

TYEE HIGH SCHOOL

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Norma Barrineau, Assistant Principal
Victoria Terry, Assistant Principal
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_____ **Student Name**

_____ **Telephone**

Number

_____ **Address**

_____ **Emergency**

Contact



Dear Students,

Welcome to Tyee High School! We are an intellectually vibrant learning community where students, staff, and the community learn in partnership. We create this learning environment in the context of Highline Public Schools, which promises that every student will be known by name, strength, and need, and that every student will graduate ready for college, career, and citizenship.

Our diversity is our strength, and our school is defined by strong, caring relationships, joyful and authentic learning experiences, and a shared desire to make a positive impact in the world. We use real-world learning experiences, challenging curriculum, and powerful teaching to give students the skills, habits, and knowledge they need to succeed in higher education, overcome systemic injustice, and thrive in the world. We work to ensure that all students graduate on time with wide access to post-high school choices.

Thank you for being part of our community! At Tyee High School, your voice counts, and we look forward to getting to know each and every one of you.

Sincerely,

Tim Schlosser, Principal
Norma Barrineau, Assistant Principal
Victoria Terry, Assistant Principal



TYEE HIGH SCHOOL

2018-2019

BELL SCHEDULE

MONDAY, TUESDAY, WEDNESDAY

FIRST LUNCH		SECOND LUNCH	
Advisory	8:00 am - 8:25 am	Advisory	8:00 am - 8:25 am
1 st period	8:30 am - 9:20 am	1 st period	8:30 am - 9:20 am
2 nd period	9:25 am - 10:15 am	2 nd period	9:25 am - 10:15 am
3 rd period	10:20 am - 11:10 am	3 rd period	10:20 am - 11:10 am
LUNCH	11:10 am - 11:45 am	4 th period	11:15 am - 12:05 pm
4 th period	11:50 am - 12:40 pm	LUNCH	12:05 pm - 12:40 pm
5 th period	12:45 pm - 1:35 pm	5 th period	12:45 pm - 1:35 pm
6 th period	1:40 pm - 2:30 pm	6 th period	1:40 pm - 2:30 pm

THURSDAY

FIRST LUNCH		SECOND LUNCH	
Advisory	8:00 am - 9:25 am	Advisory	8:00 am - 9:25 am
2 nd period	9:30 am - 10:55 am	2 nd period	9:30 am - 10:55 am
LUNCH	10:55 am - 11:30 am	4 th period	11:00 am - 12:25 am
4 th period	11:35 am - 1:00 pm	LUNCH	12:25 am - 1:00 pm
6 th period	1:05 pm - 2:30 pm	6 th period	1:05 pm - 2:30 pm

FRIDAY

1 st period	8:00 am - 9:30 am
3 rd period	9:35 am - 11:00 am
5 th period	11:05 am - 12:30 pm
LUNCH	12:30 pm - 1:05 pm

Highline SD Graduation Requirements

Class of 2019, 2020	District High School Credits
English	4
Mathematics	3
Science	2
Social Studies	3
World Language	0
Arts	1
Health and Fitness	2 (.5 Health and 1.5 Fitness)
Occupational Education	1
Electives	7
Total Required Credits	23
Non-credit Requirements	
<ul style="list-style-type: none"> • High School and Beyond Plan • Washington State history and government course 	
Assessments	
Class of 2019:	
<ul style="list-style-type: none"> • Smarter Balanced (SBA) English/Language Arts (ELA) test • SBA Math Test • Biology EOC 	
Class of 2020:	
<ul style="list-style-type: none"> • Smarter Balanced (SBA) English/Language Arts (ELA) test • SBA Math Test • Comprehensive Science 	

Class of 2021 and Beyond	District High School Credits
English	4
Mathematics	3
Science	3
Social Studies	3
World Language	2
Arts	2
Health and Fitness	2 (.5 Health and 1.5 Fitness)
Occupational Education	1
Electives	4
Total Required Credits	24
Non-credit Requirements	
<ul style="list-style-type: none"> • High School and Beyond Plan • Washington State history and government course 	
Assessments	
<ul style="list-style-type: none"> • Smarter Balanced (SBA) English/Language Arts (ELA) test • SBA Math Test • Comprehensive Science 	

Highline SD Attendance Policy

It is the policy of the Highline School Board that students are expected to attend all assigned classes each day.

