also earn credit for working. Ask your counselor or Ms. Wyn for more information. You need to set this up prior to the start of the semester.

# Graduation Requirements

Graduation requirements are outlined in School Board Policy 2415. The graduating class of 2021 and beyond must accumulate a minimum of 24 credits in specific coursework, meet standards on state exams, participate in 60 hours of service learning, and complete a High School and Beyond Plan. Specific information on each of these are outlined below.

For additional information please visit:

<https://www.seattleschools.org/departments/graduation-requirements/>

## Required Courses and Credits

Subject	Credits
English/Language Arts	4.0
Social Studies	3.0
Mathematics	3.0
Science	3.0
World Language*	2.0
Health Education/PE	2.0
Career Technical Education (CTE)*	1.0
Fine Arts*	2.0
Electives	4.0
Total Credits	24.0

\*Personalized Pathway: Students may opt to create a Personalized Pathway where they select courses that lead to a specific post high school career or educational outcome based on the student's interests and High School and Beyond Plan. This pathway may include Career and Technical Education or World Languages and are intended to provide a focus for the student's learning. Students can flex up to 2.0 of required World Language and 1.0 of Fine Arts to create added opportunities. Students interested in the Personalized Pathway should set up a meeting with their academic counselor.

## High School and Beyond Plan

The State of Washington requires all students to create a High School and Beyond Plan. Seattle Public Schools expects students entering grade 8 to begin to develop a 5-year plan including four years of high

school courses, a resume or activity log, and post high school career and college goals. The plan should be updated over time as the student develops high school plans. School counselors, staff, and parents help students develop their individual plans by using district-approved tools.

## State Exams

For the class of 2021 and beyond, students take state-determined exams or exam alternatives for state and federal funding purposes. Passing scores are not required for graduation, however; students may earn credit recovery credits for passing exams. State-approved alternatives are available for students who were not successful on their first attempt. Additional alternatives or modified assessments for students receiving special education services are available.

Typical Testing Year	Subject	Test
10th grade	ELA	Smarter Balance Assessment (SBA) or WA-AIM
10th grade	Math	Smarter Balance Assessment (SBA) or WA-AIM
11th grade	Science	WCAS or WA-AIM

## Service Learning

Seattle Public Schools requires students to complete 60 hours of service learning. Options for service learning are available through the counseling center, and a variety of student clubs and organizations provide opportunities to meet that requirement.

# Activities

## Associated Student Body (ASB)

### Mission Statement

We, the Lincoln ASB, promise to represent, amplify, and support student voices. We will serve as a resource to expand student participation and leadership at Lincoln High School. Our goal is to create and maintain a sense of belonging and a culture of inclusion that encompasses all students and staff.

### Who We Are

Lincoln High School is governed by an Associated Student Body (ASB). The Lincoln ASB is made up of both elected and appointed school-wide and class officers. Student representatives of the ASB are responsible for working to develop and improve climate and culture through planning school-wide and class events, assemblies, after school activities, fundraising, managing the ASB budget, and facilitating conversations between students and staff.

The student body is represented by a variety of students and student groups, all under the guidance of the ASB Constitution, which is evaluated annually. Student organizations are active in the community and provide opportunities for LHS students to compete, fundraise, and travel. Student clubs are for students with common interests but do not involve fundraising or travel off campus. Student affinity groups are for students with common identities and provide homogeneous spaces for conversation and personal growth. All students belong to one of four inter-grade houses that provide a home base for student connection, as well as providing for student competitions like spirit weeks. Other student groups include athletic teams, music groups, theatre groups, and more.

## Student Clubs, Organizations, and Affinity Groups

Student clubs, organizations and affinity groups at Lincoln High School are an important part of the high school experience and are intended to provide all students with a place to create connections and explore different facets of their identity and interests. We are committed to ensuring an inclusive and equitable platform for all students entering Lincoln.

Students interested in starting new clubs may submit an application beginning in September. This application is available online or can be obtained from the wall kiosk in the upper commons. All students joining or starting clubs are expected to purchase an ASB card. Scholarships and financial support are available if needed. Please visit Ms. Neu in the Activity Center in the upper commons for questions and help starting a club or getting involved.

For more information:

- Contact Katie Goehring, Climate and Culture Specialist: [kmgoehring@seattleschools.org](mailto:kmgoehring@seattleschools.org)
- Visit the Lincoln High School website: <https://lincolnhs.seattleschools.org/student-life/asb/>

# Athletics

Lincoln High School encourages all students to explore and participate in our athletic program. Athletics are a great way to connect with the school and represent the student body in athletic competition. Lincoln High School embraces the student-athlete approach to our program and works closely with our coaches and students both on and off the field. Lincoln offers a full slate of interscholastic sports teams, approved by the WIAA and the Metro League, which are divided into three seasons.

