WANIC

Dental Careers

Year 1

Syllabus 2025/2026

Table of **Content**

1 Class Information

2 Course Philosophy

4 Course Overview

6 Course Objectives

8 Method of Instruction

9 Course Expectations

11 Cell Phone Policy

12 Grading Policy

15 Support ML, IEP, 504 Plans

16 Classroom Discipline Policy

17 WANIC Way

18 LWSD Calendar

19 Signature Page

Class **Information**

Instructor:
Katie Oostra

Class Times:
- Morning Session: 7:15 AM - 9:45 AM
- Afternoon Session: 12:00 PM - 2:30 PM

Email:
koostra@lwsd.org

Phone Number:
425-739-8400

Location:
Lake Washington Institute of Technology
Allied Health Building A101
11605 132nd Ave NE
Kirkland, WA 98034

This syllabus provides an overview of the WANIC Dental Careers course, including course objectives, grading policies, and other essential information. Please review the entire document and ensure you understand all aspects of the course. If you have any questions or require clarification, do not hesitate to contact me.

Course
Philosophy

Purpose and Vision

This course is designed to prepare students for post-secondary success by fostering the skills, knowledge, and habits necessary for academic and professional achievement. With job prospects for dental professionals at an all-time high, and the Bureau of Labor Statistics predicting much faster-than-average growth through 2028, this course aims to equip students with the competencies needed to excel in a rapidly evolving field. The vision is to cultivate critical thinkers and responsible individuals who are ready to thrive in both academic and professional settings, particularly in the dental industry.

Student-Centered Learning

The course prioritizes the needs, interests, and experiences of students, viewing learning as an active and collaborative process. Students are encouraged to take ownership of their education, engaging in self-directed learning, collaborative projects, and reflective practices that mirror the autonomy and initiative expected in the workplace, especially in the dynamic role of a dental assistant.

Inclusivity and Respect

This course is committed to creating a learning environment that is inclusive and respectful of all students. Diversity is celebrated, and every student is encouraged to bring their unique perspectives to the classroom. The course will strive to ensure that all voices are heard and valued, recognizing that a diverse and respectful workplace begins with these practices in the classroom.

Critical Thinking and Inquiry

Students will be encouraged to engage in critical thinking and inquiry-based learning. The course will challenge students to go beyond surface-level understanding and to explore the deeper implications and connections of the subject matter. This approach mirrors the analytical and problem-solving skills required in most professional settings, preparing students to navigate complex situations and make informed decisions, especially in the expanding scope of dental assistant responsibilities.

Real-World Application and Professionalism

This course will emphasize the practical application of knowledge, with a strong focus on professionalism. As the health care industry increasingly relies on dentists to perform more tasks, dental assistants are expected to take on more clinical and administrative responsibilities. Students will be treated as emerging professionals, expected to meet deadlines, communicate effectively, and collaborate with peers as they would in a job setting. Assignments, projects, and classroom activities will be designed to simulate real-world challenges, helping students to connect what they learn in the classroom to their future careers in dental assisting.

Course

Philosophy

Growth and Reflection

Learning is viewed as a lifelong process, and this course will encourage students to develop a growth mindset. Just as in a job, mistakes are seen as opportunities for learning, and reflection will be an integral part of the course. Students will be encouraged to reflect on their learning experiences, recognize their progress, and set goals for continued growth, mirroring the professional development expected in the workplace.

Collaboration and Community

The course will foster a sense of community among students, emphasizing the importance of teamwork and collaboration. Just as in a professional setting, students will be encouraged to work together, share ideas, and support one another. Group work, peer feedback, and cooperative learning activities will help students develop the interpersonal skills essential for success in any career, particularly in the collaborative environment of a dental office.

Ethics, Integrity, and Professional Conduct

This course is committed to upholding the highest standards of academic integrity and professional conduct. As dental assistants, students will be expected to act with honesty, fairness, and responsibility, both in their academic work and in their interactions with others. The course will also explore the ethical dimensions of the subject matter, and students will be encouraged to consider the moral implications of their work and decisions, just as they would in a professional environment.

