EMERSON K-12

HANDBOOK
2026-2027



LAKE WASHINGTON SCHOOL DISTRICT
NO. 414

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Mission and Vision Statements

Mission:

Emerson K-12 is a community of families working in collaboration with the Lake Washington School District to ensure that ***Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.***

Vision:

It is the Vision of Emerson K-12 to create a collaborative environment which maximizes parent involvement so that ***Every Student Future Ready*:**

***Prepared for College**

***Prepared for the Global Workplace**

***Prepared for Personal Success**

OVERVIEW

Emerson K-12 is a choice school within the Lake Washington School District designed to support families who want to actively partner in the education of their children.

As a **Parent Partnership Program**, Emerson K-12 provides a variety of academic and enrichment classes that complement and assist parents in educating their children. Classes are offered **two days per week**, and in partnership with certificated staff, a **Written Student Learning Plan (WSLP)** is developed for each student to ensure district and state standards are met.

Our program is **fully accredited** and offers a **Lake Washington School District high school diploma**.

Our History:

Emerson K-12 was founded in 1996 as *Family Learning Center (FLC)* by a small group of parents and district personnel who sought to provide district support for families homeschooling their children. In 2012, Family Learning Center became Emerson K-12.

Since its founding, the program has grown from operating in a single room at Gordon Hauck School with 20 students to serving approximately 75 full-time students at our current location. Emerson K-12 continues to evolve each year to meet the needs of students and families.

How We Operate:

Emerson K-12 operates under the **Alternative Learning Experience (ALE)** regulations outlined in Washington Administrative Code (WAC 392-550), which are regularly reviewed by the Office of the Superintendent of Public Instruction (OSPI).

As one of several choice schools in the district, Emerson aligns with the district vision:

Every Student Future Ready: Prepared for College, Prepared for the Global Workplace, Prepared for Personal Success

Students at Emerson are held to the same academic standards as their peers in other district schools, with a continued focus on meeting district and state requirements in a flexible, non-traditional setting.

Academic & Enrichment Opportunities:

We serve **Kindergarten through 12th grade** students through a variety of core academic and enrichment classes.

In addition to coursework at Emerson K-12, students may also participate in **Running Start** (earning college credit while completing high school), **WaNIC (Washington Network for Innovative Careers),** classes and activities at their neighborhood school when schedules align & seats are available.

A Vibrant Learning Community:

On any given day, you will find parents, students, siblings, and staff engaged in a wide range of learning activities. Our multi-age environment fosters collaboration, mentorship, and meaningful educational experiences.

Emerson K-12 remains a vibrant, active, and engaging place to learn — where families and educators work together to support student success.

Enrollment Information

Enrollment Timelines:

- Start of the school year (September)*
- Start of 2nd quarter (November)*
- Start of 2nd semester (January)*

**subject to change*

Lottery & Wait-list:

- If a specific grade-band receives more applications than space available during an enrollment window, a lottery/waitlist system is used to place students.
- If there are both in-district and out-of-district applicants, LWSD resident students will have priority enrollment/waitlist placement.
- Once in-district applicants are placed, any vacancies will be offered to out-of-district students based on lottery/waitlist numbers.

Out-of-District Students:

- Out-of-district students may be accepted on a space available basis.
- Inter-district transfer agreements (variances) will be approved on an annual basis and not guaranteed year-to-year.
- LWSD resident students will have priority enrollment.

Sibling Preference:

- In recognition of the level of parent involvement in a Parent Partnership Program (see Alternative Learning Experience WAC 392-550), Emerson K-12 will allow for sibling preference for students concurrently enrolled with a previously admitted sibling.

Enrollment Priorities:

- In-District Sibling
- In-District
- Out-of-District Sibling
- Out of District

ACADEMIC POLICIES

Classroom Cell Phone & Personal Technology Policy:

At Emerson K–12, we are committed to creating an environment where students can focus on learning and be fully engaged with their teachers and classmates. Reducing access to cell phones and other connected devices during the school day helps support learning, attention, and meaningful face-to-face interaction.

School Day Expectations:

⇒ **Phones will be stored securely for the entire school day:**

- **Elementary:** Students check phones into a secure box in the main office when they arrive.
- **Middle & High School:** Students check phones into a secure box in Room 151 when they arrive.
- Students will retrieve their phones from the same location at the end of the school day.

⇒ **Smartwatches and messaging devices:**

- Smartwatches must be placed in **airplane mode** so they cannot receive messages during the school day, or they may be checked into the appropriate secure storage.
- Other personal devices—including earbuds, headphones, tablets, handheld gaming devices, and similar technology—should remain stored during the school day and may not be used during class unless specifically permitted.

Staying in Touch During the School Day:

Students who need to contact a parent or guardian should use the **school office phone**. Families are asked not to contact students by phone or text during the school day. If there is an emergency, please contact the Emerson K–12 Main Office at **425-936-2311**. Staff will help facilitate communication with your student.

Medical & Educational Exceptions:

Students with a documented medical need to use a phone—for example, to monitor blood sugar—may do so as required by their medical plan.

Students with an IEP or 504 plan that includes music as an accommodation during independent work may use an MP3 player or an approved, school-appropriate online music service in accordance with their plan.

Recording & Privacy:

Unauthorized recording of teachers, staff, classes, or other students is prohibited un-

der district policy. This includes recording people in classrooms, hallways, the commons, restrooms, or other school settings without permission.

What Happens When the Policy Isn't Followed?

Our first priority is to **teach and support students** in meeting these expectations.

- **First concerns:** Staff will remind and reteach the expectation. Families may be contacted if concerns continue or device use is affecting learning.
- **Repeated concerns:** The student may be referred to the Emerson K–12 administrative team. An administrator will address the concern with the student and communicate with the family as appropriate.

Additional responses may be used when appropriate and consistent with district policy.

Thank You for Your Partnership:

We appreciate families partnering with us to create a school environment where students can **learn, connect, and be present**. Keeping phones and personal technology out of the school day allows students to give their attention to the people and learning around them.

ACADEMIC POLICIES

Classroom Discipline and Management:

All teachers have a basic classroom management plan for their classroom. This typically includes such things as: behavioral expectations, signals for starting and ending activities, procedures to leave class during class time. For more information, please see *LWSD Student Rights and Responsibilities*.

Course Fees:

As a public school, enrollment at Emerson K-12 is free. Some classes, however, require course fees for supplies and materials that are beyond what the school would typically provide for classrooms. Please review the course catalog for costs associated with your student's classes. Be prepared to pay fees during the first week of classes. Scholarships are available for families in financial need.

Homework:

Teacher expectations regarding homework will be included in the course catalog and course syllabi. These should be considered when registering for classes; teachers expect homework to be completed as it is important part of course content.

Reporting of Student Progress:

The regular and ongoing reporting of student progress is required for **all** Emerson K-12 students. The following is a schedule of the reporting of progress to parents:

Grade Level	Format	When	Required By
K-12	Written Student Learning Plan	Prior to attending classes	WAC 392-550
K-12	Progress Report	Monthly	WAC 392-550
K-12	Report Cards	January, June	LWSD #414

In addition, all students should receive ongoing reports of progress from the teachers. Teachers continually monitor student progress and report to parents. If this is not happening in your student's classes, please notify the Principal. Communication between teachers and parents is critical at Emerson K-12 .

Student progress can and should be monitored regularly by parents by accessing Gradebook via Skyward Family Access.

ACADEMIC POLICIES

State and District Assessment Requirements:

Emerson K-12 students are expected to participate in district and state assessments each year, which are required by law. These assessments provide critical information to help us design educational programs and advise parents of progress/growth and areas of challenge. While some parents may have philosophical reasons for not wanting their students to participate, Emerson K-12 is a LWSD public school and as such is required to include all students in these ongoing assessments. Parents have the option to opt their student out of state assessments. The *State Assessment Parent Refusal Documentation* form is available at the office and needs to be signed prior to testing day.

At this time the following assessments are given to students:

Grade Level	What	When	Required By
K	WaKIDS*	Fall	Washington State
K—8th	FastBridge Screener	Fall, Winter & Spring	LWSD #414
3rd—8th, 10th & 11th	SBA** — Math, Literacy	Spring	Washington State
5th , 8th & 11th	WCAS*** — Science	Spring	Washington State

Visit Office of Superintendent of Public Instruction (OSPI) for more assessment information.

*Washington Kindergarten Inventory of Developing Skills

**Smarter Balanced Assessment

***Washington Comprehensive Assessment of Science

Written Student Learning Plans:

A Written Student Learning Plan (WSLP) is required for all students attending Emerson K-12. The WSLP provides accountability for student learning at school and at home. This includes weekly contact with a certificated teacher and monthly progress reports. These plans will be developed by the teacher with parent input following the guidelines that are set in Washington Administrative Code (WAC) 392-550. The WAC requires WSLP meetings each calendar month.

WSLP includes:

- Descriptions of coursework, materials & curriculum.
- Course goals & objectives tied to state standards.
- Timelines & evaluation methods.

WSLP Compliance:

- WSLP aligns with district & state standards and must be completed/ approved prior to class attendance.
- Parents must participate in monthly progress reviews with their student's WSLP advisor by completing **Monthly Progress Reports (MPR)**.
    - ⇒ MPR's are due by the 25th of each month.
    - ⇒ Parents have a few options to participate in progress reports:
        - Synchronous (live) meeting via phone, virtual, etc.
        - Email WSLP advisor (asynchronous)
    - ⇒ Parents need to provide progress details (see sample on next page) for both classes at Emerson K-12 and outside of Emerson K-12.
- Students must regularly attend and participate in class activities and assignments.

Failure to comply with any/all of the above requirements in a timely manner may result in students being withdrawn from Emerson K-12. Once a student is withdrawn for lack of compliance, they may forfeit any ability to return/reenroll.

EMERSON K-12
MONTHLY PROGRESS REPORT
SAMPLE

NAME: Mickey Mouse MONTH/YEAR: October 20XX

MATH	Topic/Skills Learned	Assessment/Activity to Demonstrate Knowledge
	Algebra: Mickey learned the different families of functions: quadratics, linear, absolute value, exponential.	Mickey scored 100% on online units and +16/18 on end of the unit test.

SCIENCE	Topic/Skills Learned	Assessment/Activity to Demonstrate Knowledge
	Physical Science: Mickey has been studying the Chemistry of Life.	Mickey earned an A score on Lab and B+ on Chapter 2 test.

SOCIAL STUDIES	Topic/Skills Learned	Assessment/Activity to Demonstrate Knowledge
	Working on a unit on Ancient Rome, chapters 32-37.	Currently has a B+ in class, no work missing

LANGUAGE ARTS	Topic/Skills Learned	Assessment/Activity to Demonstrate Knowledge
	Working on vocabulary through Greek and Latin roots, Grammar study working on commas, and reading a unit on nonfiction with writing samples every week.	Currently has a B- with a missing vocabulary quiz.

PHYSICAL EDUCATION	Topic/Skills Learned	Assessment/Activity to Demonstrate Knowledge
	Mickey is jogging three times a week and working to increase the number of pushups and sit ups he can do.	He has increased the number of sit ups by 10 and the number of pushups by 3.

FINE ARTS	Topic/Skills Learned	Assessment/Activity to Demonstrate Knowledge
	Ceramics: Mickey is working on a pumpkin project using additive and subtractive techniques. Mickey is working on slip and scoring.	Mickey's pumpkin is finished demonstrating additive, subtractive, slipping and scoring techniques.

ELECTIVES	Topic/Skills Learned	Assessment/Activity to Demonstrate Knowledge
	Click here to enter text.	Click here to enter text.

ACTIVITIES

All School Functions and Activities:

- **Learning Fairs**: These are held so students can highlight their academic achievements.
- **Leadership/ASB**: The Associated Student Body is a student organization that represents the student body. It plans fundraising, community service and extra curricular activities for the student body of Emerson K-12.

Activities at Your Neighborhood School:

Students may also have access to activities at their neighborhood school. Talk to your neighborhood school about available opportunities.

- **Elementary**: These may include PE, music and after school activities sponsored by the school PSTA.
- **Middle School/High School:** This may include sports.

ATTENDANCE POLICY

Attendance/Absence:

All state laws and LWSD policies regarding student attendance apply to Emerson K-12. Regular on-time attendance is critical to student success. Students who frequently miss classes do not do as well academically or socially at Emerson K-12. Students who are frequently late to class also miss valuable instruction and disrupt the learning of others because teachers have to spend time "catching up" kids who are late, interrupting the flow of instruction and classroom activities. While we understand that occasional absences and tardiness may be unavoidable, please be conscientious of the impact attendance has on the learning environment in our classrooms.

Students with frequent absences will be referred to LWSD attendance specialists and may be required to attend truancy workshops and hearings with King County Juvenile Court. Students with chronic absences may be withdrawn from Emerson K-12.

Absence Reporting:

If your student will be absent or late for any reason, please report these absences in any of the following ways:

- Submit absence via Skyward-Qmlativ.
- Send a message via ParentSquare to office staff (not just your student's teachers).
- Call (425) 936-2311
- Email office staff

Absences can be reported 24 hours a day, 7 days a week.

Responsibility for Attendance:

- Students and parents/legal guardians are responsible for school attendance.
- The parent or legal guardian of any student who is absent from class is requested to leave a message with the school office at 425-936-2311 **within 48 hours to verify or excuse any absence**. If the parent/legal guardian is aware of an impending absence, please fill out a Pre-Arranged Absence Form and return to the office prior to your student's absence.
- Parents may not excuse absences for students who are in the building and supposed to be in class.
- Please see course syllabi regarding late work/make up policies.

COMMUNITY EXPECTATIONS

Emerson K-12 is an active community with staff, students, parents and younger siblings all interacting in a limited space. In general, consideration and respect for others in terms of noise level, behavior, etiquette, and food consumption, cover most situations. The following rules and guidelines will assist you.

Campus Supervision:

- Kindergarten-5th grade parents/guardians are required to be on-campus at all times supervising their children when not contiguously enrolled in classes.
- 6-12th grade parents/guardians are not required to be on campus, however, are encouraged to be on-campus weekly to ensure frequent communication with teachers and staff. Parents/guardians of secondary (6-12) students may be required to be onsite if their student has ongoing behavior concerns. 6-12th graders with a break in their schedule must remain in our commons (or supervised by their parent/guardian)

Common Spaces:

We have many common areas at Emerson K-12 and as such they are a ***Community Responsibility***. Please keep this in mind when using any of these areas and be mindful of others by cleaning up after each use and taking your personal belongings with you.

- Lockers to store family belongings are assigned on a first-come first serve basis. Please see the office if you wish to be assigned a locker.
- Lost and Found is kept in the Commons. Clothing items and books will be held in the commons for two weeks then the items will be donated to charity. Valuables (watches, jewelry, cell phones, etc.) will be held in the office.

Communication:

- The principal is available to help with any issues or concerns you may have.
- Please keep conversations in the halls to business matters. If you have concerns related to individual parents, students or staff members, please discuss it directly with that person or the principal and not with a third party.

Community Expectations

Dress Code:

Students are reminded that their appearance significantly affects the way others respond to them. Matters of dress remain the primary concern of students in consultation with their parents. Student dress shall not be regulated except when there is a reasonable expectation that:

- A health or safety hazard shall be presented by the student's dress or appearance,
- Damage to school property shall result from the student's dress, or
- The student's dress or appearance shall create material and substantial disruption of the educational process at the school.
  In terms of this policy, disruption includes, but is not necessarily limited to:
  - Student rioting, destruction of property, or
  - Widespread shouting, or boisterous conduct, or
  - Substantial student participation in a school boycott, sit-in, stand-in, walk-out, or
  - Other related forms of activity.

Drop Off/Pick Up:

For student safety, please drop off/pick up students **no more** than 10 minutes before and after classes. We do not have staffing to monitor students arriving too early and/or leaving late.