## Athletic Seasons

### Fall

Cross Country (girls and boys)  
Football (girls and boys)  
Golf (girls and boys)  
Swim/Dive (girls)  
Volleyball (girls)  
Soccer (girls)  
Slowpitch Softball (girls)  
Cheer (girls and boys)\*

### Winter

Basketball (girls and boys)  
Gymnastics (girls)  
Swim/Dive (boys)  
Wrestling (girls and boys)  
Cheer (girls and boys)

### Spring

Baseball (girls and boys)  
Tennis (girls and boys)  
Track (girls and boys)  
Fastpitch Softball (girls)  
Soccer (boys)

\*Cheer tryouts are in the spring

Please visit the Lincoln website for information on club sports and how to connect with local club coaches.

## Athletic Eligibility

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

1. **Earn a 2.0 GPA** the grading period before your season begins
2. **Maintain a 2.0 GPA** during your participation season
3. Complete and return the required paperwork
4. Have a current ASB Card
5. Be clear of all school fines
6. Maintain positive behavior and model sportsmanship on and off the field
7. Have a current physical on file, good for two years
8. Required attendance at school on game days

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

Please visit the athletic website for more information about our coaching staff, eligibility, and to register your athlete on our online registration portal, FamilyID. <https://lincolnhs.seattleschools.org/student-life/athletics/>

Lincoln is a member school of the WIAA: <https://www.wiaa.com/>

For more specific information regarding WIAA athletics at Lincoln, please contact the Athletic Director. Athletes needing additional academic support can reach out to our Tier 2 Counselor, Kathy Hanson [kbhanson@seattleschools.org](mailto:kbhanson@seattleschools.org).

# Policies & Procedures

## Attendance

Attendance at school is vital for academic success. Students should arrive to class on time and only miss school when necessary. An unexcused tardy exceeding 10 minutes will be considered an absence.

### Clearing Absences and Early Dismissals

To clear or pre-arrange an absence or coordinate an early dismissal, a parent/guardian must send a note, email, or phone call to the Attendance Specialist, Kelly Powers, [kapowers@seattleschools.org](mailto:kapowers@seattleschools.org), or by calling 206-413-2504. Please note: unexcused absences must be cleared within 48 hours after a return to school. Early coordination for absences is preferred, as much as possible. Teachers cannot excuse an absence.

Students have as many days as they were excused absent to submit work they missed and/or schedule a make-up assessment/lab unless other arrangements have been made with teacher. Students who miss the day on which a long-range project is due will need to return with the project/paper and will not receive additional days to complete it.

Students who request work in advance of a pre-planned absence should return to school with the work completed. They will not have additional days to complete the work if a teacher gives it in advance.

Excellent student behaviors regarding attendance at school:

- Anticipate pre-planned absences and connect with each teacher about work missed
- If absence is unplanned, check in with individual teachers on your return
- Check Schoology daily for assignments, due dates, resources, and information
- Check in with a classmate about missed work
- Check in with the teacher via email or Schoology if additional clarification is needed
- Check in with the teacher as soon as you return to schedule a time to make-up work
- Return to school with work that was due while absent, if possible
- Make up work as swiftly as possible
- Check “the Source” regularly to ensure all work was completed and graded in a timely manner

### Field Trip Absences

Students are expected to return to school from a field trip with as much work finished as possible. Long-range assignments that were due during the field trip will be turned in prior to the field trip or as soon as a student returns (no extra time). Students have as many days as they were absent to make up work.

## Computers & Electronics

Lincoln is a 1:1 laptop learning environment. This year, all students will be issued an SPS laptop. Students should bring their fully charged SPS-issued laptop to school every day. At the start of each year, students will receive information about how to access an SPS device for the school year.

Lincoln recognizes the importance of technology (computers, tablets, cell phones, etc.) in the integration of learning. To support appropriate use of technology at school, digital citizenship lessons will be provided throughout the year in mentorship and select classes.

### Lincoln High School Personal Technology Policy:

- Unless given specific permission from teacher, personal technology must be inoperable and away during learning time (class, formal assemblies, etc.)
- Technology should be put in the PHONE AWAY ZONE during learning time...
  - Teacher storage system/area
  - Teacher may have specific location requirements.

### Consequences for unauthorized use

In classrooms, technology use will follow the guidelines of the teacher. Personal or school issued technology may be confiscated if the guidelines are not followed.

- 1st incident – Verbal Reminder

- 2nd incident –teacher holds phone and/or headphones until the end of the period. & teacher contacts parent to report of student’s inappropriate digital citizenship, incident is tracked. (If student refuses, parents and admin will be contacted for follow-up).
- 3rd incident – phone and/or headphones go to office, incident is tracked, student must pick up at end of day.
- 4th incident – Admin/Counselor meets with student to create an appropriate digital citizenship contract to be completed with parent signature.

Under **RCW 9.73.030**, Washington state requires “two-party consent” for any recording. Appropriate permissions are required for recording or filming in the classroom.