Preparing for the Future

Now is the time to maximize your potential, expand your base of knowledge, and dedicate yourself to becoming the multifaceted dental assistant required in the 21st century. With population growth and greater retention of natural teeth fueling demand for dental services, the role of the dental assistant is becoming more valuable and needed than ever before. This course will equip you with the skills and competencies necessary to stay competitive and excel in this vital and growing field.

Course
Overview

This course is designed to introduce dental assisting students to the key issues and concepts related to the field of dentistry and to develop essential dental assisting skills. It is presented in nine comprehensive sections, each focusing on critical aspects of the profession, providing a well-rounded education that prepares students for success in various roles within the dental field. The sections may not necessarily be covered in this order but will collectively offer a complete foundation for aspiring dental assistants.

Section I: Introduction

This section introduces students to the dental assisting profession, covering its history, fundamental communication skills, and the legal and ethical issues relevant to dental practice. Students will gain an understanding of the profession's evolution and the vital role of communication and ethics in ensuring high-quality patient care.

Section II: Prevention and Nutrition

Focusing on the health and wellness of the oral cavity and dentition, this section covers general preventive techniques and the importance of nutrition in maintaining oral health. Students will learn about strategies for preventing dental diseases and promoting overall oral hygiene.

Section III: Basic Dental Sciences

This section provides foundational knowledge in dental anatomy, embryology, histology, tooth morphology, charting, and microbiology. These subjects form the basis for understanding the structure and function of the oral cavity, which is essential for all subsequent skills training in dental assisting.

Section IV: Preclinical Dental Skills

Students will be prepared in essential preclinical areas, including infection control, hazardous material management, patient care, pharmacology, and emergency management. Mastery of these skills is critical to ensuring a safe and effective clinical environment.

Section V: Clinical Dental Procedures

This section covers the practical aspects of dental assisting, including chairside assisting, the use of dental instruments, and techniques for managing patient pain and anxiety. Students will gain hands-on experience in providing direct support to dentists during various procedures.

Course
Overview

Section VI: Dental Radiology

Students will learn about radiographic techniques and procedures, including the latest advancements in digital and 3D radiography. This section provides up-to-date information on safely and effectively capturing dental images, a critical skill for modern dental assistants.

Section VII: Dental Specialties

This section introduces students to the specialized areas of dentistry, including endodontics, oral and maxillofacial surgery, oral pathology, cosmetic dentistry, orthodontics, pediatric dentistry, periodontics, fixed prosthetics, and removable prosthetics. Understanding these specialties helps students appreciate the diverse roles within a dental practice and prepares them to assist in various types of procedures.

Section VIII: Restorative and Laboratory Materials

Covering both chairside restorative materials and laboratory techniques, this section teaches students how to work with the materials and methods used in restorative dentistry. Students will learn how to assist in procedures that restore the function and appearance of patients' teeth.

Section IX: Dental Practice Management

The final section focuses on the business side of dental practice, including dental office management, dental software, insurance processing, and the creation of employment portfolios. Students will also explore legal and ethical considerations in dental practice management, which are crucial for running a successful dental office.

Course
Objectives

The major goal of this course is to prepare students for a successful career as a dental assistant. This requires a thorough understanding of anatomy and physiology, particularly as they pertain to the head, neck, and oral structures and tissues. Students will also be expected to practice various dental procedures with a high degree of professionalism. From the outset, you are encouraged to adopt a professional attitude toward the practice of dental assisting, understanding that the most crucial phase of patient care often occurs before the dental assistant's hands ever touch a patient.
Clear communication is essential, as are high standards of professionalism and a genuine desire to help others feel better, promote self-confidence, and encourage prevention for a lifetime of good oral hygiene.
While this class primarily focuses on dental assisting skills, it is important to recognize that these skills are transferable to any dental profession. The knowledge, techniques, and professional standards you develop in this course will provide a strong foundation for various roles within the dental field.

Course Objectives:

By the end of this course, students will be able to:

Understand Core Dental Concepts:
- Demonstrate comprehensive knowledge of human anatomy and physiology with a strong emphasis on dental care, particularly regarding the head, neck, and oral structures.
- Understand the effects, benefits, and contraindications of common dental procedures.