- Elementary students (grades K-5) **cannot** be dropped off early or picked up late unless supervised by a parent/guardian.
- 6-12th grade students can come early or stay late (up to one hour) IF siblings are enrolled in classes starting earlier or ending later. Students will be asked to remain in our commons during this time.

Nuisance items:

- NO SKATES, SKATEBOARDS, OR SCOOTERS ON CAMPUS. LWSD DOES NOT ALLOW THESE ON CAMPUS.

Phone calls:

Office phones are available for students to use if needed. Calls need to be kept short.

Teacher class time:

Teachers should not be interrupted during class time. If you need to see a teacher, please schedule an appointment outside of class time. If it is a family emergency, please see the office staff.

HEALTH

Health Services:

Lake Washington School District is committed to the health and wellness of our students. Please visit Health Services for details on the following:

- *Air Quality*—preparing for poor air quality due to wildfire smoke
- *Allergies*—what to do if your student has severe allergies
- *Headlice*—procedures and guidance
- *Health Resources*—information about support and assistance in the district, community and on the web
- *Immunizations*—vaccinations required by Washington state law for school attendance
- *Life-Threatening Health Conditions*—what to do when your child has a serious illness or medical concerns that may affect your child at school
- *Medication at School*—procedures and appropriate use of prescription and non-prescription medicine
- *Student Health Forms*—documents that provide information about medical conditions and care
- *Tips for Staying Well*—ways to help prevent illness and keep students healthy
- *Too Sick for School*—when to keep your sick child home from school
- *Vision and Hearing Screening*—these will be conducted for students in grades K-5 and 7 during the first half of the school year

Medical Emergencies/Injury Incidence:

If you or one of your children is injured on the Emerson K-12 campus please notify the office immediately. If the injury is life threatening, please call 911 and then notify the office.

LIBRARY

The Emerson K-12 Library has a variety of instructional resources to assist in student homework or instruction at home as well as many library books for students to enjoy.

We encourage and support lifelong learning and literacy by maintaining an up-to-date, diverse collection of materials in a variety of formats:

- teaching reading and research information skills which result in self-reliant and critical users of information
- promoting a love of reading supporting curriculum with instructional resources.

Library Expectations:

- All ages of students may be in the library at the same time. Older students are expected to respect the needs of younger students and keep language and behavior appropriate for their younger peers.
- Food, beverage and chewing gum are not allowed in the library.
- The library is a quiet place for students and parents to work and study. Please respect them by keeping your voice to a whisper when visiting the library.

Materials Check-Out:

Students and parents/guardians are able to checkout items from the Emerson K-12 library. As with any library, you will be responsible for the return of any items including textbooks you have checked out. Failure to return materials may result in fines.

- Library Materials = 2 week checkout
- Textbook Materials = semester or entire school year checkout

Search Catalog:

You can search our library for books online by visiting Destiny,

1) Under ***Choice Schools***, select ***Emerson K-12***.
2) Click the ***Catalog*** tab at the top of the page.
3) Typing what you are searching for.
4) Press enter to see if our library has it and if it is currently available.

LUNCH

Available Daily:

Lunch is available Monday, Tuesday, Thursday and Friday to all students at Emerson K-12 for purchase in the Emerson High School Commons from 11:35-12:00. Menus and prices are posted around campus, Breakfast & Lunch Menus and Nutrislice.

Paying for Lunch:

Families can choose to pay for lunches by:

- Cash or check made payable to LWSD, give to office staff.
- Online using myschoolbucks.com.

Customer Service Contact:
Nutrition Service Office – (425) 936-1393
Email – NutritionServ@lwsd.org

Free or Reduced Lunch:

Depending on your family income and size, your student may qualify for free or reduced-price meals. Please visit Breakfast & Lunch Menus for more information.

Parent Responsibilities

1) Parents must participate in the development & monthly maintenance of a Written Student Learning Plan (WSLP) for each student attending. The plan will include a description of the specific learning goals and performance objectives and be tied to district overall goals and objectives for student academic achievement.
2) The parent/guardian serves as one of the student's teachers and is required to provide instruction in all subjects addressed in the WSLP, supervise all learning activities and support instruction designated to take place in the Emerson K-12 classroom. The WSLP will be reviewed once a month by the WSLP advisor and progress reported to the parent. Please note: *WSLP's for part-time students only include Emerson K-12 classes*.
3) Parents will document at least **28 hours** of learning activities per regular five-day school week for each full-time student. These hours may consist of those hours of instruction that are provided by Emerson K-12 staff, those that are supervised by the parent/guardian and designated in the learning plan, and those that are spent participating in state and/or district assessments.
4) Students will meet with certificated staff in the context of classes each week.
5) Parents will complete and submit a ***Monthly Progress Report*** every month that includes work samples and documentation of all learning activities.
6) All students will participate in state and district assessments, including WaKIDS, FastBridge, Smarter Balanced Assessment (SBA), and Washington Comprehensive Assessment of Science (WCAS).
7) Parents of students in grades K-5 are required to be on site when their students are not contiguously enrolled in classes.
8) Parents must sign a ***Participation Agreement*** annually agreeing to the requirements of the program upon enrollment to Emerson K-12.
9) Parents must read a ***Statement of Understanding*** annually in order to understand the differences between Home-Based Instruction (homeschooling) and the Alternate Learning Experience (ALE) program at Emerson K-12
10) Parents must complete the LWSD Volunteer Application in order to be allowed to volunteer in Emerson K-12 classrooms and/or attend field trips.

Failure to comply with the responsibilities described above may result withdrawal from Emerson K-12.

Registration Policies

Drop/Add classes:

- Parents/students may drop classes after meeting with their WSLP Advisor.
- Parents/students may add classes at the beginning of a semester after meeting with their WSLP Advisor.
- All students must be enrolled in at least one class with a certificated teacher.

Schedule changes:

Schedule changes impact all classes. Once schedules have been developed, parents/students will have up to two weeks after the beginning of each semester to make changes. Once 2 weeks of the semester has passed, any changes need to be approved by **all** of the following:

- Teacher of class being dropped
- Teacher of class being added
- WSLP Advisor
- Principal

Full-time/Part-time status:

Maintaining the relationship of a partnership is an integral part of the Emerson K-12 philosophy. Our focus is to establish a true educational partnership with families, therefore, students will be held to the following status requirements.

Part-time students: *(1-3 classes)*

- Any grade: 2-6 hours in class per week, no home hours monitored
- Any grade: Declaration of Intent to Homeschool needs to be filed with the district.

Full-time students: *(3 or more classes)*

- Any grade: 28 total hours per week monitored (6-12 hours in class & 16-22 hours at home)

Registration Policies

High School Credit:

There are several ways to earn high school credit for coursework outside of Emerson K-12 classes:

1) Equivalency study at home:

- The LWSD *Request for Credit for Equivalency Course of Study (Appendix B)* form must be completed as part of the student's learning plan **before** the student begins the learning experience.
    - All curriculum must be district approved, IMC List
    - Coursework must meet state standards, OSPI Learning Standards & Instructional Materials
    - **0.5 credit** is awarded based on **75** hours of instruction.
    - **1.0 credit** is awarded based on **150** hours of instruction.
    - Provide work samples.
    - Receive "P" (passing) for classes administered by parent, tutor, coach or other skilled teacher.
    - Receive "P" (passing) for coursework added to official transcript for credit.
- The Equivalency Course of Study must align with district standards and provide a viable assessment. After completion, credit determination will be made by the principal and WSLP Advisor.

2) Out of District Credit:

- If you are thinking about taking a class for credit in a non-district school (e.g. ASU, BYU, APEX) and applying that credit for graduation, check with the school counselor. The counselor must approve the course before enrolling in order for it to be applied towards graduation requirements.
- The LWSD *Request for Acceptance of Out of District (OOD) Credit (Appendix C)* form must be completed as part of the student's learning plan **before** the student begins the learning experience.
- Coursework can be added to official transcript as transfer credit.
- Please visit *District policy for out of district credit (Appendix C)*.
- Receive a "P" (passing) for out of district credit.

3) Homeschool Credit:

- Parents/students have choice of curriculum.
- Parents need to create a homeschool transcript.
- Homeschool credit can be added to official transcript as transfer credit.
- Receive "P" (passing) for classes.

4) State Assessment:

- Earn specified scores on SBA ELA and/or SBA Math.

For more information regarding earning high school credit, please visit the district High School Guide. If interested in earning credit at home, speak with your student's written learning plan advisor first. Please connect with the school counselor with any additional questions you may have.

SAFETY

Check in with Office:

In efforts to be sure all persons are accounted for during an emergency, we ask that all Emerson K-12 students, parents, toddlers, family, etc. sign in with the office. If you do not already have a school badge, please use one provided by the office. This tells staff you have checked in and are okay to be on campus.

When leaving campus, please stop by the office to sign out. Do not sign out before you actually are walking out the door – emergencies can happen at any time and we need to be sure our information is as accurate as possible.

Community Resource Officers:

You can learn more about the duties and expectations of the Community Resource Officers, District and Law Enforcement here: Community Resource Officers - Lake Washington School District (lwsd.org)

Discipline / Parents On Site:

Parents/Guardians do not need to be on site if students are contiguously in classes, but a phone number where a parent/guardian can be reached must be on file in the office. A parent/guardian may be required to be with students with ongoing behavior concerns.

Entry Control System:

The safety and security of students and staff is a top priority of our school and district. The Entry Control System allows us to keep all exterior doors locked and requires all visitors to use a video call system to request access.

Here's what to expect:

- All exterior doors will be locked.
- Visitors will need to use the entry control system to request permission to enter the building.
- Visitors will be asked their name and the purpose of their visit.
- Visitors must then proceed to the office to show picture identification and sign in.

Please allow for extra time if you need to pick your student(s) up early due to a medical appointment, or if you plan to volunteer in the classroom.

SAFETY

Off-Campus:

High School students will be allowed to leave campus during their lunch break if a permission form is signed by a parent/guardian. Off-campus permission forms can be requested from the office. An off-campus pass is a PRIVILEDGE for 9-12th graders and may be revoked for due cause at the discretion of the principal. Students assume responsibilities for their conduct while off campus. Students will need to sign out when leaving campus for lunch and sign in when returning to campus.

Parent to Parent:

Since no supervisory staff is assigned to the hallways, commons, and outdoor area of Emerson K-12, parents may occasionally be in the position of redirecting the behavior of children who are not their own. Whenever possible, find the child's parent or an Emerson K-12 staff member to address the situation. If the situation is unsafe or serious infraction of school rules, immediately contact the principal or office staff.

Safety Drills:

Emerson K-12 participates in mandatory monthly safety drills to help ensure best practices are followed in case of an actual emergency. These include fire drills, lockdown drills, earthquake drills, and shelter-in-place drills. Participation is mandatory for anyone who is on campus during a drill. If you are on campus during a drill/alarm, please follow directions of school staff. For more information, visit School Safety - Lake Washington School District (lwsd.org)

Security Cameras:

Security cameras have been installed in public areas around the Emerson campus. LWSD supports the use of security cameras throughout the school district in maintaining school safety and security for students and staff while at the same time providing parents and visitors access to district buildings. The goals are to promote and foster safe and secure schools and diminish the potential loss/destruction of personal and district property.

SAFETY

Service Animals:

The Lake Washington School District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" as required by federal laws and Washington State's law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses, and at school activities. Please visit Service Animals - Lake Washington School District (lwsd.org) for more information.

In order to manage the risks associated with the presence of dogs on district property, the following restrictions applies to dogs on school grounds and in buildings:

- No dogs or other animals are allowed on district property between 7am and 4pm on any school day, except for bona fide service dogs (does not include pets or emotional support animals).
- At all other times dogs must be leashed and controlled by owners. Owner must clean up after their dogs and remove waste from district premises.

Transportation and Parking Safety:

Please be mindful of those around you when dropping off/picking up your student for the day. The lower parking lot is closed to families for drop-off and pick-up during construction.

- **PLEASE DO:**
    - drop students off in the parking area in the upper parking lot. You may park your car in the designated parking areas.
    - use caution, slow speed and watch for small children. The parking lots can be a busy place at times.
    - Obey directional signs & consider parking rather than queuing with parents of other schools. Tuesdays/Friday are the most busy at pick/up with the overlap of afternoon release of both Emerson K-12 and Northstar students.
- **PLEASE DO NOT:**
    - use the parking lot as a gathering place.
    - park/wait in the fire lane.
    - park in the handicap parking spaces unless you have an approved state handicap parking placard or license plate.

STUDENT SUPPLIES

Please refer to the list below to purchase the appropriate supplies for your student. Students will be expected to have basic supplies (listed below) when they come to class each day. Community supplies will be kept in the office and distributed as needed by teachers. Please monitor your students supplies regularly and replenish as needed. These supplies are needed for students taking academic courses but good idea to have on hand at all times. Scholarships are available for families in financial need.

Kindergarten-1st grade: Please bring supplies to your WaKids meeting or on the first day of class.

To go back and forth from home/school:

- Backpack (big enough for carrying a full size 9"x12" folder)
- Reusable water bottle

For use at home:

- Wired headphones (for online curriculum)
- Triangle-grip pencils (Ticonderoga or Yoobi)

2nd-5th grade: supplies need to be available at all times

- Backpack
- Two No. 2 Dixon Ticonderoga pencils
- Wired headphones (keep in backpack)

6th-8th grade: teachers may request additional supplies

- 12" ruler (standard & metric)
- Highlighters
- Scientific calculator (Math 6+ & Math 7+)
- Graphing calculator (Algebra 1 & Geometry)
- Drawing compass (Geometry only)
- Lined paper
- Pencils/pens
- Lined paper composition books (one each for history, english)

Note: We will be supplying every 6-8th grade student with a 3-ring binder, divider tabs, and planner sheets at the start of the year.

9th-12th grade: teachers may request additional supplies

- 12" ruler (standard & metric)
- Highlighters
- Graphing calculator (all math levels)
- Drawing compass (Geometry only)
- Lined paper
- 3-ring binder or folder system of choice for storing papers
- Planner of choice
- Pencils/pens
- Lined compositions books (one each for history and english)

Optional/Appreciated Community Supplies (all grade levels): these donations can be dropped off at the office

- **Colored** copy paper
- Glue sticks
- No. 2 Dixon Ticonderoga pencils
- Box of tissues
- Post-It notes
- Wipes
- Sharpies (fine & ultra fine point, any color)
- Ream of white copy paper

TECHNOLOGY

Acceptable Use Policy:

Access to the networks, internet and the information technology environment within LWSD network is a privilege and must be treated as such by all users of the network. Please review the *LWSD Acceptable Use Policy (AUP).*

Mobile Access for Students (MAS):

Student laptops are available for 6th-12th grade students to check out for schoolwork at home and in class. This is optional. Students that choose to check out a school laptop need to be sure to charge it every night and bring it to school every day ready to use in class. The laptop issued to a student will be his/her laptop to use for the school year. Your student is responsible for that specific laptop and must turn it in at the end of the school year. A copy of the *laptop handbook* is available: please review it with your student.

To tell them apart, a non-permanent sticker will be placed on the device. These computers need to last several years and your student may not get the exact same device every year. As a result, stickers that cannot be easily removed are not allowed.

Printers:

The school has both a color and black & white printer for student and parent use. Printing is for completing homework assignments. The color printer may be used, with permission, for final drafts and special projects.

Saving Work:

Students must save work to district provided OneDrive or personal USB flash drive.

Student E-mail:

4th-12th grade students are given a unique email account. The web-based email is in Microsoft Outlook and runs off of a district server. Intended for educational communication, the email is an excellent tool for sending work between school and home.

You can access student email a couple of ways:

1) Outlook via your internet browser
2) LWSD website

TECHNOLOGY

Student User Names and Passwords:

The computers at Emerson K-12 are for the use of all students, staff and parents to further their educational pursuits. To ensure individual student responsibility and protection of student work, each student is given a unique student username and password at the beginning of each year. Students may reset their password once logged on the first time while using a district computer. As each student's password is unique, it is important parents ask and know their student's username and password.