## **Inclusive Dress Code**

Lincoln adheres to the SPS Universal Dress Code. The emphasis of this policy is on equitable treatment of students and regulation of student dress must be free from bias. In accordance with the guidelines, students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear

Students may not wear attire that intentionally shows private parts, presents a health or safety hazard, and/or would contribute to a hostile or intimidating school environment. Please visit this link for a full copy of the policy: <https://www.seattleschools.org/about/school-board/policies/3224-student-dress/>

## **Signs and Advertising**

All approved ASB groups have access to in-building advertising, which includes access to daily announcements and signs/posters. All signs/posters must be approved by the Activities Office before they can be displayed (they must be stamped). Signs can be hung for a maximum of two weeks in approved areas and need to be removed by the person/group putting up the signs/posters. Any unauthorized signs/posters will be removed. To include a message in the daily announcements, please complete the daily announcements submission form (linked in the Lincoln ASB Schoology group folder). Your message must be approved by an advisor/coach and submitted 48 hours in advance of posting.

## **Lost and Found**

Students are responsible for their personal items. Students are encouraged to leave all non-school related valuable items at home. If possible, Lincoln will attempt to help recover lost or stolen personal items, but the school is not responsible for replacing them. If a student is missing an item, they should report it to security and check lost and found. Lost and found items should be turned into the Main Office.

## **Fines and Fees**

Students are encouraged to pay all fines and fees in a timely manner. Unpaid fines and fees can impact eligibility in certain school functions. Fines and fees can be paid through your account on SchoolPay (<https://www.schoolpay.com/>) or in person at the school. For questions regarding fines and fees please contact our Fiscal Specialist, Perry Lee at [pelee1@seattleschools.org](mailto:pelee1@seattleschools.org) or by calling 206-413-2509.

## **Visitors**

For safety reasons, Lincoln is a closed campus. All visitors must check in at the main office and be cleared before entering the school. Lincoln students are not able to invite non-LHS students (i.e. out of town guests/friends) to visit the school and/or attend classes. If an approved family member wants to visit classes during the school day, please send a request to building administration with 24-hour notice.

## **Pick up/Drop Off & Student Parking**

Due to limited parking, student parking is not available for students. It is recommended that students utilize other forms of transportation to and from school such as metro, walking, biking, or carpooling. Bike racks are available in the courtyard students can secure bikes to (students must provide their own locks). For students choosing to be dropped off, please be mindful of traffic congestion and select a drop off location 1-2 blocks away from the school. Students can enter the building through the designated entrances. From first to last bell (excluding lunch time) students can only enter using the main entrance.

## **Lockers**

Locker space will be available to students who need them. Locker distribution will happen through Mentorship during the early part of September.

## **Lunch**

There will be one lunch at Lincoln. Areas to eat on campus include all hallways, upper & lower commons, and the courtyard. Students are expected to remain socially distanced during lunch, and clean up after themselves. Garbage, recycling, and compost bins are provided at various points on all floors, and students should sort their items accordingly. Leaving campus during lunch is a privilege. Reports of challenges or late arrival back to class after lunch can result in loss of off-campus privileges.

**We are all members of this community and Lincoln students are expected to be positive and respectful contributors to our local businesses.**

# Anti-Hate and Bias Guidelines 2023



## Responding to Hate & Bias Guidelines for School Leaders & Schools

Schools need to be prepared to respond to hate and bias events as quickly and diligently as we respond to fire, medical, and other emergencies within the schoolhouse. Violence motivated events threaten our school and district values and our community. This document will help support our staff, students, and families to minimize harm and lead to repair. It is important that all violent motivated events, no matter the intent or perceived scale, are dealt with using this process to ensure safety of all students, families, and staff within Seattle Public Schools.

## Important Phone Numbers and Resources

- Discipline 206-252-0820
- Office of Civil Rights 206-252-0306
- Public Affairs and Communications 206-252-0200
- [Basic Rules of Seattle Public Schools](#)

### **Step 1: All staff/educators report incidents of hate and bias to a school leader (Principal, Assistant Principal)**

- Clear guidelines should be given to staff on what types of incidents must be reported to school leaders
- Provide resources and professional development for educators on how to differentiate between incidents considering varying cultural perspectives
- Notify Discipline Office 206-252-0820, if unsure of how to proceed

### **Step 2: School leader notifies the Office of Student Civil Rights Office 206-252-0306**

- Determine if a District Response Team is needed

## Investigate

### **Step 3: A school leader begins investigation**

- If a school has both a Principal and Assistant Principal, Principal and Assistant Principal(s) should discuss who will be primary investigator. Factors to consider when determining as to which school building leader will investigate (principal needs to be cc'd on all communication):
- Relationship and trust built with the students involved
- Type of incident (e.g., graffiti, biased language, race-based physical assault, social media posts)
- Number of students involved
- Extensiveness of impact to school community (i.e., individual students, classroom, grade-level, entire school)
- Center student voice and experience follow up with each student involved by recording each student's account of the incident, how they experienced it, and how they were impacted.
- Apply a racial equity analysis to avoid inequitable impacts.
- All students should be allowed to invite a support person to witness and support during these meetings.