Master Clinical and Administrative Procedures:
- Develop proficiency in the use of dental equipment and products.
- Practice and adhere to strict sanitation and safety measures in the dental office.
- Demonstrate a high level of skill in various dental assisting techniques, including chairside assistance, patient preparation, and the handling of dental materials.

Demonstrate Professionalism and Communication:
- Communicate clearly and professionally with patients, colleagues, and other healthcare professionals.
- Establish rapport with patients, providing comfort and assurance throughout their dental care experience.
- Apply critical thinking skills to determine appropriate courses of action in clinical scenarios.

Apply Business and Administrative Skills:
- Execute successful business practices within the dental office, including appointment scheduling, patient record management, and understanding billing and insurance procedures.

Practice Ethical and Safe Techniques:
- Uphold the highest standards of professional ethics, ensuring patient confidentiality and safety at all times.
- Consistently practice sound, safe techniques in both clinical and administrative tasks.

Promote Oral Health and Preventive Care:
- Engage in patient education, promoting good oral hygiene practices and preventive care strategies to encourage lifelong oral health.

Course
Objectives

Transfer and Apply Skills Across Dental Professions:

- Recognize the transferability of the skills learned in this course to other roles within the dental profession, such as dental hygienist, dental office manager, or even further education in dentistry.
- Apply the foundational knowledge, clinical techniques, and professional standards learned here to excel in various dental career paths.

Knowledge:

- Exhibit a deep understanding of human anatomy and physiology, with a focus on its relevance to dental care.
- Recognize and explain the effects, benefits, and potential contraindications of common dental procedures.
- Properly use dental equipment and products, adhering to industry standards.

Skills:

- Implement and maintain strict sanitation and safety protocols.
- Perform dental assisting techniques with accuracy and efficiency.
- Apply successful business practices in a dental office setting.

Communication:

- Communicate effectively in a clear and professional manner.
- Build strong rapport with patients to enhance their comfort and trust.

Critical Thinking:

- Utilize critical thinking to assess situations and determine the most appropriate course of action in patient care.

Professional Conduct:

- Consistently exhibit high professionalism, adhering to ethical standards and demonstrating a commitment to patient care.

Transferable Skills:

- Identify how the dental assisting skills learned in this course can be applied to other roles within the dental field, enhancing career flexibility and opportunities.

Method of **Instruction**

Theory (Lecture):
Students will engage with faculty and peers to learn theoretical material and participate in activities designed to apply the theory, leading to mastery of course outcomes. Modes of delivery may include, but are not limited to, lectures, small group discussions, guided conversations, demonstrations, case studies, role-playing, problem-based inquiry, and collaborative activities. Instruction will be a blend of presentations, facilitation, and guided activities, with frequent, ongoing communication between the instructor and students to ensure a thorough understanding of the material.

Guided Practice (Lab-Clinical):
Students will actively engage in practicing and mastering skills under the direct supervision of the instructor. This component of the instruction may include labs, studios, workshops, clinical experiences, computer-mediated learning, hands-on projects, and other skill-building activities. Instruction may be individualized or group-focused and will include regular skills assessments to ensure students are progressing towards competency in the required techniques.

Course Texts:
- Donna J. Phinney and Judy H. Halstead, Dental Assisting: A Comprehensive Approach, Fifth Edition.
- Charline M. Dofka, Dental Terminology, Third Edition.

These textbooks will be provided to students at the beginning of the school year. Textbooks are expected to be returned to WANIC at the end of the school year or upon leaving the program. If textbooks are not returned or are returned damaged, a fine will be applied to the student's account.

Online Learning Platforms:
- Canva
- icevonline

Other Learning Materials:
In addition to the primary textbooks, the course may involve additional readings, internet-based tutorials, and exercises. These resources will be provided or recommended by the instructor to enhance learning and provide students with a broader understanding of dental assisting concepts and practices.

Course
Expectations

Attendance:

- Attendance is mandatory. This is a 3-period class, and missing one day equates to missing a total of 3 days in your regular high school classes. The course covers a significant amount of content in each session, and missing class can result in falling behind very quickly. Students are required to complete 450 of in-person class time to successfully complete the course. Class time will be recorded by the instructor. Regular attendance is crucial for mastering the skills and knowledge required in this field.