EXCUSED ABSENCES

The following are valid excuses for absences:

- Participation in a district or school approved activity or instructional program;
- Illness, health condition or medical appointment for the student or a person for whom the student is legally responsible;
- Family emergency including, but not limited to, a death or illness in the family;
- Religious or cultural purpose including observance of religious or cultural holiday or participation in religious or cultural instruction;
- Court, judicial proceeding, or serving on a jury;
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- State-recognized search and rescue activities consistent with RCW 28A.225.055;
- Absence directly related to the student's homeless status;
- Absences related to deployment activities of a parent/guardian who is an active duty member consistent with RCW 28A.705.010;
- Absence resulting from a disciplinary/corrective action (e.g. suspension or expulsion);
- Principal and parent/guardian/emancipated youth mutually agreed upon activity.

When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail or written note and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse via phone, e-mail or written note upon the student's return to school.

TARDY

The term "tardy" shall be defined as being late to school, class, or an activity, with or without permission of parents/guardian or school personnel.

UNEXCUSED ABSENCES

Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence. This includes absences for which no excuse is ever provided.

Not later than the student's fifth unexcused absence in a month the district shall enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

If such action is not successful, the district shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student, or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

SUCCESS SKILLS *tips for improving your memory & taking standardized tests*

TIPS FOR IMPROVING YOUR MEMORY

- {1} Keep notes, lists, and journals to jog your memory.
- {2} Decide what is most important to remember by looking for main ideas.
- {3} Classify information into categories. Some categories may be:
 - a. Time – summer, sun, swimming, hot
 - b. Place – shopping center, stores, restaurants
 - c. Similarities – shoes, sandals, boots
 - d. Differences – mountain, lake
 - e. Wholes to parts – bedroom, bed, pillow
 - f. Scientific groups – Flowers, carnation, rose
- {4} Look for patterns. Try to make a word out of the first letters of a list of things you are trying to remember. You also could make a sentence out of the first letters of the words you need to remember.
- {5} Associate new things you learn with what you already know.
- {6} Use rhythm or make up a rhyme.
- {7} Visualize the information in your mind.
 - a. See the picture clearly and vividly.
 - b. Exaggerate and enlarge things.
 - c. See it in three dimensions.
 - d. Put yourself into the picture.
 - e. Imagine an action taking place.
- {8} Link the information together to give it meaning.
- {9} Use the information whenever you can. Repetition is the key to memory.



TIPS FOR TAKING STANDARDIZED TESTS

- {1} *Concentrate.* Do not talk or distract others.
- {2} *Listen carefully to the directions.* Ask questions if they are not clear.
- {3} *Pace yourself.* Keep your eye on the time, but do not worry too much about not finishing.
- {4} *Work through all of the questions in order.* If you do not think you know an answer to a problem, skip it and come back to it when you have finished the test.
- {5} *Read all of the possible answers* for each question before choosing an answer.
- {6} *Eliminate any answers that are clearly wrong,* and choose from the others. Words like always and never often signal that an answer is false.
- {7} *If questions are based on a reading passage,* read the questions first and then the passage. Then go back and try to answer the questions. Scan through the passage one last time to make sure the answers are correct.
- {8} *When you finish the test, go back through and check your answers for careless mistakes.* Change answers only if you are sure they are wrong or you have a very strong feeling they are wrong.
- {9} *Do not be afraid to guess at a question.* If you have a hunch you know the answer, you probably do!
- {10} *Use all of the time allotted* to check and recheck your test.