### **Step 4: Identify impacted students**

- Identify other students who might be impacted (siblings, classmates, sports teams, groups, clubs, neighbors, etc.) who might need secondary trauma support
- Develop a support plan

## Communicate

### Step 5: Families involved are contacted

- Contact the families of the students involved within 48 hours – inform them of students' account, and Basic Rules of Seattle Public Schools
- Talk with Public Affairs & Communications for support for school-wide communication and to determine what information can be shared with families, grade level, and or/school-wide
- Public Affairs and Communications: (206) 252-0200

### Step 6: Develop communication plan

- Develop a communication plan for student, families, and staff
- Student safety, privacy, and wellbeing should always be prioritized when communicating with the larger community
- Depending on severity of the incident, communication might need to go out within a few hours after the incident, if not severe, initial communication should be completed within 48 hours of the incident
- For any written communication, consider language translation needs for students, families, and staff
- Additional considerations for tailoring the communication to different audiences include:
  - Common messaging
  - Factual information
  - Shared at the same time and determine audience (families involved, classroom, all school)
  - Identify additional support staff in the building for students, families, and staff to access
  - Provide additional district and community resources with contact information, as appropriate

### Step 7: Communication to school community

- The school leader provides timely and accurate information to the school community and staff (emergency staff meeting, email to staff, letter home to families, family night, inform all students during the school day, etc.)
- Denouncing the act
- Acknowledging the pain and the impact of the incident
- Validating the pain and the impact of the incident
- Student confidentiality must be adhered to
- Develop plans and messaging for parents who need extra support and are seeking additional information (such as who to contact, how the front office staff should respond to calls, etc.)

### Step 8: Timely and accurate communication

- After the investigation, school leader will communicate with relevant parties the findings (following guidelines)
- Communications should be audience-specific - i.e., aggrieved student/family may receive more information than the general school community regarding findings
- Questions to consider when crafting communications
- How will the school community address any unintentional impact/harm?
- What learning must happen for the whole school community to move forward?

## Support

### Step 9: Identify community supports and resources

- Identify other community supports and resources that can partner/help the school in this work
- Community Based Organizations- Health & Counseling Services if student(s) receive services
- Counselor or Identified Adult Support
- Safety and security (if needed)
- District PBIS (Positive Behavioral Interventions and Supports), Coordinated Health Team, and Restorative Justice Team

### Step 10: Additional supports for students/staff

- Determine a system to identify and refer students/staff who may need additional supports

- Counselor (911 Team from SPS (Seattle Public Schools))
- Community Circle Meetings in class or in groups
- Check ins

**Step 11: On-site support space**

- Determine if an on-site support space is needed
- Establish location and materials needed
- Consider social emotional literacy needs

**Step 12: Notify other school sites**

- Notify other school sites as appropriate
- Schools close in proximity
- Connection through social media
- Schools of siblings
- Etc.

**Respond**

**Step 13: Develop a plan for moving forward together**

- In partnership with administration, staff, and families, determine follow-up communications
- Set a timeline for communications

**Step 14: Schedule debrief meeting**

- After the investigation has concluded, schedule a debrief meeting within one to two weeks and monthly thereafter to ensure school-wide supports are in place and monitored
- Discuss
- What systems still need to be in place?
- Is communication between staff and families clear and consistent?
- What professional learning is needed? (i.e., trauma informed practices, Responding to Hate and Bias for Educators, PBIS systems, etc.)
- What are next action steps?