- Lab practice and lab assessment days are an essential part of the learning process and are **mandatory** for all students. These sessions provide hands-on experience with critical skills and techniques required for success in the dental assistant program. Due to the nature of some lab activities, including the use of specialized equipment and time-sensitive procedures, certain labs **cannot be recreated or made up** if missed. Students are expected to prioritize attendance on these days, as missing them may result in an inability to complete required competencies.

Participation:

- Active participation is essential for your success in this course. A participation rubric will be provided to guide you in understanding how your engagement in class activities, discussions, and group work will be assessed. Your involvement will directly impact your learning experience and preparedness for a career in dental assisting.

Tardiness:

- Punctuality is a key professional expectation in the healthcare industry, and as a student, you are expected to adopt this habit. If you are tardy, you will need to stay late to make up the time missed. Arriving late to class causes disruption to the learning environment, so please plan to arrive at least five minutes before class starts.

Absences:

- If you are absent, you will need to complete a make-up assignment equivalent to the hours missed. Make-up assignments are for excused and approved absences only. Students will have 24 hours to complete the make-up assignment for each excused absence. Unexcused absences do not fall under the same guideline and are subject to the instructor's discretion regarding the allowance of make-up assignments. Four or more absences in a quarter may make you ineligible for college credits. Parent/Guardian’s are required to contact the WANIC office for absences to be excused.

Sick and Personal Time:

- There are 180 school days in the course. To mimic real-world job conditions, you are allotted 20 hours of sick time and 15 hours of personal time. These hours will not affect the required 450 hours of class time, but make-up assignments for missed content will still need to be completed. If you plan to take personal time, you must notify the instructor and make arrangements at least 2 weeks in advance.

Academic Days

- The course follows the Lake Washington School District (LWSD) academic calendar. However, WANIC will make adjustments to some half days and professional development days that are in addition to the LWSD calendar. These adjustments will be published at a later date and sent to families. Please be aware of these adjustments and plan accordingly. These calendar adjustments will not affect the required 450 hours of class time.

Course
Expectations

Homework Policy

- All assignments are planned so that students are not sent home with additional homework. However, if students do not use their time wisely during class, they will be expected to complete any unfinished work on their own time outside of class.

Academic Integrity

- Students are expected to uphold the highest standards of academic integrity. This includes avoiding cheating, plagiarism, fabrication, and unauthorized use of artificial intelligence (AI) to complete assignments unless explicitly permitted by the instructor. Please review the WANIC and LWSD Student Handbooks for detailed information on academic honesty policies.

CTSO Leadership – HOSA

- As future healthcare professionals, leadership is a critical skill. All students will be members of HOSA – Future Health Professionals, as part of our framework. More information about HOSA can be found at hosa.org.

Job Shadow and Extended Learning Opportunities

- Students must maintain a B grade or higher and demonstrate adherence to professionalism standards to qualify for job shadowing opportunities. Failure to meet these standards will result in the postponement of such experiences until improvement is demonstrated.

Food and Drink

- For health and safety reasons, no food or drink is permitted in the WANIC dental lab (A101). Students may bring a closed container beverage, but it must remain in the assigned cubby/locker area until break. No food is allowed in the lab or classroom at any time.

Dress Code/Uniform Requirement

- Students are required to wear appropriate professional attire from the first day of class and every day thereafter. Failure to adhere to the dress code may result in exclusion from lab procedures due to safety concerns and will negatively impact your professionalism grade.
- **Uniform: Black scrub tops and bottoms.**
- **Footwear: Closed-toe shoes. No Crocs, No Uggs, No Slippers.**

Nail Policy

- Long fake-colored fingernails are not permitted in class for health and safety reasons. Proper hand hygiene and infection control are critical in a dental setting, and maintaining short, natural nails is essential for effective practice.

Computer and Cell Phone Usage

- Cell phone use is not allowed inside the classroom or clinic to maintain privacy and safety standards. Phones must be checked in at the start of class and will not be used until after class dismissal unless directed by the instructor. Computers and laptops should be used strictly for classroom activities.

Class Preparation

- Students are expected to be prepared for class upon entry. This includes having all necessary materials and being ready to engage in the day's activities immediately. Being prepared ensures that class time is used efficiently and effectively, contributing to your overall success in the course.