Staff and students that wish to be able to recover their own password from any internet connected device needs to first register a secondary authentication method with their account. You must pre-register to use the service. To do this, please visit Password Registration and Recovery for instructions. Registration requires a working password to complete.

Volunteer Information

We would like to thank you for your interest in volunteering at Emerson K-12. As a volunteer, you are entering into a partnership that will have a direct, positive impact on our student's social and academic successes. At Emerson K-12, we have many students, parents, siblings and staff members. When we bring this many people together working in one building, it is essential that we all have a common understanding of how we can work together on behalf of student success. To work best together volunteers agree to:

- Meet the legal requirement of completing, and having approved, the Lake Washington District Volunteer Application, disclosure form, and Washington State Patrol background form prior to volunteering with Emerson K-12.
- Reading and understanding concepts shared in the *Lake Washington School District Volunteer Handbook.*
- Respect the privacy of school staff members and students learning by not discussing school matters away from the classroom.
- Keep all student information confidential. Disclosing this information is a violation of the Family Educational Rights and Privacy act of 1974 (FERPA).
- Avoid being alone with students. If working one-to-one with a student, always do so in a public area (e.g. a hallway, classroom, commons, or the library).
- Ensure that when working with students, appropriate physical contact should be brief, should not linger, and should not differ from student to student.
- Check in at the office, sign in, and wear a volunteer visitor badge upon each volunteer visit.
- Call the school if you cannot make your scheduled volunteer time so the teachers and students will know you will not be there.
- Avoid bringing younger siblings along during a volunteer session.
- Use only equipment you have been trained to use and report all malfunctions to the office staff.
- Give staff members the "right of way" on copiers and school equipment.
- Always leave an area cleaner than you found it.

Once again, your volunteer work is an essential element to the success of our students. On behalf of all students and staff, **"Thank You!"**

Visit Volunteering in LWSD - Lake Washington School District for more information and to apply online.

WAC 392-550

Chapter 392-550 WAC
ALTERNATIVE LEARNING EXPERIENCE REQUIREMENTS

Last Update: 7/15/22

WAC

392-550-005 Purpose.
392-550-010 Authority.
392-550-020 Definitions.
392-550-025 Alternative learning experience requirements.
392-550-030 Program requirements.
392-550-035 Full-day kindergarten requirements.
392-550-040 Truancy.
392-550-045 Required school district or charter school board policies for alternative learning experiences.
392-550-050 Assessment requirements.
392-550-055 Enrollment reporting procedures.
392-550-060 Reporting requirements.
392-550-065 Documentation and record retention requirements.

WAC 392-550-005 Purpose. (1) The purposes of this chapter are the following:

(a) To ensure that students enrolled in an alternative learning experience offered by a school district or public charter school have available to them educational opportunities designed to meet their individual needs; and

(b) To provide general program requirements for alternative learning experiences offered by or through school districts and charter schools.

(2) This chapter applies solely to school districts and charter schools claiming state funding pursuant to WAC 392-121-107 for an alternative learning experience. It is not intended to apply to alternative learning experiences funded exclusively with federal or local resources. This chapter does not apply to alternative learning experiences offered by charter schools pursuant to charter contract terms governing the operation of alternative learning experience in the school.

[Statutory Authority: Chapter 28A.232 RCW and RCW 28A.232.030. WSR 20-15-062, § 392-550-005, filed 7/10/20, effective 8/10/20.]

WAC 392-550-010 Authority. The authority for this chapter is RCW 28A.232.010, 28A.150.315, 28A.150.290, and 28A.710.220.

[Statutory Authority: Chapter 28A.232 RCW and RCW 28A.232.030. WSR 20-15-062, § 392-550-010, filed 7/10/20, effective 8/10/20.]

WAC 392-550-020 Definitions. For the purposes of this chapter the following definitions apply:

(1)(a) "Alternative learning experience" means a course, or for grades kindergarten through eight, grade-level course work, that is a delivery method for the program of basic education and is:

(i) Provided in whole or in part independently from a regular classroom setting or schedule, but may include some components of direct instruction;

(ii) Supervised, monitored, assessed, evaluated, and documented by a certificated teacher employed by the school district or charter school, or under contract as permitted by applicable rules; and

(iii) Provided in accordance with a written student learning plan that is implemented pursuant to the school district's or charter school's policy and this chapter.

(b) The categories of alternative learning experience courses are:

(i) "Online course" means an alternative learning experience course that has the same meaning as provided in RCW 28A.250.010.

(ii) "Remote course" means an alternative learning experience course or course work that is not an online course where the written student learning plan for the course does not include a requirement for in-person instructional contact time.

(iii) "Site-based course" means an alternative learning experience course or course work that is not an online course where the written student learning plan for the course includes a requirement for in-person instructional contact time.

(2) "Alternative learning experience program" is a school or a program within a school that offers alternative learning experience courses or course work.

(3) "Certificated teacher" means an employee of a school district or charter school, of a school district contractor pursuant to WAC 392-121-188, or a charter school contractor pursuant to WAC 392-121-1885, who is assigned and endorsed according to the provisions of chapter 181-82 WAC.

(4) "Direct personal contact" means a one-to-one meeting between a certificated teacher and the student, or, where appropriate, between the certificated teacher, the student, and the student's parent. Direct personal contact can be accomplished in person or through the use of telephone, email, instant messaging, interactive video communication, or other means of digital communication.

(5) "Full-day kindergarten" means a program that is eligible for state-funded full-day kindergarten, as provided for in RCW 28A.150.315 in which any student's alternative learning experience enrollment is claimed as greater than 0.50 full-time equivalent.

(6) "In-person instructional contact" means face-to-face contact between a certificated teacher and the student in a classroom environment. In-person instructional contact may be accomplished in a group setting between the teacher and multiple students.

(7) "Intervention plan" means a plan designed to improve the progress of students determined to be not making satisfactory progress.

(8) "Parent" has the same definition as "parent" in WAC 392-172A-01125.

(9) "Satisfactory progress" means a determination made in accordance with WAC 392-550-025 that a student's progress toward achieving the specific learning goals and performance objectives specified in the written student learning plan is satisfactory.

(10) "School week" means any seven-day calendar period starting with Sunday and continuing through Saturday that includes at least three days when a district's schools are in session or when a charter school is in session.

(11) "School-based support staff" means an employee of a school district or a charter school, of a school district contractor pursuant to WAC 392-121-188, or a charter school contractor pursuant to WAC 392-121-1885, who is supporting a student in an online course. The school-based support staff may or may not hold a teaching certificate.

(12) "Substantially similar experiences and services" means that for each purchased or contracted instructional or cocurricular course, lesson, trip, or other experience, service, or activity identified on an alternative learning experience written student learning plan, there is an identical or similar experience, service, or activity made

available to students enrolled in the district's regular instructional program:

(a) At a similar grade level;

(b) At a similar level of frequency, intensity, and duration including, but not limited to, consideration of individual versus group instruction;

(c) At a similar level of cost to the student with regard to any related club, group, or association memberships; admission, enrollment, registration, rental or other participation fees; or any other expense associated with the experience or service;

(d) In accordance with district adopted or charter school adopted content standards or state defined grade level standards; and

(e) That is supervised, monitored, assessed, evaluated, and documented by a certificated teacher.

(13) "Synchronous digital instructional contact" means real-time communication between a certificated teacher and the student using interactive online, voice, or video communication technology.

(14) "Total weekly time" means the estimated average hours per school week the student will engage in learning activities to meet the requirements of the written student learning plan.

(15) "Valid justification" means any reason as determined by the school district or charter school board policy for which a student may miss the contact requirements of WAC 392-550-025 for the purpose of truancy pursuant to WAC 392-550-040.

(16) "WaKIDS" means the Washington kindergarten inventory of developing skills assessment provided under RCW 28A.655.080.

(17) "Written student learning plan" means a written plan for learning that includes the elements outlined in WAC 392-550-025.

[Statutory Authority: Chapter 28A.232 RCW and RCW 28A.232.030. WSR 20-15-062, § 392-550-020, filed 7/10/20, effective 8/10/20.]

WAC 392-550-025 Alternative learning experience requirements. (1) **Written student learning plan.**

(a) Each student participating in an alternative learning experience must have a written student learning plan developed and approved by a certificated teacher that is designed to meet the student's individual educational needs.

(b) A certificated teacher must have responsibility and accountability for each course specified in the plan, including supervision and monitoring, and evaluation and documentation of the student's progress.

(c) The written student learning plan may be developed with assistance from the student, the student's parents, or other interested parties. For students whose written student learning plan includes only online courses, the written student learning plan may be developed and approved by a certificated teacher or a school-based support staff.

(d) The written student learning plan must include the following elements:

(i) A beginning and ending date for the student's alternative learning experience courses;

(ii) An estimate by a certificated teacher of the average number of hours per school week the student will engage in learning activities to meet the requirements of the written student learning plan. This estimate must consider only the time the student will engage in

learning activities necessary to accomplish the learning goals and performance objectives specified in the written student learning plan;

(iii) For online courses and remote courses, a description of how weekly contact requirements will be fulfilled;

(iv)(A) A description of each alternative learning experience course or course work included as part of the learning plan, including specific learning goals, performance objectives, and learning activities for each course, written in a manner that facilitates monthly evaluation of student progress. The description must clearly identify the requirements a student must meet to successfully complete the course or course work. Courses or course work must be identified using course names, codes, and designators specified in the most recent *Comprehensive Education Data and Research System* data manual published by the office of superintendent of public instruction;

(B) This requirement may be met through the use of individual course syllabi or other similarly detailed descriptions of learning requirements;

(v) Identification of the certificated teacher responsible for each course or course work included as part of the plan;

(vi) Identification of all instructional materials that will be used to complete the learning plan;

(vii) A description of the timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan; and

(viii) Identification of whether each alternative learning experience course or course work meets one or more of the state essential academic learning requirements or grade-level expectations and any other academic goals, objectives, and learning requirements defined by the school district or charter school.

(2) **Contact.** Each student enrolled in an alternative learning experience must have one of the following methods of contact with a certificated teacher at least once a school week until the student completes all course objectives or otherwise meets the requirements of the learning plan:

(a) Direct personal contact must:

(i) Be for the purposes of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the written student learning plan;

(ii) Be related to an alternative learning experience course or course work identified in the written student learning plan; and

(iii) At minimum include a two-way exchange of information between a certificated teacher and the student. All required direct personal contact must be documented.

(b) In-person instructional contact must be:

(i) For the purposes of actual instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the written student learning plan; and

(ii) Related to an alternative learning experience course identified in the written student learning plan.

(c) Synchronous digital instructional contact may be accomplished in a group setting between the teacher and multiple students. The synchronous digital contact must be:

(i) For the purposes of actual instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the written student learning plan; and

(ii) Related to an alternative learning experience course or course work identified in the written student learning plan.

(3) **Monthly progress evaluation.**

(a) The educational progress of each student enrolled in an alternative learning experience must be evaluated at least once each calendar month of enrollment by a certificated teacher or, for students whose written student learning plans include only online classes, school-based support staff in accordance with this section.

(b) The results of each evaluation must be communicated to the student or, if the student is in grades K-8, both the student and the student's parent. For students whose written student learning plan includes only online courses, a school-based support staff may communicate the progress evaluation to the student.

(c) Educational progress must be evaluated according to the following requirements:

(i) Each student's educational progress evaluation must be based on the learning goals and performance objectives defined in the written student learning plan;

(ii) The evaluation of satisfactory progress must be conducted in a manner consistent with school district or charter school student evaluation or grading procedures, and be based on the professional judgment of a certificated teacher;

(iii) In the event that the monthly evaluation is not completed within the calendar month being evaluated, the evaluation must be completed within five school days of the end of the month. Districts and charter schools must not claim funding for the subsequent month for a student who was not evaluated within that time frame;

(iv) The progress evaluation conducted by a certificated teacher must include direct personal contact with the student with the following exceptions:

(A) After an initial month of satisfactory progress, in subsequent months where progress continues to be satisfactory the evaluation may be communicated to the student without direct personal contact.

(B) Direct personal contact is not required as a part of the evaluation conducted in the final month of the school year if the evaluation takes the form of the delivery of final grades to the student.

(v) Based on the progress evaluation, a certificated teacher must determine and document whether the student is making satisfactory progress reaching the learning goals and performance objectives defined in the written student learning plan;

(vi)(A) For students whose written student learning plan includes only online courses, school-based support staff, according to school policy and procedures, may use the student's progress grades in the online course or courses to determine whether a student's progress is satisfactory.

(B) School-based support staff, following school policy and procedures, may take into account nonacademic factors or local school expectations to finalize the determination of satisfactory progress.

(C) The progress grades posted in the learning management system may serve as the documentation of determining satisfactory progress.

(4) **Intervention plan.**

(a) If it is determined that the student failed to make satisfactory progress or that the student failed to follow the written student learning plan, an intervention plan must be developed for the student

within five school days of the date of the monthly progress evaluation.

(b) An intervention plan must be developed, documented, and implemented by a certificated teacher in conjunction with the student and, for students in grades K-8, the student's parent(s). For students whose written student learning plan includes only online courses, the intervention plan may be developed by the school-based support staff in conjunction with the student and certificated teacher and must be approved by the student's online certificated teacher.

(c) At minimum, the intervention plan must include at least one of the following interventions:

(i) Increasing the frequency or duration of contact with a certificated teacher for the purposes of enhancing the ability of the certificated teacher to improve student learning;

(ii) Modifying the manner in which contact with a certificated teacher is accomplished;

(iii) Modifying the student's learning goals or performance objectives;

(iv) Modifying the number of or scope of courses or the content included in the learning plan.

(d) An intervention plan is not required if the evaluation is delivered within the last five school days of the year.

(5) **Continued enrollment.** If after no more than three consecutive calendar months in which it is determined the student is not making satisfactory progress despite documented intervention efforts, a course of study designed to more appropriately meet the student's educational needs must be developed and implemented by a certificated teacher in conjunction with the student and where possible, the student's parent. This may include removal of the student from the alternative learning experience and enrollment of the student in another educational program offered by the school district or charter school.

[Statutory Authority: RCW 28A.232.010. WSR 21-06-082, § 392-550-025, filed 3/1/21, effective 4/1/21. Statutory Authority: Chapter 28A.232 RCW and RCW 28A.232.030. WSR 20-15-062, § 392-550-025, filed 7/10/20, effective 8/10/20.]

WAC 392-550-030 Program requirements. (1) School districts or charter schools that offer alternative learning experience courses or course work must ensure that they are accessible to all students, including students with disabilities. Alternative learning experience courses or course work for special education students must be provided in accordance with chapter 392-172A WAC.

(2) Contracting for alternative learning experience courses or course work is subject to the provisions of WAC 392-121-188.

(3) It is the responsibility of the school district or school district contractor, or charter school or charter school contractor, to ensure that students have all curricula, course content, instructional materials and learning activities that are identified in the alternative learning experience written student learning plan.

(4) School districts and charter schools must ensure that no student or parent is provided any compensation, reimbursement, gift, reward, or gratuity related to the student's enrollment or participation in, or related to another student's recruitment or enrollment in, an alternative learning experience course or course work unless otherwise required by law. This prohibition includes, but is not limited to,

funds provided to parents or students for the purchase of educational materials, supplies, experiences, services, or technological equipment.

(5) School district employees are prohibited from receiving any compensation or payment as an incentive to increase student enrollment of out-of-district students in an alternative learning experience course or course work.

(6) Curricula, course content, instructional materials, learning activities, and other learning resources for alternative learning experience courses or course work must be consistent in quality with those available to the district's or charter school's overall student population.