# Student Culture Guide

## Lincoln High School

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

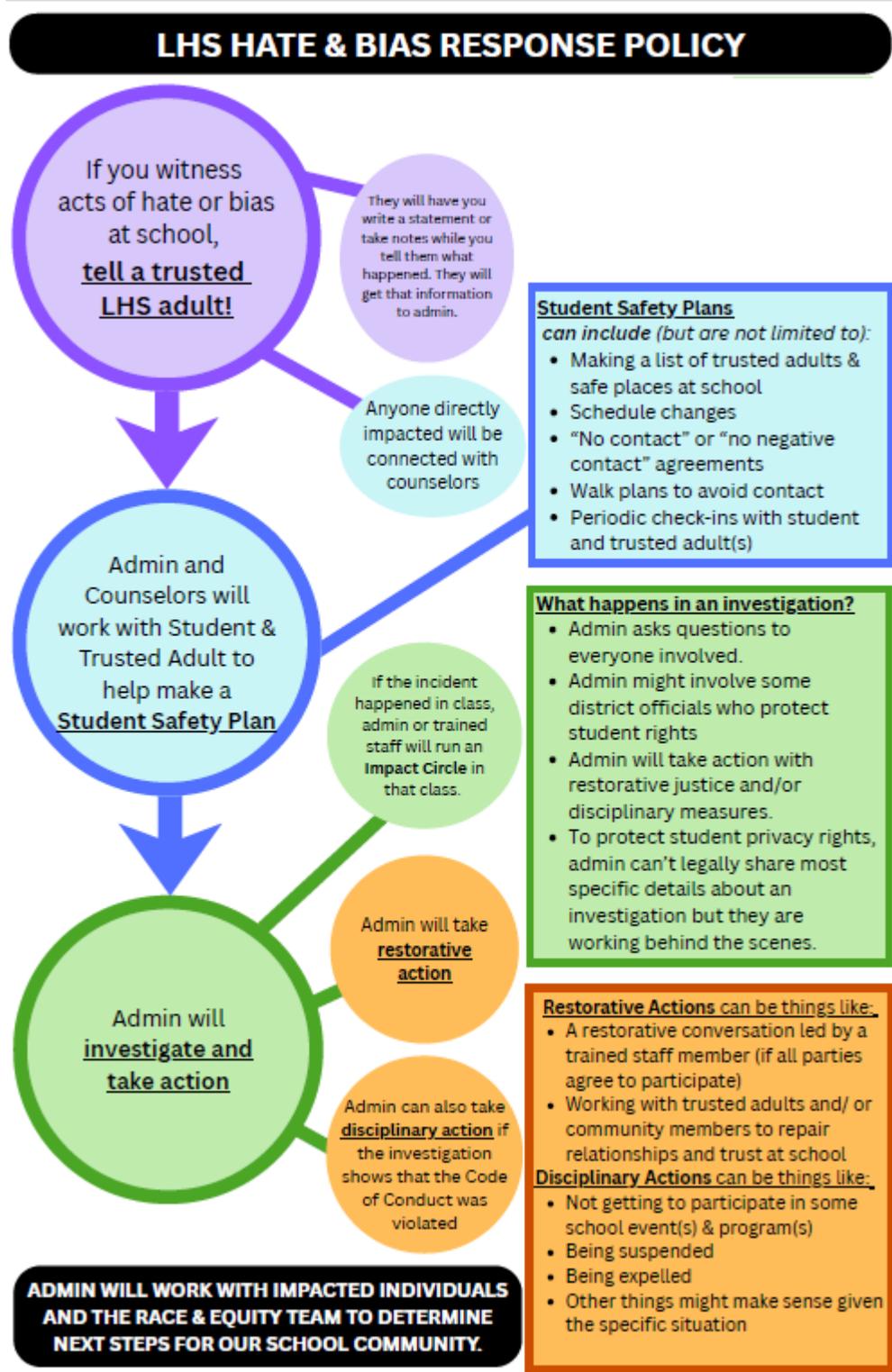
For questions and more information about this document, please contact the following:

Steve Sarangay  
Assistant Principal, Lincoln High School  
[sjsarangay@seattleschools.org](mailto:sjsarangay@seattleschools.org)

When hate speech is reported, adults check in with the student who was harmed, help them talk through what happened, and connect them with a trusted adult, counselors, and school administration. The school may create a safety plan to help the student feel supported, and staff work with groups like MTSS, RET, and Title IX to decide how to communicate with the school community. If the incident happens in class, the teacher reports it, the office investigates, families are notified, and the class may have an Impact Circle or a restorative conversation if both students agree and follow up with the appropriate form of discipline (based on the investigation). If it happens outside class or online, anyone can report it, and the investigation and follow-up steps are the same.

# When Hate Speech is Reported to School Administration Response Framework

## LHS Hate & Bias Response Policy



**Responding to the aggrieved person:**

- Staff members check in with student to see if they are okay.
- Staff ask student to tell what happened or ask if they prefer to talk to a trusted adult.
- Staff member or trusted adult will have student write a statement or take notes on their behalf, and communicate that with admin and/or counselor.
- Counseling will reach out to student(s) involved.
- LHS administration and counselor will work with aggrieved student(s) to develop interim safety measures: determine what would help them feel safer at school, and a safety/support plan is developed. A variety of steps can be taken based on needs of the student(s). These steps could include, but are not limited to:
  - identification of safe spaces at school/trusted adults;
  - schedule changes;
  - no contact or no negative contact agreements;
  - walk plans (to avoid contact);
  - Periodic check-ins with aggrieved student (if requested)
- LHS administration will review safety/support plan or other action at conclusion of investigation to make updates/determine next steps.

**Responding to the LHS community:**

- LHS administration will partner with impacted individuals, teachers, MTSS, RET, Title IX and/or the appropriate external agencies to determine classroom and school response/communication.
- LHS administration will check in with impacted staff members and develop a support plan.
- LHS administration will send an email to LHS staff notifying them of hate speech incidents. Teachers can respond accordingly with the community building tools they have for creating and maintaining safe classroom space. This can include messaging to students to utilize their trusted adult if they too have been impacted by hearing about the incident.
- LHS administration and cooperating teacher will send a response email out to impacted classroom families with guiding questions that families can use to debrief with their student.
- LHS administration will use the LHS Newsletter and student-facing platforms to provide communication and resources for families and students.