Cell Phone **Policy**

No Cell Phone Policy
To maintain a focused and distraction-free learning environment, the use of cell phones during class is strictly prohibited. The following policy outlines how cell phones will be managed during class time.

Cell Phone Check-In:
- At the beginning of each class, students are required to check in their cell phones with the instructor. A designated area will be provided for this purpose.
- Cell phones will be stored securely and will not be accessible to students during class time.

Attendance Tracking:
- Your cell phone check-in will be used to record your attendance. If your cell phone is not checked in at the start of class, you will be marked absent for that day.
- If you forget your phone or do not have it with you, you must inform the instructor immediately. Failure to do so will result in an absence being recorded.

Consequences for Non-Compliance
Failure to Check-In:
- If a student fails to check in their cell phone and does not provide a valid reason, they will be marked absent and their professionalism grade may be affected.

Unauthorized Use:
- If a student is found using a cell phone during class without permission, the phone will be confiscated for the remainder of the class period.
- Repeated violations of this policy may result in further disciplinary actions, including but not limited to a reduction in your professionalism grade or referral to the administration.

Exceptions
- If there is an emergency or a legitimate reason that you need access to your phone during class, please discuss this with the instructor before class begins.
- Students with specific accommodations related to phone use, as outlined in an IEP or 504 plan, should coordinate with the instructor to ensure compliance with this policy while meeting their individual needs.

By adhering to this policy, you contribute to a positive and productive classroom environment that supports the learning of all students.

Grading
Policy

Grading Scale for Successful Completion

WANIC programs located at Lake Washington Institute of Technology use the Lake Washington School District grading scale. Information available upon request from the teacher.

Grading **Policy**

Credit Eligibility
High School Credit:

- Students are eligible to earn high school credit upon successful completion of this course. High school credit is awarded based on the Lake Washington School District grading policies, which can be found in the student handbook.

College Credit:

- Students may also be eligible to earn college credit for this course. College credit is awarded to students who achieve a B grade or higher and demonstrate the ability to adhere to the awarding college's attendance, participation, and tardiness policies as outlined in the college course syllabus. Please note that college credits are not guaranteed and may vary depending on the college or institution.

WANIC Dental Weighting of Course Components

Classroom/Homework Assignments (25%):
You are expected to submit assignments completed and on time. Points will be deducted for late assignments, which will also impact your Professionalism grade.
Lab/Clinical Assessments (25%):
Includes a series of clinical assessment scores to document hands-on proficiencies.
Exams and Quizzes (25%):
These will assess your factual knowledge and understanding of course material.
Professionalism (25%):
Participation is a key component of professionalism and is integral to both clinic and classroom learning. Professionalism grade criteria are based on the WANIC Way Rubric. Students must be present and actively engaged in all classroom and clinic sessions.

Grading **Policy**

Criteria for Grading
Assignments and Projects:

- These will be graded based on completeness, accuracy, and adherence to instructions. Timeliness of submission will also be considered.

Participation and Professionalism:

- Active participation and adherence to professionalism standards are essential and will be factored into the final grade.

Exams and Practical Skills Assessments:

- These will assess your understanding and application of course material. They will contribute significantly to your overall grade.

Attendance and Punctuality:

- Regular attendance and punctuality are critical. Excessive absences or tardiness can negatively impact your grade.

Make-Up Assignments:

- For excused absences, make-up assignments must be completed within 24 hours. Failure to complete make-up assignments in a timely manner may affect your grade.

Special Accommodations

- Special accommodations are made for students with Individualized Education Programs (IEPs) and 504 plans. However, the curriculum will not be modified. Accommodations will support students in accessing the curriculum as intended, ensuring equitable participation and evaluation.

Note: High school and college grading criteria may have additional or varying requirements. Students should refer to the Lake Washington School District handbook for high school grading policies and check with the respective college for specific college credit requirements.
This grading policy ensures clarity regarding how students can earn credit and what is expected to achieve successful completion of the course.

Support for
ML, IEP, & 504 Plans

Support for Multilingual Learners, IEPs, and 504 Plans

Curriculum and Accommodations
Curriculum:

- The curriculum for this course will not be modified. All students will engage with the same course material and assessments to ensure uniformity and academic integrity.