(7) Instructional materials used in alternative learning experience courses or course work must be approved pursuant to school board policies adopted in accordance with RCW 28A.320.230.

(8) A district or charter school may purchase educational materials, equipment, or other nonconsumable supplies for students' use in alternative learning experience courses or course work if the purchase is consistent with the district's or charter school's approved instructional materials or curriculum, conforms to applicable laws and rules, and is made in the same manner as such purchases are made for students in the district's or charter school's regular instructional program. Items so purchased remain the property of the school district or charter school upon program completion.

(9)(a) School districts and charter schools are prohibited from purchasing or contracting for instructional or cocurricular experiences and services that are included in an alternative learning experience written student learning plan including, but not limited to, lessons, trips, and other activities, unless substantially similar experiences or services are also made available to students enrolled in the district's or charter school's regular instructional program.

(b) This prohibition extends to a district's or charter school's contracted providers of alternative learning experience programs, and each district and charter school shall be responsible for monitoring the compliance of its contracted providers.

(c) Nothing in this subsection shall:

(i) Prohibit school districts or charter schools from contracting with school district or charter school employees to provide services or experiences to students; or

(ii) Prohibit school districts or charter schools from contracting with online providers approved by the office of superintendent of public instruction pursuant to chapter 28A.250 RCW; or

(iii) Require school districts or charter schools that contract with school district or charter school employees to provide services or experiences to students, or with online providers approved by the office of superintendent of public instruction pursuant to chapter 28A.250 RCW, to provide substantially similar experiences and services under this chapter.

(10)(a) A school district or charter school that provides alternative learning experience courses or course work to a student must include a description of the difference between home-based instruction pursuant to chapter 28A.200 RCW and the alternative learning experience course(s).

(b) This information must be provided directly to the parent prior to the student's enrollment and in the school or program informational materials such as the student and parent handbook and website.

Reasonable efforts must be made to enable parents to request and receive the information in a language in which they are fluent.

(11)(a) The school district or school district contractor, or charter school or charter school contractor, is prohibited from advertising, marketing, and otherwise providing unsolicited information about learning programs offered by the school district or charter school including, but not limited to, digital learning programs, part-time enrollment opportunities, and other alternative learning programs, to students and their parents who have filed a declaration of intent to cause a child to receive home-based instruction under RCW 28A.200.010. School districts and charter schools may respond to requests for information that are initiated by a parent.

(b) This prohibition does not apply to general mailings, newsletters, or other general communication distributed by the school district, school district contractor, charter school, or charter school contractor to all households in the district.

(12) Work-based learning as a component of an alternative learning experience course of study is subject to the provisions of WAC 392-410-315 and 392-121-124.

(13) The school district or charter school must institute reliable methods to verify a student is doing his or her own work. The methods may include proctored examinations or projects, including the use of web cams or other technologies. For the purpose of this section, "proctored" means directly monitored by an adult authorized by the school district or charter school.

(14) School districts may accept nonresident students under the school choice enrollment provisions of RCW 28A.225.200 through 28A.225.230 and chapter 392-137 WAC for enrollment in alternative learning experiences.

(15) School districts enrolling a nonresident student must inform the resident school district if the student drops out of the alternative learning experience program or is otherwise no longer enrolled.

(16) The alternative learning experience must satisfy the office of superintendent of public instruction's requirements for courses of study and equivalencies as provided in chapter 392-410 WAC.

(17) High school alternative learning experience courses must be offered for high school credit. Courses offering credit or alternative learning experience programs issuing a high school diploma must satisfy the state board of education's high school credit and graduation requirements as provided in chapter 180-51 WAC.

[Statutory Authority: Chapter 28A.232 RCW and RCW 28A.232.030. WSR 20-15-062, § 392-550-030, filed 7/10/20, effective 8/10/20.]

WAC 392-550-035 Full-day kindergarten requirements. Alternative learning experience programs providing full-day kindergarten must:

(1) Have multiple weekly observations of students by certificated teachers each week during the eight-week WaKIDS assessment window. Observations must take place either in person or through synchronous digital instructional contact.

(2) Have at least a 1,000 annual hour instructional program.

(3) Have written student learning plans that include at least the following elements:

(a) A description of curriculum activities that assist students in:

(i) Developing initial skills in the academic areas of reading, mathematics, and writing;

(ii) Developing a variety of communication skills;

(iii) Providing experiences in science, social studies, arts, health, physical education, and a world language other than English;

(iv) Acquiring large and small motor skills;

(v) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and

(vi) Learning through hands-on experiences.

(b) A description of learning environments that are developmentally appropriate and promote creativity.

(4) Implement WaKIDS in accordance with WAC 392-550-050.

[Statutory Authority: RCW 28A.232.010. WSR 22-15-060, § 392-550-035, filed 7/15/22, effective 8/15/22. Statutory Authority: Chapter 28A.232 RCW and RCW 28A.232.030. WSR 20-15-062, § 392-550-035, filed 7/10/20, effective 8/10/20.]

WAC 392-550-040 Truancy. (1) This section provides the process for determining truancy, required interventions, and a threshold for filing a truancy petition for students enrolled in alternative learning experience courses. Beginning with the 2021-22 school year, this process should be used in place of the thresholds provided in RCW 28A.225.030. All other requirements of compulsory attendance outlined in chapter 28A.225 RCW apply.

(2) If a child required to attend school under RCW 28A.225.010 fails to meet the contact requirements of an alternative learning experience under this chapter without valid justification, the school district or charter school in which the child is enrolled must perform the following procedures:

(a)(i) The school district or charter school must inform the child's parent by a notice through direct personal contact whenever the child has failed to make weekly contact without valid justification.

(ii) The notice must inform the parent of the potential consequences of additional missed weekly contacts.

(iii) The school district or charter school must ensure that this notification is in a language the parents understand, which may require language assistance for parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

(b)(i) After the second consecutive week of missed contact without valid justification or third cumulative week of missed contact without valid justification, the school district or charter school must schedule a conference with the parent and child to discuss the missed contact, administer a screener, and develop a data-based intervention plan to reduce the child's missed contacts.

(ii) The purpose of the conference is to understand the underlying reasons for the missed contact and to develop an intervention plan to address them.

(iii) In middle school and high school, the conference must include the application of the Washington assessment of the risks and needs of students (WARNS), or other screener that identifies barriers to attendance, by a school district's designee under RCW 28A.225.026.

(iv) The conference may take place in-person, by phone, or through interactive video communication.

(v) The conference must take place within one calendar week.

(vi) If the child's parent does not attend the scheduled conference, the conference may be conducted with the student and school official. The parent must be notified of the steps to be taken to eliminate the child's missed weekly contacts.

(3)(a)(i) If the actions performed under subsection (2) of this section are not successful in substantially reducing an enrolled student's missed weekly contacts without valid justification, the school district or charter school must file a petition and supporting affidavit for a civil action with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, the child, or the parent and the child.

(ii) The petition must be filed no later than the fifth consecutive or sixth cumulative missed weekly contact without valid justification. The petition may be filed earlier and it may include the student's previous history of unexcused absences.

(b) A petition filed under this section must include the supporting documentation as provided in RCW 28A.225.030(1).

(c) For nonresident students, the petition must be filed in the county juvenile court that is most accessible for the student and parent. When determining the appropriate county court in which to file a truancy petition for nonresident students, the following must be considered:

(i) Proximity to the student or parents' primary place of residence;

(ii) The guidance from the juvenile court closest to the student or parents' primary place of residence; and

(iii) Preference stated by the student or parent, if communication with the parent(s) has been established.

(4) The petition must follow the requirements of RCW 28A.225.035.

(5)(a) Pursuant to RCW 28A.225.035, the petition must be stayed and the child and the child's parents must be referred to a community engagement board or other coordinated means of intervention.

(b) The school district or charter school offering alternative learning experience course(s), or program designee, is responsible for coordinating with the juvenile court to determine whether a community engagement board is the best intervention for the child or if another coordinated means of intervention will be more likely to support the student to return to school.

[Statutory Authority: RCW 28A.232.010 and 28A.232.030. WSR 21-15-046, § 392-550-040, filed 7/14/21, effective 8/14/21. Statutory Authority: Chapter 28A.232 RCW and RCW 28A.232.030. WSR 20-15-062, § 392-550-040, filed 7/10/20, effective 8/10/20.]

WAC 392-550-045 Required school district or charter school board policies for alternative learning experiences. (1) The board of directors of a school district or charter school board claiming state funding for alternative learning experiences must adopt and annually review written policies authorizing such alternative learning experiences.

(2) The policy must include at least the following:

(a) Each alternative learning experience program and program provider;

(b) A list of valid justifications why a student may miss the weekly contact requirement pursuant to WAC 392-550-025 for the purpose of truancy pursuant to WAC 392-550-040;

(c) A designation, by title, of one or more school district official(s) or charter school official(s) responsible for overseeing the district's or charter school's alternative learning experience courses or programs who will:

(i) Monitor compliance with this chapter; and

(ii) Report at least annually to the school district board of directors or charter school board on the program pursuant to WAC 392-550-060.

[Statutory Authority: Chapter 28A.232 RCW and RCW 28A.232.030. WSR 20-15-062, § 392-550-045, filed 7/10/20, effective 8/10/20.]

WAC 392-550-050 Assessment requirements. (1)(a) All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the school district or charter school.

(b)(i) Part-time students must be assessed at least annually.

(ii) Part-time students who are receiving home-based instruction under chapter 28A.200 RCW or who are enrolled in an approved private school under chapter 28A.195 RCW are not required to participate in the assessments required under chapter 28A.655 RCW.

(2) Any student whose alternative learning experience enrollment is claimed as greater than 0.8 full-time equivalent in any one month through the January count date must be included by the school district or charter school in any required state or federal accountability reporting for that school year, subject to existing state and federal accountability rules and procedures.

(3)(a) Students enrolled in nonresident district alternative learning experience courses or course work who are unable to participate in required annual state assessments at the nonresident district must have the opportunity to participate in such required annual state assessments at the district of physical residence, subject to that district's planned testing schedule.

(b)(i) It is the responsibility of the nonresident enrolling district to establish a written agreement with the district of physical residence that facilitates all necessary coordination between the districts and with the student and, where appropriate, the student's parent(s) to fulfill this requirement. Such coordination may include arranging for appropriate assessment materials, notifying the student of assessment administration schedules, arranging for the forwarding of completed assessment materials to the enrolling district for submission for scoring and reporting, arranging for any allowable testing accommodations, and other steps as may be necessary.

(ii) The written agreement may include rates and terms for payment of reasonable fees by the enrolling district to the district of physical residence to cover costs associated with planning for and administering the assessments to students not enrolled in the district of physical residence.

(iii) Assessment results for students assessed according to these provisions must be included in the enrolling district's accountability measurements, and not in the district of physical residence's accountability measurements.

(4)(a) School districts and charter schools offering alternative learning experience courses or course work to students enrolled in full-day kindergarten under RCW 28A.150.315 must administer WaKIDS to

identify the skills, knowledge, and characteristics of kindergarten students at the beginning of the school year in order to support social-emotional, physical, and cognitive growth and development of individual children; support early learning provider and parent involvement; and inform instruction.

(b) To maintain fidelity to the state WaKIDS assessment protocol, the WaKIDS assessment requires multiple weekly observations of students by certificated teachers each week during the eight-week assessment window. Observations must take place either in person or through synchronous digital instructional contact.

[Statutory Authority: RCW 28A.232.010. WSR 22-15-060, § 392-550-050, filed 7/15/22, effective 8/15/22. Statutory Authority: Chapter 28A.232 RCW and RCW 28A.232.030. WSR 20-15-062, § 392-550-050, filed 7/10/20, effective 8/10/20.]

WAC 392-550-055 Enrollment reporting procedures. The school district or charter school claiming apportionment for alternative learning experience courses is subject to the enrollment reporting procedures in WAC 392-121-182.

[Statutory Authority: Chapter 28A.232 RCW and RCW 28A.232.030. WSR 20-15-062, § 392-550-055, filed 7/10/20, effective 8/10/20.]

WAC 392-550-060 Reporting requirements. (1) Each school district or charter school offering alternative learning experience courses or course work must report monthly to the superintendent of public instruction accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences. Each school district offering alternative learning experience courses or course work must further report monthly to the superintendent information about the resident and serving districts of such students.

(2) Each school district or charter school offering alternative learning experience courses or course work must submit an annual report to the superintendent of public instruction detailing the costs and purposes of any expenditure made pursuant to WAC 392-550-030(9), along with the substantially similar experiences or services made available to students enrolled in the district's or charter school's regular instructional program.

(3) Each school district or charter school offering alternative learning experience courses or course work must annually report the following to the superintendent of public instruction:

(a) The number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program;

(b) Separately identify alternative learning experience enrollment of students where instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392-121-188;

(c) The number of students enrolled in full-day kindergarten at any time during the school year; and

(d) The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline.

(4) Each school district or charter school offering alternative learning experience courses must report all required information to the office of superintendent of public instruction's *Comprehensive Ed-*

ucation Data and Research System under RCW 28A.300.500. School districts and charter schools must designate alternative learning experience courses as such when reporting course information to the *Comprehensive Education Data and Research System*.

(5) Each school district or charter school offering alternative learning experience courses or course work must report annually to the school district board of directors or charter school board. This annual report shall include at least the following:

(a) Documentation of alternative learning experience student headcount and full-time equivalent enrollment claimed for basic education funding;

(b) Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program; and

(c) A description of how the program supports the district's or charter school's overall goals and objectives for student academic achievement.

[Statutory Authority: Chapter 28A.232 RCW and RCW 28A.232.030. WSR 20-15-062, § 392-550-060, filed 7/10/20, effective 8/10/20.]

WAC 392-550-065 Documentation and record retention requirements. School districts and charter schools claiming state funding for alternative learning experiences must:

(1) Retain all documentation required in this chapter in accordance with established records retention schedules;

(2) Make such documentation available upon request for purposes of state monitoring and audit;

(3) Maintain the following written documentation:

(a) School board policy for alternative learning experiences pursuant to this chapter;

(b) Annual reports to the school district board of directors or charter school board as required by WAC 392-550-045;

(c) Monthly and annual reports to the superintendent of public instruction as required by WAC 392-550-050;

(d) The written student learning plans required by WAC 392-550-025; and

(e) Evidence of weekly contact required by WAC 392-550-025.

(i) For students participating in regularly scheduled classes, including in-person instructional contact and synchronous digital instructional contact, evidence may include classroom attendance records.

(ii) For students who are not participating in regularly scheduled classes, evidence of contact must include the date of the contact, the method of communication by which the contact was accomplished, and documentation to support the subject of the communication.

(f) Student progress evaluations and intervention plans required by WAC 392-550-025;

(g) The results of any assessments required by WAC 392-550-050; and

(h) Student enrollment detail substantiating full-time equivalent enrollment reported to the state.

[Statutory Authority: Chapter 28A.232 RCW and RCW 28A.232.030. WSR 20-15-062, § 392-550-065, filed 7/10/20, effective 8/10/20.]

District Policies

Lake Washington School District

2026-27 Student Rights & Responsibilities

Lake Washington School District
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Lake Washington School District

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Purpose

Every Student Belongs

Lake Washington School District believes every student brings unique strengths, experiences, perspectives, and talents that enrich our schools and community. We are committed to creating safe, welcoming, and inclusive learning environments where every student is treated with dignity and respect, experiences a sense of belonging, and has meaningful opportunities to learn, participate, and thrive.

We recognize that students learn best when they feel connected to their school community, build positive relationships, and are supported to reach their full potential. We are committed to reducing barriers to learning and participation so that every student—including students with disabilities and students from diverse backgrounds, identities, cultures, and life experiences—can fully participate as valued members of our learning community.

Our Mission

The Lake Washington School District's mission is that each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society. Our vision is that *Every Student is Future Ready* prepared for college, the global workplace, and personal success.