SUCCESS SKILLS *preparing for college*

PREPARING FOR COLLEGE



The College Application Process

- (1) The application process begins in NINTH grade. Your grades and coursework will directly impact your admittance to college.
- (2) Fill your schedule with a variety of subjects and difficulty. Colleges are looking for well-rounded students who are highly motivated. Do your best in each class. Do not let a class slip because it does not interest you. Colleges look for a consistent performance in all subjects.
- (3) Take the SAT or ACT in time to include scores on your college applications.
- (4) Look at as many potential colleges as possible. Do not limit your options.
- (5) Visit as many campuses as possible and talk to students, staff, and the office of admissions while at the college.
- (6) Send applications to prospective colleges beginning in early fall of your senior year. You can obtain applications and information in the guidance office or online at university and college websites.
- (7) Fill out any potential scholarship forms and send them to the appropriate personnel.
- (8) Allow at least two weeks for your counselor to process your applications.
- (9) Many schools will respond to your application within four to six weeks.

Steps for Juniors

- (1) Talk to your counselor about filling your junior-year class schedule with coursework in English, foreign language, social studies, science, and mathematics. It is recommended that students take as many mathematics courses as possible.
- (2) Colleges are looking for well-rounded students in the arts, business, drama, and speech.
- (3) Find out when potential universities are visiting your school or when your school is going on visits to potential colleges.
- (4) It is best to visit campuses when classes are in session. (Not spring break, Christmas or any major holiday.)
- (5) Take a course that prepares you for the SAT or ACT.
- (6) At the beginning of your junior year, take the PSAT exam to practice for the SAT.
- (7) Take the SAT or ACT in the spring of your junior year. If you feel the score does not reflect your ability, retake the exam during your senior year.
- (8) Start applying for any scholarships for which you are qualified.
- (9) If you know your intended field of study in college, schedule your senior year with an emphasis in that area.
- (10) Plan to visit as many colleges during the summer as possible.

Steps for Seniors

- (1) Attend as many college fairs as possible in your local area.
- (2) Visit as many institutions and universities as possible. It is best to visit campuses when classes are in session. (Not spring break, Christmas, or any major holiday.)
- (3) When visiting colleges, meet with the admissions office, and financial aid office, as well as speak with professors in your intended field of study.
- (4) Talk to older friends and students about that particular college or university.
- (5) Ensure that your SAT or ACT scores meet the requirements of the colleges and universities that interest you. If necessary, retake the entrance exams.
- (6) Make a list of admission deadlines at the colleges you are interested in attending.
- (7) Submit completed college applications to your guidance counselor, and be sure to include any application fees.
- (8) File a financial aid form.
- (9) Inquire about any available scholarships, and be sure to meet the appropriate requirements and deadlines.
- (10) Keep a file of any correspondence from potential colleges for future reference.

Empower, Inspire

Lead Rather Than Dictate

How to Empower Others

GOOD LEADERS KNOW:

- ▶ Don't hand someone a bunch of envelopes to stuff. Instead, ask for help planning what points to cover in a meeting with the principal, and invite a couple of members to go with you.
- ▶ Don't tell them to bring refreshments. Instead, ask them to contact the mayor for that special proclamation you're after.
- ▶ Don't tell someone to set up the podium. Instead, invite that club member to say a few words about a particular project.

Yes, stuffing envelopes, bringing refreshments, and setting up the meeting room has to get done. Make sure everyone rotates through those tasks, including club leaders.

When you want members to feel like they count, give them meaningful opportunities to participate in your group.

"Do this." "Do that." Who needs it? Not those you're trying to lead!

Leadership isn't bossiness.

It's guiding, empowering, inspiring, and motivating others.

It's valuing what they have to say and what they do and providing opportunities for them, too, to become leaders.

And leadership is about keeping everyone excited about your organization and committed to your goals.

How to Inspire Members

Leaders who can get others to be involved know:

- ▶ You must be upbeat and positive yourself
- ▶ It's good to offer little prizes and incentives—for arriving first, bringing in the most new members, making the most signs
- ▶ Everyone should clap for every achievement
- ▶ Emails and text messages can cheer everyone on
- ▶ A pizza party to celebrate a milestone keeps everyone coming back

"TELL ME AND I WILL FORGET. SHOW ME AND I MAY REMEMBER. INVOLVE ME AND I WILL REMEMBER." —Chinese Proverb

"ACTION SPRINGS NOT FROM THOUGHT, BUT FROM A READINESS FOR RESPONSIBILITY." —Dietrich Bonhoeffer