Accommodations:

- While the curriculum itself remains unchanged, accommodations will be provided to address individual needs. This includes support tailored to multilingual learners, students with Individualized Education Programs (IEPs), and those with 504 plans. These accommodations are designed to facilitate equitable access to course content and ensure a supportive learning environment.

Support Responsibilities
Multilingual Learners (ML):

- Support for multilingual learners is a collaborative effort. The sending high school is responsible for providing initial support and resources for these students. We will work closely with the high school's support team to address specific language needs and ensure effective communication and understanding of course materials.

IEPs and 504 Plans:

- The sending high school is responsible for managing IEPs and 504 plans. Our role is to collaborate with the high school's support team to implement agreed-upon accommodations and modifications. We will work together to monitor and support student progress, ensuring that accommodations are effectively applied to promote student success.

Collaboration and Communication
We are committed to partnering with the support team members from the sending high school to provide a cohesive support system. Regular communication between the course instructor and the support team will help address any concerns promptly and adjust accommodations as needed to support each student's success in the course.
By working together, we aim to create an inclusive and supportive learning environment that enables all students to thrive and reach their full potential.

Classroom
Discipline Policy

In this classroom, we follow the discipline guidelines established by the Lake Washington School District (LWSD) as part of the Washington Network for Innovative Careers (WANIC) program. A respectful and productive learning environment is essential for everyone's success, and it is important that all students adhere to these guidelines.

Progressive Discipline Approach:
Verbal Warning:

- The first step in addressing any classroom disruption or behavioral issue is a verbal warning. This is a private conversation between the student and the instructor, intended to correct the behavior without further action.

Written Warning:

- If the behavior persists or a new issue arises after a verbal warning, a written warning will be issued. This serves as a formal record of the behavior and is documented in the student's file.

Referral to Office and Parent/Guardian Notification:

- Continued disruptions or serious behavioral issues will result in a referral to the office. At this stage, a phone call will be made to the student's parent or guardian to discuss the situation and any further actions that may be necessary.

Further Disciplinary Actions:
For more serious infractions, or if a student continues to disregard classroom expectations after the above steps, additional disciplinary actions will be taken. These actions may include, but are not limited to:

- Referral to WANIC administration
- Involvement of LWSD administration
- Coordination with the student's sending high school administration

Such measures are intended to address serious behavioral issues and to maintain a safe and respectful learning environment for all students. It is expected that students will take these guidelines seriously and contribute positively to our classroom community.

WANIC
Way

One of WANIC's primary goals is to prepare students for post-secondary education or a rewarding career in any field. We value, model, and teach skills that set students up to be successful, respected, and confident members of society during high school and beyond. WANIC faculty and staff devote their time and energy into cultivating a culture of mutual respect, safety and inclusivity, positive social behavior, and high academic standards.

We call this the **WANIC Way.**

The WANIC Way emphasizes attitude, reliability, professionalism, initiative, respect, and integrity. At the forefront is the value we place on students showing up every day, on time, prepared to participate in class, contribute to a positive culture, and ready to reap the rewards of personal growth, academic achievement, and a sense of accomplishment.

Be Safe. Be Responsible. Be Respectful. Be Present.