Student Rights and Responsibilities

This Student Rights & Responsibilities Handbook is intended to provide students, families, staff, and administrators with an understanding of the rights, responsibilities, expectations, and supports that help create positive learning environments for all students.

The expectations outlined in this handbook reinforce the District's mission and reflect our shared commitment to mutual respect, personal responsibility, safety, belonging, inclusion, and educational excellence. Together, these rights and responsibilities help create learning environments where every student can learn, contribute, and succeed.

This handbook provides a summary of selected state and federal laws, regulations, and District policies governing student rights, responsibilities, student discipline, and due process. Specific District policies are referenced throughout this handbook by policy number (for example, Policy 3200). The complete policies and procedures are available on the District website: www.lwsd.org.

Rights	Responsibilities
• Students have the right to a safe environment free from intimidation, sexual harassment and assault. • Students have the right to a productive learning environment. • Students have the right to clean and safe classrooms, hallways, restrooms and lunchrooms. • Students have the right to safe passage to and from school, and while on campus. • Students have the right to expect staff to help them solve their problems. • Students have the right to engage in the grievance process. • Students have the right to remain anonymous when reporting a violation of school rules. • Students have the right to engage in respectful speech that expresses their thoughts and opinions as long as it is not disruptive to the educational environment. • Students have the right to actively participate in a problem-solving process in order to facilitate successful closure. • Students have the right to exercise freedom of expression as part of the instructional process. However, this right is subject to reasonable limits and may not be used to disrupt the educational environment or interfere with the rights of others.	• Students are responsible for their own behavior. • Students are responsible for respecting the property of other people and school property. • Students are responsible for attending school and all classes daily and on time. • Students are expected to exhibit conduct that is courteous, cooperative, and responsible, and that displays regard for the safety and welfare of others, including students, staff, and substitutes at school and at all school-related activities. • Students are responsible for being prepared for class (i.e. bringing appropriate and necessary materials and books to class on a daily basis). • Students are responsible for informing staff of behavior that may be harmful to an individual or themselves. • Students are expected to make a determined effort to learn. • Students are expected to follow the instructions of teachers and other school staff. • Students are expected to dress appropriately for school in ways that will not disrupt the learning environment or cause safety or health problems.

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Attendance

Absences & Excuses (3122, 3122P)

Regular school attendance is important for all students. Chronic or excessive absenteeism, whether excused or unexcused, has been correlated with lower assessment scores and lower graduation rates.

Students may be excused from school, with the consent of their parents/guardians, for medical and dental appointments and to accompany their parents/guardians on out-of-town trips. Additional absences consistent with WAC 392-400-325 will also be considered excused.

Parents or guardians should notify the school in person, by phone, or in writing/email within 48 hours of an absence if they wish to have the principal consider it as an excused absence.

Students who demonstrate chronic absenteeism or tardiness may be required to meet with school staff or the building principal to develop a plan to support the student's educational progress.

All students are expected to remain on campus for the entire school day. There are exceptions for high school students whose parents request that they be excused during lunch and students whose parents request attendance at another school or school-related activity during the school day.

Truancy (3122, 3122P)

Under Washington state's truancy law RCW 28A.225.030, the school/district are required to take specific actions when students are truant.

- Parents will be notified in writing or by phone after **one unexcused** absence in a month.
- A parent conference will be initiated after **three unexcused absences** in a month in order to improve the student's attendance.
- The parent and school must enter into a contract to improve the student's attendance after **five unexcused absences** in a month, or the case may be referred to a Community Truancy Board,
- The school district may file truancy petitions with the juvenile court after **seven unexcused absences** in a month, or **ten unexcused absences** in an academic year.

Discipline Process

Discipline (3241, 3241P)

To support safe, nurturing and productive learning environments, Lake Washington School District encourages schools to take an instructive, restorative and corrective approach regarding student behavior. The goals of these approaches are to:

- correct inappropriate or unacceptable behavior;
- assist students in developing empathy for others;
- accept responsibility for their actions;
- develop the capacity to improve their behavior; and
- repair the harm caused as a result of their behavior.

Schools are encouraged to establish clear expectations for student behavior and methods for supporting students' ability to meet these expectations. When appropriate, schools may identify additional learning opportunities, which may support students' ability to meet expectations through a multi-tiered system of support.

When responding to student behavior, schools consider each student's individual circumstances, developmental level, and available supports. For students receiving Special Education services or Section 504 accommodations, disciplinary decisions are implemented in accordance with applicable federal and state law, including required procedural safeguards and individualized supports.

When appropriate, schools are encouraged to support students in understanding harm that has been caused through a student's action, whether intentional or unintentional, and identifying the needs of the students involved. Efforts will be taken to both encourage accountability and responsibility by the author of those actions as well as to reintegrate all students into the school or classroom community. This approach may be supported by the use of restorative contracts, impromptu conferences, restorative circles, or formal conferences.

In those instances when discipline is needed, schools may consider both the severity and frequency of the behavior when determining which corrective action is most appropriate.

In the Exceptional Misconduct and Other Misconduct Codes, consequences are divided into three categories:

- **Minor Impact/Initial** – The student's behavior is limited or minimal and/or this is the first such instance of this behavior by the student.
- **Moderate Impact/Repeated** – The student's behavior has a broader or more disruptive impact and/or this is behavior that has previously been addressed with the student.
- **Significant Impact/Persistent** – The student's behavior has a widespread or more significant disruptive impact and/or this is behavior that has not changed after multiple times of addressing it with the student.

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Lake Washington School District reserves the right to immediately suspend or expel a student where exceptional misconduct is involved (i.e., conduct that is so frequent or serious in nature, in terms of the disruptive effect on the operation of the school, as to warrant an immediate suspension or expulsion). This may also apply to students who have committed serious violations or acts in the community and may pose a continuing threat of substantial disruption to other students at school.

The school's jurisdiction and authority include student conduct to and from school, at school, at bus stops, on buses, and at any school-sponsored activity. Also included in the school's jurisdiction is any off-campus student speech or activity that school authorities have reason to believe will have a disruptive effect upon the operation or the learning environment of the school or impinge on the rights of other students or staff at school.

General Guidelines

The district may administer suspensions and expulsions for behavioral violations. In responding to behavioral violations:

- Parents should be involved early in efforts to support students in meeting behavioral expectations and resolving behavioral violations.
- The student's individual circumstances and the nature and circumstances of the behavioral violation must be considered to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.
- Students must be provided an opportunity to receive educational services during a suspension or expulsion and should not be prevented from completing subject, grade-level, or graduation requirements as a result of discipline.
- The principal or designee must report all suspensions and expulsions, and the behavioral violation that led to each suspension or expulsion, to the Superintendent or designee within twenty-four hours after the administration of the suspension or expulsion.
- Reasonable efforts should be made to return the student to the student's regular educational setting as soon as possible and allow the student to petition for readmission at any time consistent with the section on readmission within this regulation.
- Students may not be suspended or expelled from school for absences or tardiness.
- Students may be denied admission to, or entry upon, real and personal property that is owned, leased, rented, or controlled by the district while under suspension or expulsion.
- Students may return to their regular educational setting following the end date of the suspension or expulsion, unless an exception is made consistent with District policy.
- Specific information regarding limitations and due process for student discipline can be found in District policy (3241, 3241P)

Definitions

Discipline: Any action taken by the district in response to a violation of behavioral expectations (D).

Suspension: Denial of right of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes. Short-term suspensions (STS) are for no more than ten consecutive school days. Long-term suspensions (LTS) exceed ten consecutive school days.

Expulsion: Denial of admission to the student's current school placement in response to a behavioral violation (E).

Emergency Removal: The removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process. An emergency removal (ERR) may be imposed to allow administrators to fully investigate the situation and impose any appropriate disciplinary or corrective action.

School Business Day: Any calendar day, exclusive of Saturdays, Sundays, and federal and school holidays, on which the Office of the Superintendent is open to the public for the conduct of business.

Student Searches (3230)

Administrators may make general searches of all student desks or storage areas without prior notice to students. An individual student, his/her property (including cell phones), locker, and vehicle parked on campus may be searched by school district employees if there is a reasonable, individualized suspicion the search is related to the discovery of contraband or other evidence of a student's violation of law or school conduct rules. Illegal items or other possessions reasonably determined to be a threat to the safety or security of others shall be seized by school authorities. Items that are used to disrupt or interfere with the educational process may be temporarily removed from a student's possession.

Drug Scenting Dogs

The purpose behind inspections by dogs is to discourage students from bringing, keeping, and/or using illegal drugs or weapons of any kind on school grounds. RCW 28A.600.210 authorizes administration to invite drug-scenting dogs to conduct suspicion less searches of school-issued lockers and the contents of those lockers on school property in order to protect students from exposure to illegal drugs, weapons and contraband.

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Codes of Conduct

Significant Disruptive Behaviors (3240P)

Any conduct that materially and substantially interferes with the educational process is prohibited. However, the following infractions have been judged so serious in nature and/or so serious in terms of disruptive effect upon the operation of the school(s) that students may be subject to an emergency removal and/or suspension (short-term or long-term) for a first-time offense. Because each situation is handled individually, administrators have the discretion to use other alternative forms of discipline if they so decide. This may include restitution for property damage or loss, and/or restitution to victims if appropriate. All of the following acts listed below in the summary chart are specifically prohibited on school grounds, on school-sponsored transportation (including authorized school bus stops), at school events off school grounds, or off-campus if such conduct causes disruption at school. Law enforcement may be informed.

Codes:

- Conference (C)
- Detention (D)
- Restorative Contract/Conference (RC)
- Restitution (R)
- Restriction/Loss of Privileges (LP)
- Police Contact and Collaboration (PCC)
- Substance/Risk Assessment (A)
- Short-term Suspension (STS)
- Long-term Suspension (LTS)
- Emergency Removal (ERR)
- Expulsion (E)
- Confiscation for Day (CD)
- Confiscation Return to Parent (CRP)
- Re-Teaching (RT)
- Behavior Contracts/Plans (BC)
- Restorative Process (RP)
- Threat Assessment (TA)
- Parent Conference (PC)
- Student Support Plans (SSP)
- Safety Plans (SP)
- Behavior Plans (BP)
- Communication Plans (CP)
- Support Plans (PP)
- Referral to Interventions (RI)
- n/a – not applicable

Violation	Definition	Minor/ Initial	Moderate/ Repeated	Significant/ Persistent
Arson	Lighting a fire, causing any fire to be started, or setting fire to school property. This also includes falsely setting off a fire alarm.			ERR/LTS/ PC/R
Assault	Inflicting physical harm, being physically violent, using unwanted force, or demonstrating immediate intent to inflict physical harm. This includes sexual assault.			ERR/E/ LTS/PC/TA
Dangerous Weapons and Other Unsafe Items	Possessing, threatening to use, or using dangerous weapons (or replica weapons). A dangerous weapon means a weapon, device, instrument, material, or substance that is capable of causing serious bodily injury. This includes knives, BB guns, paintball guns, air guns, stun guns, or the like that injure a person by electric shock, charge or impulse, martial arts weapons, explosives, incapacitating agents, laser devices, metal knuckles, or any other item which can inflict or threaten substantial harm. Principals may pre-authorize use of replica weapons or props, incapable of firing any projectile, in district-approved plays or school activities.			ERR/E/ LTS/STS/ PC/TA
Alcohol • **Possession** • **Use** • **Transfer**	Possessing, using, or being under the influence of drugs/alcohol before attending school, on school grounds, on school transportation, or during school sponsored events on or off campus.			ERR/STS/ LTS/ TA/ PCC
Drugs • **Possession** • **Use** • **Paraphernalia**	Possessing, transferring, selling, sharing, or solicitation of drugs on school grounds, on school transportation, walking/riding to/from school, or during school sponsored events on or off campus. Includes prescription drugs, prescription medical marijuana (even if the holder has a valid medical marijuana card), over-the-counter drugs in quantities or mixtures that are suspect and capable of causing serious harm, or any substance represented as such. Possessing paraphernalia includes any item that can be used to ingest or conceal drugs.			ERR/LTS/ RA/PCC/A
Firearms	Possessing, threatening to use, or using a firearm on school property, school-provided transportation, or at school-sponsored events. A firearm is defined as a weapon from which a projectile may be fired by an explosive. It also includes any form of explosive or gas device.			ERR/E/ PCC/TA

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Violation	Definition	Minor/ Initial	Moderate/ Repeated	Significant/ Persistent
Harassment, Intimidation, Bullying	Harassment, intimidation, or bullying means any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated because of his or her perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression or identity, or mental, physical, or sensory handicap or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act: physically harms a student or damages the student's property; or has the effect of substantially interfering with a student's education; or is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school.	D/RC/ SP/ SSP/ PC/RI	ERR/STS SSP/PC/RI	ERR/STS/ LTS/SSP/ PC/RI/PCC
Illegal Acts	An illegal or criminal act that either results or could foreseeably result in injury or damage to self, others, or property. This includes the possession or distribution of illegal images, including sexual images on cell phones or other electronic devices.	ERR/ STS/ PC/R	ERR/STS/ LTS/PC/R	ERR/E/ LTS/PC/R/ RI
Sexual Harassment	Harassing conduct includes repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal abuse of a sexual nature, graphic or degrading verbal comments about an individual or about his/her appearance, or any offensive or abusive physical contact, including offensive jokes, innuendoes, compliments, cartoons, pranks and/or other verbal, visual, electronic communications (e.g. sexting), or physical conduct, including stalking. Conduct is gender-based when it would not occur but for the sex of the person to whom it is directed.	D/RC/ SSP	ERR/STS/ PC/SSP	ERR/LTS/ PC/SSP
Threats	This includes intimidating verbally, by use of hand signs, in writing, or on a computer or other electronic device. Expressing by words or actions an intent to inflict mental or physical harm.	D/RC/ TA/SSP/ LP	ERR/TS/A/ PC/TA/ SSP/LP	ERR/TS/A/ PC/TA/ SSP/LP

Other Disruptive Behaviors to the Education Process (3240)

Other disruptive behaviors to the education process, include but are not limited to those listed below, may result in corrective action ranging from possible suspension, expulsion, restitution, or referral to law enforcement authorities or other agencies depending on the severity of the offense.