**If the act happens in a classroom:**

- Students let teacher or trusted adult know about an incident.
- If alleged aggressor is identified, teacher or trusted adult will immediately inform and send student to the Main Office.
- As soon as possible and within one school day, teacher or trusted adult will report incident to administration.
- LHS administration will initiate investigation in partnership and/or coordination with Title IX and/or the appropriate external agency. Any corrective action, including school discipline, will be implemented based on the factual findings of an investigation. Disciplinary action, if any, will be individualized based on whether there is a determination that a violation of the student code of conduct occurred and can range from school-based action to exclusionary actions (i.e. short-term suspension to long term suspension).
- LHS administration will notify families or caregivers as part of the corrective action when investigating incidents.
- An Impact Circle will be facilitated by an LHS administrator and/or identified staff in the classroom where the incident took place.
- Administration, counseling, and/or RET will provide the option and support for the impacted person to do a facilitated restorative conversation. Both parties must agree to participate. A trained staff member will facilitate the restorative conversation.

**Outside the classroom or online:**

- Student, staff person, or community member will report incident to administration.
- LHS administration will initiate investigation in partnership and/or coordination with Title IX and/or the appropriate external agency. Any corrective action, including school discipline, will be implemented based on the factual findings of an investigation. Disciplinary action, if any, will be individualized based on whether there is a determination that a violation of the student code of conduct occurred and can range from school-based action to exclusionary actions (i.e. short-term suspension to long term suspension).

## **Discriminatory Language:**

Using or displaying vulgar or abusive language that is directed to a group of persons, including racial, ethnic, or religious group slurs, which materially and substantially interferes with the educational process.

If any of the conduct detailed above is based on a person's membership in a protected class: (sex; race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation, including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental, or physical disability; honorably discharged veteran or military status; or the use of a trained dog guide or service animal by a person with a disability) it would constitute discriminatory language.

### **Disciplinary Action:**

Disciplinary action, if any, is individualized based on whether there is a determination that a violation of the student code of conduct occurred and can range from school-based action to exclusionary actions (i.e. short-term suspension to long term suspension).

## **Discriminatory Harassment:**

Conduct that is based on a person's status as a member of a protected class (sex; race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation, including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental, or physical disability; honorably discharged veteran or military status; or the use of a trained dog guide or service animal by a person with a disability.) and creates a hostile environment.

Harassment creates a hostile environment when the conduct is so severe, persistent, or pervasive that it limits or denies a student's ability to participate in, or benefit from, the school's education programs, services, or activities.

Factors to consider when evaluating hostile environment may include a targeted student's grades, attendance, demeanor, interaction with peers, interest and participation in activities, and other indicators.

See WAC 392-190-0555. (See also Harassment, Intimidation or Bullying or Inappropriate Language when the harassment is not based on status or personal characteristics and when determining the severity of the behavior.)

### **Disciplinary Action:**

Disciplinary action, if any, is individualized based on whether there is a determination that a violation of the student code of conduct occurred and can range from school-based action to exclusionary actions (i.e. short-term suspension to long term suspension).

# When Sexual Assaults\* are Reported to School Administration

\* “Sexual assault” means unwanted touch of a sexual nature and can include a variety of behaviors.

\*\*if sexual assaults have already been reported to the police and/or dealt with previously at another school, we skip immediately to the step focused on supporting the victim.

## Response Framework

### If the assault happened at or within an SPS service, program, or activity:

- 911 or CPS is called to report the sexual assault disclosure (unless we have verification the incident was already reported)\*\*
  - (While an external agency investigation could occur, that process is separate from a school or central office based investigation).
- Parents of the aggrieved student are contacted
- The details are shared with the SPS Title IX Office
  - The Title IX Office works with the school on next steps, which may include an investigation by Title IX Office staff or school staff.
- Parents of the responding party are contacted.
- Depending on the circumstances of the incident, an emergency removal may be enacted. There are specific requirements that must be met when implementing the emergency removal of a student, and this is a temporary action (Students Rights & Responsibilities, “Emergency Expulsions”).
- Develop interim safety measures: LHS Administration works with the aggrieved student to determine what would help them to feel safer at school, and a safety/support plan is developed. A variety of steps can be taken based on the needs of the student. These steps could include, but are not limited to:
  - schedule changes;
  - no contact or no negative contact agreements;
  - walk plans (to avoid contact);
  - identification of safe spaces at school and trusted adults;
  - guidance on seeking court orders, etc.
- In partnership and/or coordination with Title IX and/or the appropriate external agency, an investigation of the alleged incident takes place. Any corrective action, including school discipline, is implemented based on the factual findings of an investigation. Disciplinary action, if any, is individualized based on whether there is a determination that a violation of the student code of conduct occurred, and can range from school-based action to exclusionary actions (i.e. short term suspension to long term suspension).
- Review of safety/support plan or other student plan after the conclusion of the investigation and any corrective action to determine whether changes are needed to those plans.
- If requested by aggrieved student, periodic check-ins with the student will be included in the safety/support plan.