WANIC Workplace Expectations

		NEEDS IMPROVEMENT	EMPLOYABLE	HIGHLY SOUGHT OUT CANDIDATE
ATTITUDE	**BE POSITIVE** Eager to learn Eager to work Eager to think Willing to interact	Repeatedly reminded to have a positive attitude with classmates, instructors, and guests. Needs frequent prompting to engage in some activities, assignments, and labs. Rarely contributes in a positive way with peers, instructors, and guests	Generally displays a positive attitude with classmates, instructors, and guests. Engages in all activities, assignments, and labs. Frequently contributes in a positive way with peers, instructors, and guests.	Always displays a positive attitude with classmates, instructors, and guests. Shows an eagerness for activities, assignments, and labs. Constantly contributes in a positive way with peers, instructors, and guests. Demonstrates leadership in learning.
		NEEDS IMPROVEMENT	EMPLOYABLE	HIGHLY SOUGHT OUT CANDIDATE
RELIABILITY	**BE PRESENT** Attendance Punctuality	Not present daily. Exceeds professional leave. Tardy repeatedly. Does not communicate about absenteeism or tardiness.	Present daily. Does not exceed professional leave. On time. Communicates about absenteeism or tardiness.	Present daily. Minimally uses professional leave. On time. Communicates about absenteeism or tardiness.
		NEEDS IMPROVEMENT	EMPLOYABLE	HIGHLY SOUGHT OUT CANDIDATE
RESPONSIBILITY	**BE SAFE** Safe practices Safe procedures Appropriate wear	Has been redirected about safety practices and procedures. Needs reminding to follow proper use of protective wear and equipment.	Uses proper protactive wear and equipment whenever needed. Properly uses and disposes of hazards. Has met proficiency on safety training assessments.	Promotes safe practices with peers. Uses proper protective wear and equipment whenever needed. Properly uses and disposes of hazards. Exceeds proficiency on safety training assessments.
		NEEDS IMPROVEMENT	EMPLOYABLE	HIGHLY SOUGHT OUT CANDIDATE
PROFESSIONALISM	**BE PREPARED** Technology use Focused effort Solution-oriented Appropriate dress	Has been redirected multiple times for misuse of technology. Does not focus on problem-solving. Rarely puts forth best effort for assignments and tasks. Not dressed appropriately.	Uses technology in an appropriate manner, as per teacher instructions. Focuses on problem solving. Puts forth best effort for almost every assignments and tasks. Dresses appropriately.	Uses technology in an appropriate manner. Clarifies problems and finds solutions. Puts forth best effort above and beyond for assignments and tasks. Dresses professionally.
		NEEDS IMPROVEMENT	EMPLOYABLE	HIGHLY SOUGHT OUT CANDIDATE
INITIATIVE	**BE VALUABLE** Task-oriented Collaborative Time-management Flexible/adaptive	Repeatedly prompted to keep classroom and lab neat, clean, and orderly. Reminded frequently to stay on task. Does not manage time well.	Keeps classroom and lab neat, clean, and orderly. Reminded infrequently to stay on task. Generally manages time well.	Keeps classroom and lab neat, clean, and orderly. Stays on task without prompting. Encourages others or prompts others to stay on task. Consistently manages time well.
		NEEDS IMPROVEMENT	EMPLOYABLE	HIGHLY SOUGHT OUT CANDIDATE
RESPECT	**BE HONEST** Honesty Communication Follow class policies	Has been reprimanded for inappropriate language or non-compliance of professional procedures and standards.	Honest and trustworthy. Uses appropriate language. Follows procedures and protocols.	Honest and trustworthy. Uses professional language. Always follows procedures and protocols. Earns respect of peers.
		NEEDS IMPROVEMENT	EMPLOYABLE	HIGHLY SOUGHT OUT CANDIDATE
INTEGRITY	**BE TRUSTWORTHY** Do what you say Say what you do Follow-through Customer-service oriented	Rarely uses respectful, courteous, and helpful language with classmates, instructors, and guests. Does not respect supplies, equipment, and property. Rarely follows through on commitments.	Frequently uses respectful, courteous, and helpful language with classmates, instructors, and guests. Properly uses supplies, equipment, and property. Frequently follows through on commitments.	Always uses respectful, courteous, and helpful language with classmates, instructors, and guests. Properly uses supplies, equipment, and property. Always follows through on commitments. Represents WANIC with high ethical standards.

LWSD
Calendar

The course follows the Lake Washington School District (LWSD) academic calendar. However, WANIC will make adjustments to some half days and professional development days that are in addition to the LWSD calendar. These adjustments will be published at a later date and sent to families. Please be aware of these adjustments and plan accordingly.