Violation	Definition	Minor/ Initial	Moderate/ Repeated	Significant/ Persistent
Academic Dishonesty	All forms of cheating, plagiarism and fabrication, including submitting any work product that the student misrepresents as his or her work product for the purpose of fulfilling any assignment or task required as part of the student's course of studies. This includes the unauthorized use of electronic devices, the use of unauthorized material or unauthorized communication of any kind during testing, and the aiding and abetting of academic dishonesty of others.	D/RC/LP/ RT/Redo Assignment	D/RC/LP/ RT/Redo Assignment	STS/LTS/ LP/RT/Redo Assignment
Alteration of Records	Falsifying, altering, or destroying a school record or any communication between home and school.	D/RC/PC	STS/RC/PC	EE/STS/RC/ PC
Attendance/ Truancy	Being absent or tardy from classes without an approved excuse.	PC/RC/ SSP/RT/RI	PC/SSP/ RT/RI	PC/RC/SSP/ RI

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Violation	Definition	Minor/ Initial	Moderate/ Repeated	Significant/ Persistent
Disruptive Conduct/ Behavior	Behaving in a way that materially or substantially interferes with or is detrimental to the orderly operation of school, school-sponsored events, or any other aspect of the educational process. Includes behavior or activities occurring off-campus that cause or threaten to cause a substantial disruption to the educational process on campus or impinge on the rights of the students or staff at school.	D/RC/SSP/ RT/LP	STS/PC/ SSP/RI/LP	STS/LTS/PC
Dress Code	Dressing in a manner that is not conducive to the educational environment. A student's dress or appearance may not present a health or safety hazard or create material and substantial disruption of the educational process at the school. Student dress shall not be gang-related, nor may it promote illegal activities or activities that violate school regulations.	C/CRP/ Change Clothes	C/CRP/ Change Clothes	C/PC/ Change Clothes
Endangerment of Others	Acting in a manner that endangers students, staff, or community members.	D/RC/SSP/ RT/RI/TA	ERR/STS/ PC/BC/RT/ RI/TA	ERR/LTS/ PC/ SSP/RI/TA
Extortion/Blackmail and Coercion	Extorting or attempting to extort any item, information, or money.	D/RC/SSP/ RC	ERR/STS/ SSP/RC	ERR/LTS/ SSP/RC
Fighting	Engaging in or provoking a physical altercation involving anger or hostility. This includes instigating a fight, arranging or contributing to the likelihood of a fight developing, including recording and/or distributing images of the fight.	RC/SSP/ SP/D	ERR/STS/ SSP/RC/ RI/TA/SC	ERR/LTS/ RC/SSP/TA/ RI/PCC
Forgery	Copying, plagiarizing, and/or falsifying materials/signatures and/ or other information or objects.	RC/PC/ RT/D	RT/SSP/PC	BC/SSP/RI/ RC/PCC
Gambling	Engaging in games of chance that involve the exchange of money or other items, or stake or risk money or anything of value on the outcome of something involving chance. A student shall not encourage or coerce other students to gamble.	D/RC/PC	CP/RC/PC/ SSP	CP/RI/PC/ SSP/PCC
Gang Activity	Engaging in gang activity on school grounds. A gang is a group of three or more persons with identifiable leadership that, on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes.	PC/PCC	STS/PCC/ TA/RI	ERR/LTS/E/ PCC/TA/RI
Hazing	Participating in or failing to report known activity that demeans or abuses any student or members or potential members of a team or club.		ERR/STS/ PC/PCC/ SSP	ERR/STS/ LTS/E/RI/ PCC/TA/SSP
Immediate Danger and Disruption	Engaging in behavior such that the student's presence poses an immediate and continuing danger to the student (including harm to self/suicidal ideation), other students, school personnel, or an immediate and continuing threat of substantial disruption to the educational process.			ERR/LTS/ E/A/ PC/ TA/A/RI/SSP **A/PCC + EMERGENCY REMOVAL**
Interfering with School Investigation	Misrepresenting, falsely accusing, concealing evidence, verbally or physically impeding or interrupting an investigatory process involving self or others, or otherwise hindering an investigation of an infraction or crime on campus or at a school sponsored event.	D/RC/PC/ SSP/RT	ERR/STS/ PC/RC/ SSP/RT	ERR/STS/ LTS/TA/PC/ RC/SSP/RT
Lying	Telling or writing untruths.	RC/RT/PC/ RI	RC/PC/RI	RC/PC/RI/ SSP

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Violation	Definition	Minor/ Initial	Moderate/ Repeated	Significant/ Persistent
Negative Community Action	Engaging in behavior outside of school that may adversely affect the educational environment of the school. Washington State Law provides for the implementation of school discipline for actions performed outside of school, including during the summer, that may negatively impact the school environment. Examples include, but are not limited to acts of vandalism, theft, assault, drug and alcohol use and sales, inappropriate computer/network behavior, harassment/ cyberbullying occurring off-campus.	RC/R/D	ERR/STS/ PC	ERR/LTS/PC
Physical Aggression	Threatening injury or attempting to cause physical injury or intentionally behaving in such a way as could reasonably be expected to cause physical injury to any person. This includes sexual misconduct (i.e., unwanted touching or grabbing of sexual parts, indecent exposure, or other inappropriate sexual conduct) and intentional spitting or hitting.	RC/PC/RT/ SSP	STS/PC/ TA/PC/RT/ RI/SSP	ERR/LTS/ PCC/PC/TA/ STS/RT/RI/ SSP
Prohibited Use of District Network and Digital Resources	Using the District network for commercial, political, illegal, indecent, disruptive, or personal entertainment use as defined in the Student Acceptable Use Procedures (AUP). This includes any attempt to defeat or bypass the District's Internet filter or conceal Internet activity (e.g., proxies, https, special ports, modifications to district browser settings, logging into a remote computer from the district network, and any other techniques designed to evade filtering or enable the publication of inappropriate content).	R/LP/PC	ERR/STS/ PCC/R/ LP/ PC	ERR/LTS/ PCC/R/ LP/ PC
Theft/Robbery	Stealing school district property or the property of a staff member, student, or school visitor. This includes knowingly possessing, concealing, selling or disposing of stolen property. Robbery is the taking of another's property by force or threat of force.	R/RC/PC	ERR/STS/ R/PC/PCC	ERR/LTS/ R/PC/PCC
Tobacco and Smoking Paraphernalia	Possessing, using, or distributing of any tobacco product, or chemicals, devices (e.g., e-cigarettes, electronic hookahs, vaporizers, etc.), or any other product that has a similar flavor or physical effect of nicotine substances.	PC/RI/CP	STS/PC/R/ CP	STS/A/PC/ CP/RI
Trespass/Loitering/ Unauthorized Entrance	Entering or being present on school property without permission.		ERR/STS/ PC/SSP	ERR/STS/ LTS/PC/SSP
Unauthorized Use of Cell Phones or other Electronic Devices	Using cell phones and other personal electronic devices in classrooms/during the school day without authorization.	C/CRP/RT/ SSP	CP/SSP/ CRP/LP/ ISS	CP/SSP/ CRP/PL/STS
Unauthorized Use of Equipment	Using computers and other equipment (cameras, audio recorders, etc.) during the school day without authorization. Photographs, video and audiotapes may not be shared or published without permission. Inappropriate materials or websites may not be accessed or displayed.	C/CRP/RT/ SSP/D	STS/CRP/ LP/SSP/PC	LTS/CRP/ LP/SSP/PC/ PL
Vandalism/Destruction of Property	Intentionally destroying, damaging, or defacing school or personal property. This includes tampering with equipment or supplies or displacing property.	RC/R/PC	ERR/ STS/R/PC/ PCC/SSP	ERR/LTS/ R/E/ PC/ PCC/SSP
Vulgar or Lewd Content/ Profanity	Expressing any lewd, indecent, vulgar, profane, or obscene act. This includes swearing, spitting, and obscene gestures, photographs, and drawings, including electronic communication.	RC/PC/ SSP/RT	RCPC/SSP/ RT/RI	ERR/STS/ PC/SSP/RI
Willful Disobedience, Failure to Cooperate and Disrespect	Repeatedly failing to comply with or follow reasonable, lawful, directions or requests of teachers or staff. This includes non-compliance, defiance, and disrespect.	RC/PC/ SSP/RT	RC/PC/ SSP/RI	LTS/STS/ PS/SSP

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Athletic/Activities Code of Conduct

As members of a school team or WIAA sponsored activity that represents Lake Washington School District, students are expected to make a strong personal commitment to rules of training and conduct in order to maintain a strong, healthy body and represent their school in an exemplary fashion. To that end, the following rules apply to all students participating in interscholastic athletics/activities or attending a team-related activity such as out-of-season camps or tournaments. These rules will apply at all times throughout the school year, which is defined as beginning with fall tryouts to the last day of school and includes any summer team-related activities. They will remain in effect for one calendar year from date of signature.

Illegal Controlled Substances, Alcohol, Legend drugs and Controlled Substances

Penalties for the possession, use or sale of legend drugs (drugs obtained through prescription, RCW 69.41.020 through 050) and controlled substances (RCW 69.50) shall be as follows:

1st Violation: A participant in possession and/or use of a controlled substance, and/or "legend drugs" including anabolic steroids, or alcoholic beverages shall be immediately ineligible for interscholastic competition in the current interscholastic sports program for the remainder of the season. This also includes attending and/or remaining at an event where it is reasonably known by those present that consumption any of the above mentioned substances by a minor(s) occurs. In this situation it is the responsibility of the student-athlete or student involved in the activities noted above to remove him/herself beyond all reasonable doubt and proximity from the situation. Ineligibility for possession or use shall continue into the next sports season in which the participant wishes to participate. In order to be eligible to participate in the next interscholastic sports season, the student athlete will meet with the school authorities. The school principal shall have the final authority as to the student athlete's participation in the interscholastic sports program. A participant who seeks and/or receives help for a problem with use of legend drugs (RCW 69.41.010 identified substances) or controlled substances and controlled substance analogs (RCW 69.50.101 identified substances) will be given the opportunity for assistance through the school and/ or community agencies. In no instance shall participation in a school and/ or community approved assistance program excuse a student athlete from subsequent compliance with this regulation. However, successful use of such an opportunity or compliance with athletic code by the student athlete may allow him/her to have eligibility re-instated in the athletic program, after a minimum two-week suspension from competition and pending a recommendation by the school eligibility authority. Athletes may attend practices with Principal/Athletic Director approval but may not attend contests during the suspension period.

2nd Violation: A participant who again violates any provision of RCW 69.41.020 through 69.41.050 or of RCW 69.50 will be ineligible for interscholastic competition for a period of one (1) calendar year from the date of the second violation.

3rd Violation: A participant who violates for a third time RCW 69.41.020 – 69.41.050 or of RCW 69.50 will be permanently ineligible for interscholastic competition.

Sale and/or distribution – per Lake Washington School District Policy, the sale and/or distribution of alcohol, or prescription or non-prescription drugs will result in the student automatically being placed on Step #2 of the Athletic/Activity Code.

Tobacco Products, Chemicals or Devices (e-cigarettes, vaporizers, cigarettes, chew, etc.)

1st Violation: The possession and/or use of tobacco products or chemicals, devices (e.g., e-cigarettes, electronic hookahs, vaporizers, etc.), or any other product that has a similar flavor or physical effect of nicotine substances will result in:

- The student will be suspended for a minimum of one week of competition.
- The attendance of a cessation class will be mandatory.

2nd Violation:

- The student will be suspended for 10 weeks of competition. If there is not 10 weeks left in the current season the suspension will carry over to the next competitive season in which they are a returning athlete.
- Before an athlete can again represent Lake Washington School District in athletics they must provide evidence of successfully completing a nicotine treatment program and proof that they have discontinued the use of tobacco products.

3rd Violation: A student athlete who violates for a third time will be permanently prohibited from participating in any WIAA member school athletic program or activity.

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Conduct Rules

Students who commit unlawful acts or engage in delinquent behavior may be subject to disciplinary action up to and including suspension from the team. All Lake Washington School District athletes are expected to adhere to all Lake Washington School District policies as explained in each school's student/parent handbook. In addition to these general rules, coaches may establish other team expectations specific to their program.

Hazing Rituals

Hazing will not be tolerated in any form and is never to be part of our program. Acts of hazing can escalate to the point that the students participating are at risk. It is also quite possible that many acts of hazing will result in legal action being taken against the coach, advisor, student group leader, administration or the school district. Any student who participates willingly in a hazing ritual is subject to disciplinary action, including suspension from school or the team or both, and possible legal action dependent on the severity of the incident.

Any student-athlete who observes and does not attempt to stop or report such a violation can also be subject to disciplinary action by the school. Repeated acts of hazing can result in further school action and permanent suspension from athletics.

Initiation ceremonies and rituals are different from hazing rituals as they are positive, open, and public events. Initiation ceremonies welcome new members to a team or group, promote bonding and orientation to the purpose, culture, and expectations of the team or group. The coach, advisor and parents are informed of the ceremony and invited to participate.

Parents/guardians who wish to contest discipline may submit a grievance to the school principal for an informal conference.

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Technology Code of Conduct (2022P)

Lake Washington School District provides a wide range of technology resources to its students and staff for the purpose of advancing the educational mission of the district. As users of District computers, students are expected to review and understand Appropriate Use Procedures (AUP).

As a condition of connecting personal equipment to the district's networks, the district reserves the right to gain access to the device for analysis to resolve any identified issues or threats.

Technology Device Use and Expectations (3245)

Lake Washington School District provides district-issued technology devices to support student learning and instructional programs. Students are expected to bring their district-issued device to school each day and use that device during instructional time.



To support focused learning environments and consistent technology experiences, personal electronic devices, such as phones, smartwatches, earbuds, personal laptops and tablets may not be used during instructional periods unless authorized through an approved accommodation or school-approved exception.

Students who bring personal devices to school do so at their own risk. The district is not responsible for loss, theft, or damage to personal devices.

For complete information regarding technology use expectations, personal device restrictions, network access and approved exceptions, please refer to policy and procedure 3245.

1. Exercise good judgment and respect district property by demonstrating responsible use of technology.

- Protect your account and computing privileges. Never share your logon and password information with other students. Never use others' logon or password.
- Do not destroy, modify or abuse computer hardware or software in any way.
- Do not delete or add software or peripheral equipment to district computers without advance permission.
- Do not use personal wireless hotspot devices while at school.
- Do not utilize peripheral devices that act as computers or local area networks such as thumb drives with processing capability.
- Do not attempt to tunnel or VPN to another computer through the district network.
- Do not use USB to run executable (.exe) files.
- Do not use district provided storage for games, executable files or inappropriate content.
- Do not use the district's network resources on personal devices such as smart phones or personal computers without advance permission.
- Keep food and beverages away from laptops and desktops at all times.
- Computer lab use –
  - Use only when a staff member is present.
  - Ensure lab desktops are cleared upon leaving, the user is logged off, and monitors and other peripherals are not altered in any way.

2. Be a good digital citizen.

- Use district computers for educational purposes only, No personal, commercial or political activity is allowed.
- Do not use district computers for illegal, harassing, vandalizing, inappropriate or indecent purposes.
- Students should leave games, other non-district software, entertainment, and social networking at home.
- Do not use the Internet to access or process pornographic or otherwise inappropriate material.
- Be ethical and courteous. Do not send hate, harassing, or obscene mail; text or images; libelous, scandalous or discriminatory remarks; or demonstrate other antisocial behaviors. Such communications may be subject to school discipline, legal action, and/or police contact.
- District computers may not be used to interfere or disrupt other users, services or equipment, including distribution of unsolicited advertising (spam), propagation of viruses, or distribution of large quantities of information (chain letters, network games or broadcasting messages).
- Do not attempt to hide "windows," close laptop lids, clear desktops, or turn off computers when staff approach.
- Never attempt to "hack" into another student's or staff member's account.
- Do not attempt to circumvent or disrupt district network and software resources such as firewalls, network traffic monitoring services, or web filters.

3. Be academically honest.

- Do not assume that because something is on the internet that you can copy it.

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Bus Conduct (6605)



Lake Washington School District's school bus conduct policy and rules are in accordance with Washington State WAC's and RCW's, all of which will be enforced whether or not they are included in the following regulations. These regulations are designed to assure every student safe transportation to and from school and school-sponsored activities. Violation of these rules may be sufficient reason to discontinue bus-riding privileges for the student involved, and in certain cases could cause suspension from school.

Rules for passengers' conduct on school buses will be made available to each student at the beginning of each school year. These rules will also be posted in each bus. These rules and procedures also apply to students who ride charter buses or other contracted transportation provided by the school district. Safety may be compromised if the driver becomes distracted by students who violate the rules.

The bus driver has authority and responsibility for the behavior of passengers using school district transportation. Teachers, coaches, other certified staff members, or chaperones assigned to accompany students on buses have primary responsibility for the behavior of students in charge. However, the bus driver shall have final authority and responsibility.

Corrective Action for Infractions of Established Bus Rules

Student misconduct on the bus or at the bus stop is sufficient reason to discontinue bus transportation privileges to those students involved. Infractions accumulate for the duration of the school year and range from warnings, detentions, and parent/guardian conferences to short-term suspensions or long-term suspensions from riding the bus. Serious infractions may result in immediate suspension of bus-riding privileges for the balance of the school year.

Suspension will begin at the beginning of the next school day after the misconduct occurred. In other words, the student transported to school may be returned to his regular stop.