### If the assault did not happen at or within an SPS service, program, or activity; or the responding party is not an SPS student:

- The actions SPS staff can take are very limited because SPS staff do not have authority to investigate incidents that occur off school grounds/ outside of school district activities. Thus,
- 911 or CPS is called to report the sexual assault disclosure (unless we have verification the incident was already reported)\*\*
- Parents of the aggrieved student are contacted.
- The details are shared with the SPS Title IX Office.
  - The Title IX Office determines whether further investigation can occur; and, if so, who should investigate.
- Parents of the responding party are contacted if an SPS student.
- School of the aggrieved and/or responding party are contacted if an SPS student not at LHS.
- LHS Administration works with the aggrieved student to determine what would help them to feel safer at school, and a safety/support plan is developed. If the student has additional education plan, then a review of that plan can also occur. A variety of steps can be taken based on the needs of the student. These steps could include, but are not limited to:
  - voluntary schedule changes;
  - no contact or no negative contact agreements;
  - walk plans (to avoid contact);
  - identification of safe spaces at school and trusted adults;
  - guidance on seeking court orders, etc.
- If requested by aggrieved student, periodic check-ins with the student will be included in the safety/support plan.

# Consent & Relationships – Resources

## What is consent?

“A conscious, voluntary decision without coercion or intimidation, with clearly spoken boundaries.”

- [www.plannedparenthood.org/learn/relationships/sexual-consent](http://www.plannedparenthood.org/learn/relationships/sexual-consent)
- [www.loveisrespect.org/resources/respect-sex/](http://www.loveisrespect.org/resources/respect-sex/)

## Where to get help

- [www.loveisrespect.org](http://www.loveisrespect.org) - Offers 24/7 information, support, and advocacy to young people who have questions or concerns about their romantic relationships
  - Program of the National Domestic Violence Hotline: [www.thehotline.org/](http://www.thehotline.org/)
- [www.kcsarc.org/](http://www.kcsarc.org/) - 24/7 Resource line, crisis response, & support/advocacy for victims/survivors or <https://depts.washington.edu/uwhatc/our-services/>
- [www.teenlink.org](http://www.teenlink.org) – Help line for teens to talk to a trained teen volunteer
  - Program of Crisis Connections: [www.crisisconnections.org/](http://www.crisisconnections.org/) (24/7 crisis support)
- [www.NWnetwork.org](http://www.NWnetwork.org) - Support hotline and resources for LGBTQ+ survivors of abuse
- <https://www.thetrevorproject.org/> Crisis intervention and suicide prevention for LGBTQ+ youth
- **Teen Health Center:** <https://lincolnhs.seattleschools.org/resources/school-nurse/teen-health-center/>
  - We have medical and mental health staff that are here to help you
  - Mental health and reproductive health services are **confidential**
    - Per WA State law, information about confidential appointments cannot be shared with parents/teachers/others without a student’s explicit permission
    - Not sure if something can be confidential? Ask us a hypothetical question

## What is sexual coercion?

<https://www.loveisrespect.org/resources/what-is-sexual-coercion/>

The act of using pressure, alcohol or drugs, or force to have sexual contact with someone against their will. This includes persistent attempts to have sexual contact with someone who has not consented.

## What should LGBTQ+ people know about consent, relationships, and sex?

- [www.loveisrespect.org/resources/lgbtq-communities/](http://www.loveisrespect.org/resources/lgbtq-communities/)
- [www.loveisrespect.org/resources/lgbtq-relationships-and-dating-violence/](http://www.loveisrespect.org/resources/lgbtq-relationships-and-dating-violence/)

## What are some signs of a toxic or abusive relationship?

- How to tell if a relationship is healthy, unhealthy, or abusive: [www.loveisrespect.org/healthy-relationships/relationship-spectrum/](http://www.loveisrespect.org/healthy-relationships/relationship-spectrum/)
- "Dating abuse is a pattern of coercive, intimidating, or manipulative behaviors used to exert power and control over a partner."
- [www.loveisrespect.org/about-dating/warning-signs-of-abuse/](http://www.loveisrespect.org/about-dating/warning-signs-of-abuse/)
- Relationship Spectrum quiz: [www.loveisrespect.org/quiz/relationship-spectrum/](http://www.loveisrespect.org/quiz/relationship-spectrum/)

## How to support someone in an unhealthy or abusive relationship

- [www.loveisrespect.org/supporting-others/](http://www.loveisrespect.org/supporting-others/)
- [www.loveisrespect.org/resources/questions-to-ask-if-youre-worried-about-your-friends-relationship/](http://www.loveisrespect.org/resources/questions-to-ask-if-youre-worried-about-your-friends-relationship/)

## Things NOT to say to a victim/survivor of sexual assault (AND how to help)

- [www.loveisrespect.org/resources/7-ways-not-to-react-when-your-friend-is-sexually-assaulted/](http://www.loveisrespect.org/resources/7-ways-not-to-react-when-your-friend-is-sexually-assaulted/)

## What to do if someone you know is abusing someone else

- [www.loveisrespect.org/resources/helping-friends-who-abuse/](http://www.loveisrespect.org/resources/helping-friends-who-abuse/)
- **Note:** It is the responsibility of the person causing harm to stop and take accountability for their behavior. If you feel safe doing so, there are steps you can take to help, but you are not required to stay friends with or stay in contact with anyone causing harm or abuse.

# I Ask for Consent

## What if you want to kiss someone, but you aren't sure how they'd feel?

When you want to get close to someone — whether you're hooking up for the first time or in a long-term relationship — it's important to know how to ask for consent.