Lake Washington School District | 2025-26 Calendar

Lake Washington School District

August 2025

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25*	26*	27*	28*	29*	30
31						

September 2025

S	M	T	W	Th	F	S
	1	2*	3*	4*	5*	6
7	8	9*	**10***	11	12	13
14	15	16	**17**	18*	19	20
21	22	23	**24**	25	26	27
28	29	30				

October 2025

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	**8**	9	10	11
12	13	14*	**15***	16*	17	18
19	20	21	**22**	23	24	25
26	27	28	**29**	30	31	

November 2025

S	M	T	W	Th	F	S
						1
2	3	4*	**5**	6	7	8
9	10	11	**12***	13	14	15
16	17	18	**19**	20	21	22
23	24	25	26	27	28	29
30						

December 2025

S	M	T	W	Th	F	S
	1	2	**3**	4	5	6
7	8	9	**10**	11	12	13
14	15	16	**17**	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	**7**	8	9	10
11	12	13	**14**	15	16	17
18	19	20	**21***	22	23*	24
25	26	27*	**28***	29*	30*	31

February 2026

S	M	T	W	Th	F	S
1	2*	3	**4**	5	6	7
8	9	10	**11**	12	13	14
15	16	17	**18**	19	20	21
22	23	24	**25**	26	27	28

March 2026

S	M	T	W	Th	F	S
1	2	3	**4**	5	6	7
8	9	10	**11**	12	13	14
15	16	17	**18**	19	20	21
22	23	24	**25**	26	27	28
29	30	31				

April 2026

S	M	T	W	Th	F	S
			1	2	3*	4
5	6	7	**8**	9	10*	11
12	13	14	15	16	17	18
19	20	21	**22**	23	24	25
26	27	28	**29**	30		

May 2026

S	M	T	W	Th	F	S
					1	2
3	4	5	**6**	7	8	9
10	11	12	**13**	14	15	16
17	18	19	**20***	21*	22	23
24	25	26	**27**	28	29	30
31						

June 2026

S	M	T	W	Th	F	S
	1	2	**3**	4	5	6
7	8	9*	**10***	11*	12	13
14	15	16	17*	18*	19	20
21	22*	23*	24*	25	26	27
28	29	30				

July 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Important Dates

Aug. 25-29	LEAP Days
Sept. 1	No school - Labor Day
Sept. 2	First Day of School (grades 1-12)
Sept. 2-4	Kindergarten Family Connections
Sept. 2-4	Half-Day Elementary Conferences
Sept. 5	First Day of School for Kindergarten**
Sept. 9	First Day of Preschool
Sept. 10	Wednesday early release schedule begins^
Sept. 18	First Day of SNAPS
Oct. 14-16	Preschool Conferences: No Preschool
Oct. 17	No school – LEAP Day
Nov. 4	Last Day 1st Quarter (Secondary)
Nov. 11	No school – Veterans Day
Nov. 12	Secondary Grades Due
Nov. 26	Half Day
Nov. 27-28	No school – Thanksgiving Vacation
Dec. 22-Jan. 2	Winter Break
Jan. 19	No school – MLK Jr. Day
Jan. 27-30	Preschool Conferences: No Preschool
Feb. 2	Secondary Grades Due
Feb. 12-13	No school – Mid-Winter Break
Feb. 16	No school – Presidents Day
March 13	No school – LEAP Day
April 3	Last Day 3rd Quarter (Secondary)
April 10	Secondary Grades Due
April 13-17	No school – Spring Break
May 20-21	Preschool Conferences: No Preschool
May 22	No school – LEAP Day
May 25	No school – Memorial Day
May 26	School Closure Make-up Day (If needed)
June 9	Last Day of SNAPS
June 10	Elementary Grades Due
June 11	Last Day of Preschool
June 17	Half-Day – Last Day of School
	Last Day 2nd Semester (Secondary)
	Secondary Grades Due

Key

No School | Half Day | First/ Last Day

* Check Important Dates Section

^Wednesday early release schedule:
90 min. early release - elementary students
105 min. early release - secondary students

LEAP=Learning Enhancement Academic Planning

Calendar is subject to change. School year may be extended due to inclement weather.

Signature
Page

Acknowledgment of Syllabus and Course Expectations

By signing below, you acknowledge that you have read, understood, and agree to the terms and expectations outlined in the course syllabus. This includes understanding the course objectives, grading policy, attendance and tardiness policies, and all other relevant information provided in the syllabus.

Student Name:_____

Student Signature:_____

Date:_____

Parent/Guardian Name:_____

Parent/Guardian Signature:_____

Date:_____