Students may resume their bus riding privileges as soon as all disciplinary obligations have been met.

Grievance

Parents/guardians who wish to contest a suspension may submit a grievance to the school principal for an informal conference.

Safety expectations at the bus stop

- Arrive at the bus stop five minutes before the scheduled bus time.
- Do not stand or play on the roadway while waiting for the bus.
- Wait to board the bus in an orderly manner.
- Respect private property while waiting for the bus.

Safety expectations while riding the bus

- Cooperate with and obey the driver at all times.
- Be courteous, use no profane language—spoken, written, or gestured.
- Elementary and middle school students need to ride their assigned bus and get off at their assigned stop, unless they have a bus pass signed by the school (certain routes may not allow bus passes based on available seating).
- Keep head, hands, feet and belongings inside the bus at all times.
- Only consume food or beverage if the driver has given permission to do so.
- Windows may be opened six inches; however, close the windows if the driver asks that windows remain closed.
- Do not bring animals onto the bus (service-animals excepted).
- Keep belongings (backpacks) out of the aisle.
- Remain seated while the bus is starting, stopping, or otherwise in motion.
- If assigned a specific seat by the driver, sit in that seat at all times.
- Enter and exit the bus safely, crossing only in front of the bus and only with the consent of the driver.

Note: Exceptional Misconduct and Other Forms of Misconduct as identified early in this handbook apply to conduct on buses and at bus stops.

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Students Receiving Special Education Services and Section 504 Accommodations

Lake Washington School District is committed to providing safe, inclusive, and supportive learning environments where every student can learn and thrive. Students receiving Special Education services under the Individuals with Disabilities Education Act (IDEA) or accommodations through Section 504 are expected to follow the same behavioral expectations outlined in this handbook. Federal and state law provide additional procedural safeguards to ensure disciplinary decisions are made fairly and with consideration of each student's individual needs.

Individualized Supports

Some students receiving Special Education or Section 504 services have individualized behavioral supports identified in their Individualized Education Program (IEP), Section 504 Plan, or Behavior Intervention Plan (BIP). These supports are designed to teach replacement skills, reduce barriers to learning, and promote successful participation in school.

When behavior impacts a student's learning or the learning of others, the school may work collaboratively with the student, family, and educational team to review existing support and determine whether additional interventions or services are appropriate.

Discipline and Procedural Safeguards

Students receiving Special Education or Section 504 services may receive classroom interventions, corrective action, suspension, emergency removal, or other disciplinary responses consistent with District policy and Washington law.

When disciplinary action may result in a significant removal from a student's educational placement, the District follows additional procedures required under IDEA and Section 504. These protections help ensure disciplinary decisions appropriately consider the student's disability while maintaining access to educational services.

These procedures may include:

- Conducting a Manifestation Determination Review (MDR) to determine whether the student's behavior was caused by, or had a direct and substantial relationship to, the student's disability, or resulted from the District's failure to implement the student's IEP or Section 504 Plan.
- Reviewing or revising behavioral supports, including a Functional Behavioral Assessment (FBA) or Behavior Intervention Plan (BIP), when appropriate.
- Continuing educational services during qualifying disciplinary removals as required by federal and state law.

A disciplinary removal may become a change of placement when a student is removed for more than ten consecutive school days or when a series of removals creates a pattern of exclusion. When this occurs, the student's IEP or Section 504 team will meet within required timelines to determine appropriate next steps.

If the student's behavior is determined to be a manifestation of the student's disability, the IEP or Section 504 team will review behavioral supports and determine any necessary changes to the student's educational program consistent with applicable law.

If the behavior is not determined to be a manifestation of the student's disability, the student may be disciplined in the same manner as other students while continuing to receive educational services as required by law.

Special Circumstances

Under the following circumstances, schools is permitted to suspend students for up to forty-five school days when the student:

- Possesses or uses a weapon at school or a school activity.
- Knowingly possesses, uses, sells, or solicits illegal drugs or controlled substances at school or a school activity.
- Inflicts serious bodily injury upon another person at school or a school activity.

Students who are in the process of being evaluated for Special Education or Section 504 eligibility may also be entitled to discipline protections consistent with federal and state law.

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Transportation

Students who receive specialized transportation services through an Individualized Education Program (IEP) or Section 504 Plan are expected to follow the same behavioral expectations outlined in this handbook. Transportation services are provided to support students' access to their educational program. When behavioral concerns arise during transportation, the District works collaboratively with families and educational teams to maintain safe transportation while ensuring students receive the procedural safeguards and individualized supports required by federal and state law.

- **Pick-Up and Drop-Off:** A parent, guardian, or other authorized adult must be present when preschool students and/or those receiving specialized transportation services identified in their IEP, are picked up or dropped off. Parents/guardians are responsible for providing the transportation department with a list of adults authorized to receive their student. With written approval from both the parent/guardian and the school, a student may be dropped off without an adult present when appropriate.
- **Specialized Equipment:** If a student requires specialized equipment during transportation, parents/guardians are responsible for securing the student when boarding the bus and safely unloading and unsecuring the student upon returning home.
- **Behavior and Discipline:** Students may be subject to corrective action for misconduct while receiving district transportation services. Transportation-related disciplinary decisions involving students receiving Special Education services or Section 504 accommodations will be implemented in accordance with applicable federal and state law, including required procedural safeguards and individualized supports.

Partnership with Families

Lake Washington School District believes successful student outcomes are strengthened through collaboration among families, students, and school staff. When behavioral concerns arise, schools will partner with families and educational teams to identify supports, teach replacement skills, and develop strategies that promote student success while maintaining safe and supportive learning environments for everyone.

Families who have questions regarding Special Education discipline protections or Section 504 procedural safeguards are encouraged to contact their student's case manager, Section 504 coordinator, building administrator, or the District's Special Services Department. This section provides a general overview of discipline protections for students receiving Special Education services and Section 504 accommodations. Nothing in this handbook limits the procedural safeguards or rights provided under federal or state law.

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Prohibition of Discrimination and Harassment

Human Dignity (0110)

Recognizing and valuing that we are a diverse community, part of our mission is to provide a positive, harmonious environment where diversity is respected and encouraged. A major aim of education in Lake Washington School District is the development of a commitment to the core values of a democratic society. In accordance with that aim, the district strongly emphasizes a core value of mutual human respect for each person regardless of individual differences and/or characteristics. We expect this value to be manifested+ in the daily behaviors of students, staff and volunteers.

Nondiscrimination (5010)

The Lake Washington School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Our Schools Protect Students from Harassment, Intimidation and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

- HIB is any intentional electronic, written, verbal, or physical act of a student that:
- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with). You may use our district's reporting form to share concerns about HIB 3207-Reporting Form but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Johnny Phu, Director of Student Excellence & Engagement, jphu@lwsd.org) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 10 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within two school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

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What are the next steps if I disagree with the outcome?

For the student designated as the "targeted student" in a complaint:
If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:
A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's Student Rights and Responsibilities or the district's HIB Policy 3207-Policy and Procedure 3207-Procedure.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination Policy 3210-Policy *and Procedure* 3210-Procedure*, visit* Student Rights and Responsibilities.

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205-Policy and Procedure 3205-Procedure, visit Student Rights and Responsibilities.

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: John Appelgate, Director of Civil Rights & Extracurricular Program, 16250 NE 74th Street, Redmond, WA 98052, jappelgate@lwsd.org, 425-936-1367

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: John Appelgate, Director of Civil Rights & Extracurricular Programs, 16250 NE 74th Street, Redmond, WA 98052, jappelgate@lwsd.org, 425-936-1367

Concerns about disability discrimination:

Section 504 Coordinator: Craig Mott, Director of Special Services,16250 NE 74th Street, Redmond, WA 98052, cmott@lwsd.org, 425-936-1337

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Pablo Ortega, Associate Superintendent of Student Support & Programs, 16250 NE 74th Street, Redmond, WA 98052, portega@lwsd.org, 425-936-1398

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

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What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision
- What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the school board by contacting Jennifer Hamilton at jehamilton@lwsd.org and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure 3210-Procedure and Sexual Harassment Procedure 3205-Procedure.

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure 3210-Procedure and the HIB Procedure 3207-Procedure to fully resolve your complaint.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI).

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: https://ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

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

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability and age. OCR also has a discrimination complaint process.

- Website: https://www.ed.gov/about/ed-offices/ocr
- Email: ocr@ed.gov
- Phone: 800-421-3481

Complaints Regarding Willful Noncompliance with State Law

If you believe the District has willfully failed to comply with certain Washington state education laws, you must first use any available District complaint or appeal process to seek resolution, even if your concern involves the Superintendent, the School Board, or an individual Board member. The District prohibits retaliation against any person for making a good-faith complaint. If no local complaint process exists, or after completing all applicable local complaint procedures, you must provide written notice to the Superintendent before filing

a complaint with the Washington Office of Superintendent of Public Instruction (OSPI), as required by state law. Complaints filed with OSPI must comply with the applicable timelines and procedures established by OSPI.

For the most current complaint procedures, timelines, and forms, please visit OSPI's State Law Noncompliance Complaints webpage.

Our School is Gender-Inclusive (3211)

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211-Policy and Procedure 3211-Procedure, visit Student Rights and Responsibilities. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Pablo Ortega, Director of Equity and Family Engagement.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above under headline Prohibition of Discrimination and Harassment.

Prohibited Items

Alcohol, Drug and Tobacco (3240, 3240P)

According to the Drug-Free Schools and Communities Act, schools must be totally free of unlawful drugs or alcohol. No one is allowed to possess, transfer, sell, use, solicit, or distribute tobacco, drugs, or alcohol while at school or while taking part in any school sponsored events or activity. Drugs include inhalants, prescription drugs beyond a daily dose, over the counter drugs in quantities or mixtures that are suspect and capable of causing serious harm, or any illegal or other substance representative as such.

Dangerous Weapons (4210)

The safety of students and staff in our schools is paramount. As such, it is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school district premises, school-provided transportation or areas of other facilities being used exclusively for school activities.

Weapons prohibited by this policy include firearms, as defined under federal and state law, explosives, items capable of causing bodily harm, and objects, including toy weapons or look-alikes, that appear to be weapons or that can be used to cause bodily harm, regardless of size. Dangerous weapons are defined by state law as firearms, sling shots, sand clubs, stun guns, metal knuckles, certain knives, "nun-chu-ka" sticks, "throwing stars," and air guns, including BB guns and paintball guns. Weapons apparently capable of producing bodily harm are also prohibited as defined in RCW 9.41.270 as now or hereafter amended. Laser pointing/projecting devices are also prohibited for student use or possession.

Fake weapons or props for District-approved activities such as school plays or assemblies, approved presentations or military displays, and starter pistols used for sports activities, are permitted with prior approval of the building principal. The fake weapons or props may not be capable of firing any projectiles, must be under the control or supervision of the adult activity sponsor, and must be locked up when not in use for the activity.

Under RCW 9.91.160, it is unlawful and a violation of this policy for a person under eighteen years of age, unless the person is at least fourteen years old and has with written parental or guardian permission, to possess personal protection spray devices on school district property. Providing or transferring a personal protection spray device to someone who is prohibited from possessing such a device is also a violation of this policy. Any use of a personal protection spray device must be consistent with RCW 9A.16.020.

Any student found to have in his or her possession, or in his or her desk or locker, or on school district premises, any dangerous weapon or replica of a dangerous weapon defined in RCW 9.41.270 may be subject to parent notification, police contact, suspension, emergency expulsion or expulsion. In instances involving a firearm, students will be subject to a one-year expulsion.

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Other Policies

Health Room/Medication (3416, 3416P)

District nurses are assigned to multiple schools and are not assigned to a specific campus. If a student feels ill during the school day, the teacher may give permission for the student to go to the office. The secretary or trained volunteer will take the student's temperature. If the student's temperature is 100 degrees or higher, the parent will be called to arrange transportation home. If a student does not have a temperature but feels seriously ill, the parent will also be called to arrange transportation home.

Parents should inform the school on the Nurse Alert form if their child has a serious/life threatening health condition. Some examples of life-threatening health conditions are diabetes, seizures, severe allergies, asthma and/or a cardiac condition. This list is not all inclusive.

The Lake Washington School District's medication policy states that medication will be administered between 11:00 a.m. and 1:00 p.m. daily. Exceptions require nursing approval. Medications that are given three times a day (antibiotics) should be given at home in the morning, afternoon, and evening. Students may not medicate themselves unless the health care provider indicates that they may do so. This must be documented on the student's medication order. Should medication need to be administered at school, parents must have their child's health care provider sign the Lake Washington School District medication form (#4023), provide a separate prescription pharmacy bottle labeled by the pharmacist (handwritten labels will not be accepted); and bring the pharmacy bottle with the exact amount of medication needed for the designated time period (no more than one month at a time) to school. The parent must pick up any unused medication by the last day of school.

Child Find (2161P)

Child Find is a federal requirement for the purpose of locating, evaluating, and identifying students age birth to 21 years with a suspected disability who reside within the boundaries of Lake Washington School District and are currently not receiving special education services. Child Find services are conducted throughout the year in Lake Washington School District through the guidance team process. If you or your parents have concerns about your language/communication skills, motor skills, intellectual, social, emotional, and/or physical skills, please contact the school and ask for the special education teacher, school psychologist, or other guidance team member. You may also call the Special Services main office at 425-936-1201 or the District Child Find office at 425-936-2760 to request Child Find information.

Enrollment/Inter-District Transfer Agreements and In-District Variances (3131, 3141, 3110)

Students in Washington state may apply for an Inter-District Transfer Agreement to attend a school in a different school district or may apply for an In-District Variance for attendance in another, non-resident school within the Lake Washington School District. Both Inter-District Transfer Agreements and In-District Variances are determined on a space-available basis. Refer to our school district website for timelines and processes.

Student Records/Family Educational Rights and Privacy Act (3231)

The Lake Washington School District is required to protect families from unauthorized release of certain information about its students. However, directory information may be released without permission of parents unless parents register their objection prior to September 15 of each school year.

Directory information is routinely used by the district in news releases, school event programs, and student directories. Such information is also released for the purposes of providing educational, scholarship, vocational/occupational, and/or military information (or to the news media or law enforcement). This information will not be released for commercial purposes. For more information, consult the Family Information Handbook distributed at the beginning of the school year.

Our District's Tip Reporting Service

Safety is one of our district's top priorities, that's why we use Vector Alert, a tip reporting system that allows students, staff and parents to submit safety concerns to our administration four different ways:

- **Phone:** 425-529-5763
- **Text:** Text your tip to 425-529-5763
- **Email:** 1342@alert1.us
- **Web:** https://lwsd-wa.safeschoolsalert.com

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. You can submit a tip anonymously online or by phone. More information, including the Vector Alert Privacy Policy and Terms of Use is available online at lwsd-wa.safeschoolsalert.com. Thanks in advance for helping to make our school community a safer place to learn and work! We appreciate your support.

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District Graduation Requirements

Credit Requirements at a Glance

Subject	Credits
Language Arts	4.0
Science	3.0^
Mathematics	3.0+
World Language (same language)	2.0^^^ 2 can be (PPR)
Social Studies	3.0
Arts	2.0^^^ 1 can be (PPR)
Physical Education (P.E.)	1.5^^
Health	0.5
Occupational/Career & Technical Education	1.0
Electives	4.0
Total	**24.0**

^ 2.0 lab science, 1.0 non-lab science

+ Algebra I, Geometry, and a third credit of high school mathematics, aligning with the student's interests and high school and beyond plan.

^^ A student may request to be excused from P.E. under certain conditions, per state law and district policy.

^^^ Personalized Pathway Requirements (PPR) are related courses that lead to a specific post-high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career & Technical Education, and are intended to provide a focus for the student's learning

Students must fulfill the graduation requirements that are in place when they first enter ninth grade, unless the state legislature votes to reduce those requirements. The requirements will not increase once a student has started ninth grade. The requirements do not change even if the student's graduation year changes.