### What is Consent?

- When someone gives consent, they're giving permission for something to happen or agreeing to do something.
- This means they need to know specifically what they're agreeing to — so make sure what you're asking is clear.

For example, "Do you want to mess around for a while? Like cuddling and making out, but not having sex?"

### When and how to Ask for Consent

- Always ask for consent before you begin any sexual activity, including kissing, cuddling, and any kind of sex — even if your partner consented in the past.
- Ask in a way that makes it clear it would be okay if they said "no" — otherwise you might be pressuring them to do something they don't want to do.

For example, "Do you want to go back to the bedroom or hang out here and watch movies?"

### What is Not Consent?

- Your partner may not tell you "no," but that doesn't mean they're saying "yes."
- If someone says nothing, "um... I guess," or an unsure "yes," they're likely communicating that they don't really want to do the thing you're asking about.
- In these cases, you don't have clear consent. Check in with your partner about how they're feeling — or suggest another activity.

For example, "You seem unsure, so why don't we just watch TV tonight?"

### Non-Verbal Cues

- Pay attention to your partner's body language.
- If they pull away, tense up, look uncomfortable, laugh nervously, or are quiet or not responding, you should check in.

For example, "You don't seem too into this. Do you want to stop or take a break?"

### Dealing with the "No"

- Sometimes your partner will say "no," and that's okay.
- Reassure them that you're glad they can be honest with you.

For example, "That's okay; maybe we could do that some other time."

### Why Consent Matters

- Talking about what your partner wants to do ensures sex is consensual and makes it more enjoyable.
- You'll feel more confident about what you're doing, and your partner will feel comfortable getting close to you.

Source: <https://www.nsvrc.org/i-ask-consent>

# Ombudsman Awareness

## 2023-2024 School Planning Resources for Education Ombuds Awareness (Senate Bill 5376) Requirements

Beginning in August 2023, Senate Bill 5376\*, requires school districts to provide information about the Office of Education Ombuds to families. As you begin to prepare for the 2023-2024 school year, the **Washington State Office of Education Ombuds (OEO)** would like to provide you with possible content and contact information which you can use in your back-to-school and/or new student information packets.

OEO listens, shares information and referrals, and works with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit our website: <https://www.oeo.wa.gov/en>; email [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov), or call: [1-866-297-2597](tel:1-866-297-2597) (interpretation available).

The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about K-12 public schools.

OEO also has 1-page flyers translated into the following languages, which can be downloaded and printed, or copied and pasted into school newsletters or other school publications.

- [OEO Awareness SB 5376 Flyer English](#)
- [OEO Awareness SB 5376 Flyer English and Spanish](#)
- [OEO Awareness SB 5376 Flyer English and Amharic](#)
- [OEO Awareness SB 5376 Flyer English and Arabic](#)
- [OEO Awareness SB 5376 Flyer English and Chinese Simplified](#)
- [OEO Awareness SB 5376 Flyer English and Dari](#)
- [OEO Awareness SB 5376 Flyer English and French](#)
- [OEO Awareness SB 5376 Flyer English and Hindi](#)
- [OEO Awareness SB 5376 Flyer English and Khmer](#)
- [OEO Awareness SB 5376 Flyer English and Korean](#)
- [OEO Awareness SB 5376 Flyer English and Marshallese](#)
- [OEO Awareness SB 5376 Flyer English and Punjabi](#)
- [OEO Awareness SB 5376 Flyer English and Russian](#)
- [OEO Awareness SB 5376 Flyer English and Samoan](#)
- [OEO Awareness SB 5376 Flyer English and Somali](#)
- [OEO Awareness SB 5376 Flyer English and Tagalog](#)
- [OEO Awareness SB 5376 Flyer English and Tigrinya](#)
- [OEO Awareness SB 5376 Flyer English and Ukrainian](#)
- [OEO Awareness SB 5376 Flyer English and Vietnamese](#)

\*(1) the Education Ombuds Awareness [Senate Bill 5376](#): Beginning August 1, 2023, public schools must: 17 (a) Provide students and their parents or guardians with a description of the services available through the office of the education ombuds and the contact information for the office of the education ombuds at the time of initial enrollment or admission; and (b) Either: (i) Include on their website a description of the services available through the office of the education ombuds and a link to the website of the office of the education ombuds; or (ii) provide a description of the services available through the office of the education ombuds and the contact information for the office of the education ombuds in existing materials that are shared annually with families, students, and school employees, such as welcome packets, orientation guides, and newsletters.

**NOTE:** OEO has a new mailing address. If you have printed out OEO flyers in the past, please check the links or the OEO website for updated publications.

OEO's new mailing address is:

**P.O. Box 40004  
Olympia, WA 98504**

# Culture Guide Review Process

Students review the Culture Guide Annually during class time.

The Culture Guide is posted on the website: <https://lincolnhs.seattleschools.org/student-life/culture-guide/>

A link is sent out to families in the fall. It is encouraged that students review the Culture Guide with their guardians.