Students must fulfill the following three requirements for graduation:

1. Earn High School Credits as shown in the table to the left

Students must earn at least 24 credits to graduate.

2. Complete a High School and Beyond Plan

To graduate, all students must develop a High School and Beyond Plan specifying how they will meet high school graduation requirements and what they will do following high school. Students begin their plan in eighth grade and revise it each year as they progress through middle and high school. The High School and Beyond Plan should include the classes needed to prepare for a postsecondary pathway, such as a two-year or four-year college, technical college, apprenticeship program, certificate program, the workforce or military training.

3. Meet the requirements of at least one graduation pathway option* in English Language Arts and Mathematics:

- Meet standard on the Smarter Balanced Assessment
- Complete and qualify for credit in related dual credit course
- Earn credit in high school transition course (Bridge to College)
- Earn C+ in related Advanced Placement or Cambridge course or 3 or higher on AP exam or E on Cambridge exam
- Meet State Board cut scores on SAT or ACT
- Meet any combination for ELA and math described above
- Meet standard on Armed Services Vocational Aptitude Battery
- Complete a sequence of CTE courses relevant to student's postsecondary pathway
- Complete performance-based pathway

For more information about graduation requirements, go to: www.lwsd.org > Schools >High Schools> High School Guide.

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Academic Acceleration

Students who meet standard on the Smarter Balanced Assessment in English language arts (ELA) and/or mathematics in 8th grade will be automatically enrolled in the next most rigorous level of an advanced 9th grade course in ELA and/or mathematics that aligns with their High School and Beyond Plan.

Current 9th – 11th grade students who meet standard on the Smarter Balanced Assessment in ELA are eligible for enrollment in advanced high school courses in ELA, social studies, humanities, or other related subjects. Current 9th-11th grade students who meet standard on the Smarter Balanced Assessment in mathematics are eligible for enrollment in advanced high school mathematics courses. Students who meet standards on the Washington Comprehensive Assessment of Science in grades 8-11 are eligible for enrollment in advanced high school science courses.

Parents/guardians may elect to have their student opt out of automatic enrollment in the next most rigorous ELA and math course and enroll in an alternative course that aligns with the student's High School and Beyond Plan goals and graduation requirements by contacting the school.

Advanced Placement (AP®) Courses and Exams

Purpose of Advanced Placement
Advanced Placement (AP) is a nationwide program designed to prepare secondary students for higher education. LWSD offers a variety of AP classes that provide rigorous, college-level curriculum in various subjects and the opportunity to earn college credits or advanced college standing. AP classes and testing are open to all high school students (9th-12th) in Lake Washington School District (LWSD) and are taught by AP teachers trained to instruct their AP course.

In May of each year, towards the end of AP courses, students are eligible to take an AP test for college/university credit. Please note that although all students are encouraged to take the AP exam for each course, it is not a requirement for enrollment, high school credit, or grade in the class.

The AP experience
Taking AP classes in high school helps students prepare for college-level academics.

The benefits of taking AP classes include:

- Increased academic rigor in line with college/university courses
- Deeper exploration of a course's content knowledge
- Development of higher-level research, analysis, and critical thinking skills
- Ability to get a head start on college requirements by earning college/university credits.

Receiving college credit for AP through AP exams
Students who meet all performance standards on AP exams may be eligible to receive college credit. Colleges determine if credit or advanced standing is granted based on their institutional policies. Many colleges and universities world-wide recognize AP achievements and grant credit.

Graduation pathways requirement
Students have the opportunity to meet the graduation pathway requirement by earning a C+ each semester in an identified AP course or scoring 3 or higher on the AP exam.

More information about AP
AP courses and descriptions are listed in each school's course catalogue which is posted on the school website. Not all AP courses are offered at all schools. For specific course and enrollment information, students should contact their school counselor. For general information about AP courses and exams, visit CollegeBoard.com.

CADR Courses

CADR courses meet new college admission requirements
Since 2008, ninth graders who are planning to seek admission to public four-year colleges and universities in Washington are required to take courses to meet the state's minimum College Admission Distribution Requirements (CADR). Courses that meet college admission requirements are marked "**CADR**" throughout the course catalog. Please see page A8 for more information about college admission standards and CADR courses.

Career and Technical Education (CTE)

Career and Technical Education (CTE) is hands-on, career-connected learning that prepares students to be college, career and future ready! CTE courses integrate 21st century skills, professional and technical skills, and core academic knowledge. Some CTE courses provide the opportunity to earn college credit or industry certification.

Career and Technical Education (CTE) Classes
Two semesters of CTE courses are required for graduation. Many AP offerings are also available through CTE, and some CTE courses allow students to earn college credit through CTE Dual Credit.

CTE Dual College Credit
Through a partnership with community and technical colleges in the state, certain CTE courses provide students with the opportunity to earn both high school and college credit for the course, if students complete the course with a grade of "B" or better. If a course qualifies for CTE Dual Credit, it will be noted in the course description, or teachers will provide students with information about how to register for CTE Dual Credit. *Note: Students must register and pay a $50 fee (fee covers all CTE Dual Credit Courses) through the Pacific Northwest College Credit Consortium to be awarded college credit.*

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CTE Equivalency/"Two-for-One" Courses
Some CTE courses help students meet core academic graduation requirements. If a CTE course is determined to be fully equivalent with academic standards of the core requirement, it can be recorded on a student's transcript using equivalent academic high school designation and title. If a CTE course has designated equivalency, credit for one of the courses will be placed on the student's transcript. Students generally choose which course they want placed on the transcript, and this choice is driven by their High School and Beyond Plan. The second course, which is not placed on the transcript, may be "checked off" as a "met requirement" by local counseling staff. Which course is put on the transcript and which one is "checked off" is determined by the student, based on their post high school goals as outlined in the High School and Beyond Plan.

The CTE Equivalency/"Two-for-One" policy does not change the total number of credits the student needs to graduate.

WANIC Skill Center Programs (wanic.org)
WANIC Skill Center offers high quality tuition-free Career and Technical Education (CTE) classes for high school juniors and seniors. These year-long, advanced-level CTE programs are based on rigorous academic and industry standards preparing students for career and college readiness. WANIC programs offer dual credit opportunities (high school and college credit) and/or lead to industry certifications. Programs are designed in three period blocks which allows extended learning time and authentic hands-on lab experience. Skill Center classes are offered at many local high schools in our area, DigiPen Institute of Technology and Lake Washington Institute of Technology. Full year WANIC programs meet the state CTE graduation pathway requirement.

All classes are offered during the regular school day, while some are also offered after the school day. Students attend their home high school for part or all of their day and attend WANIC Skill Center programs in a different location for the remainder of the day.

WANIC program offerings:

- Aerospace Manufacturing – Core Plus (Liberty HS)
- Automotive Technology (Bellevue HS, Bothell HS)*
- Aviation Technology – STEM (WANIC)
- Baking and Pastry (Bothell HS)
- Building Industry Technologies – Core Plus Construction (Interlake HS,*Bothell HS)
- Cisco Networking (Newport HS)*
- Culinary Arts (Newport HS)*
- Dental Careers (WANIC)
- DigiPen AI and Predictive Data Analytics for Entertainment (DigiPen)*
- DigiPen Art & Animation (DigiPen)*
- DigiPen Game Design (DigiPen)
- DigiPen Music & Sound Design (DigiPen)*
- DigiPen Video Game Programming (DigiPen)*
- Fire & EMS (WANIC)*
- Health Science Careers – Nursing (WANIC, Sammamish HS, Woodinville HS)
- Medical Careers (WANIC)
- Restoration Ecology and Forest Management (Cedarcrest HS)
- Sports Medicine (Issaquah HS, Bothell HS)

**Two-year program available*

Visit https://wanic.lwsd.org for course descriptions.

College in the High School

College in the High School (CHS) courses provide students in grades 9-12 the opportunity to earn college credit while they complete selected high school courses. These courses are rigorous, college-level courses offered in high school by teachers approved to teach the course. CHS is an opportunity for students to receive college credit and meet their college or university's 'general requirements' required for college graduation.

CHS credits are accepted in many colleges and universities in Washington state. If you are attending another college or university different than the institution providing CHS credits, make sure to contact the institution to obtain information on their CHS credit transfer policies. Your counselor or the institution's credit transfer site may allow you to check transfer equivalencies.

Some courses, such as specific Math and World Languages, may offer credit beyond the 0.5 credit per semester generally offered for high school courses. Credit information for each course may vary and is found in its course description. CHS courses are marked with a "C" designation.

Essential information about College in the High School courses:

- There is no fee for students to enroll in a CHS course for the student, high school, or college. Starting 2023-2024, all CHS courses are free for students to take.
- Students must register as a CHS student with the respective institution offering the credit(s).
- Upon course registration, each institution offering a course will automatically start an official college transcript that is part of the student's permanent school record.

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Graduation Pathways

In Washington State, students must complete a Graduation Pathway as part of the graduation requirements. In order to meet this requirement, students must show competency in both English Language Arts (ELA) and Math. As part of their High School and Beyond Plan, students will designate and complete a pathway that will help prepare them for opportunities after high school. There are multiple ways students can meet the Graduation Pathway requirement in the LWSD, and school counselors work with students through the high school planning and registration process to guide them as they consider their options. Information is also available online in our High School Guide.

Here are the pathways that LWSD students can choose to meet graduation requirements:

1. **State Assessment:** All students will take the Smarter Balanced Assessment in 10th grade. Students receiving a score above the designated cutoff can use these assessments to complete their graduation pathway. Students can take these assessments multiple times.
2. **Dual Credit:** Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).
3. **Advanced Placement (AP):** For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or pass the course(s) with at least a C+ each semester.
4. **SAT/ACT:** SAT scores required to pass: ELA 410/MATH 430; ACT (with Writing) scores required to pass: ELA 14/MATH 16
5. **Combination:** Meet any combination of at least one ELA and one math option of those options listed in 1-5.
6. **Armed Services Vocational Aptitude Battery (ASVAB):** A score of 31 or higher fulfills the graduation pathway requirement.*
7. **CTE Sequence:** Complete a sequence of Career and Technical Education (CTE) courses.*
8. Performance-based pathway

For more information, visit the OSPI Graduation Pathways site (OSPI Graduation Pathways) or reach out to your child's school counselor.

*Note: Students who pursue these pathways (ASVAB or CTE) do not need to meet English and math requirements separately. English and math content are embedded in both pathways — and a student who meets either the ASVAB standard or the CTE pathway requirements has met the graduation pathway requirement.

High School Credit for Courses Taken in Middle School

Middle school students who successfully complete a high school course, such as Algebra I, Geometry, and World Language (i.e. Spanish, French), will automatically earn high school credit for the course/s. This credit will be applied to the student's high school graduation requirements and recorded on their high school transcript.

For students who completed high school-level courses in middle school, these grades and credits will automatically appear on the high school transcript. Since they affect both the cumulative GPA and graduation progress, it's recommended to review the transcript to ensure the student wishes to keep the credits and grades there. No further action is needed if the credits should remain.

If a student or their parent/guardian prefers not to include the credit for courses taken in middle school on the high school transcript, or would like the credit recorded with a non-numerical grade (which won't impact the GPA), the school must be notified before the end of 11th grade, per state law. Students can notify the school by completing this form: 2410 - Appendix D - Request to Remove Credit or Grade Taken Before High School from Transcript and follow their school's appendix submission policy to return the form before the end of their junior year. **Per state law, it is not possible to remove classes from the transcript after the last day of school in the junior year.** Please check with your counseling or school office on how to access your transcript.

LWSD Online Courses

The Lake Washington School District offers two online courses - Washington State History and Health. Students may enroll in these district online courses if they meet one of the following criteria:

- The course is not offered at their school or
- The student is unable to fit the course into their regular six-period schedule.

These online courses meet both district and state standards as well as maintain the high standards for content and rigor that are available in all LWSD classes. Students access the online class through an internet-connected computer. Coursework and online instruction may occur outside of the school day. Sections of available classes will be offered based upon spring student enrollment requests. Students who select online classes will need to meet with their school counselor in the spring to discuss class availability as well as to determine whether online learning is right for them. **Online courses taken as an 8th course incur a cost. The cost matches summer school rates.**

Courses

- **Online Washington History**
  Online Washington History is a .5 credit class that pro-

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vides the knowledge and awareness of the geography, native inhabitants, early settlers, and the forces that drove modernization and statehood. Students will also study Washington's emergence as a force for economic development and international trade. This class meets the Washington State History graduation requirement.

- **Online Health**
  Online Health is a comprehensive .5 credit health course that provides students with essential knowledge and decision makings kills for a healthy lifestyle. Students will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students will apply principles of health and wellness to their own lives. In addition, they will study behavior change and set goals to work on throughout the semester. Other topics of study include substance abuse, safety and injury prevention, environmental health, and consumer health. This class meets the Health graduation requirement.

Physical Education Credit Options

To earn a high school diploma, students must earn two health and fitness credits. 1.5 credits represent the fitness portion of the requirement and are met by course work in physical education. The other .5 credit is met by taking a health course. Lake Washington School District recognizes the importance of the development of healthy habits that include physical fitness and emotional well-being and provides a variety of classes to fulfill the 1.5 credit fitness requirement. A full list of health and P.E. classes being offered is available on each school's website.

There may be special circumstances where a student may have an alternative option to meet this requirement. These alternative options are available beginning in the student's 12th grade school year.

Fitness Knowledge Assessments
The Fitness Knowledge Assessments will be offered to students beginning in the students' 12th grade school year. Students will have six opportunities to take the assessment(s) before their graduation date. Each fitness assessment satisfies 0.5 credit.

Fitness Log
The Fitness Log will be offered to students beginning in the students' 12th grade school year. Students may complete and submit the activity/movement log to satisfy the remaining 0.5 credit. Successful participation and completion of one LWSD athletic season or 80 hours of regular workout, practices, and competitions within the academic school year, not including summer. For more information about these options: For more information about these options: https://www.lwsd.org/students-families/students/high-school-guide/physical-education-credit-options.

Running Start

Juniors, who qualify, may enroll in college level courses at local participating community and technical colleges. The courses taken will earn high school credit and college credit at some state colleges and universities. The Lake Washington School District pays the college tuition for a specified number of credits taken. Students are responsible for all fees, books, and transportation. Students interested in Running Start must:

- Attend a Running Start information session and/or review the process at your high school.
- Take an assessment in literacy and mathematics at the community or technical college, scheduled by the student.
- Have completed sophomore year for summer enrollment and/or have junior or senior standing in high school before taking courses through Running Start. For juniors in the Lake Washington School District, this includes completion of 10th grade required course sequence, and meeting state test graduation requirements as outlined on page A1 of this guide. For seniors this includes satisfactory completion of 11th grade course sequences.
- Meet all LWSD graduation requirements through course work or through Running Start classes.

In addition, students may be required to attend high school classes for the purpose of completing high school graduation requirements. Students who do not meet these requirements will not be approved for entry to Running Start and their tuition fees will not be paid by the school district. Parents and students will be responsible for course fees in the case that students attend community college without adequate standing or approval as determined by counselor or administrator. To begin Running Start in a fall quarter, students must apply in the previous March.

Six Period Schedule

As part of their four-year program of study, all students are expected to register for and take six credit bearing courses each semester. A senior who is on track to satisfy all credit requirements for graduation may complete an application for Early Dismissal or Late Arrival. Requests for a class schedule with less than six credit bearing courses will be reviewed with extenuating considerations in mind, which may include but are not limited to the following:

- Employment
- Medical need with documentation
- Educational opportunities outside the school/district consistent with the student's High School and Beyond Plan.

A class schedule with less than six credit bearing courses will only allow for a late arrival or early dismissal. It is necessary to gain approval from the student's counselor and parents for late arrival or early dismissal and have a copy of the approval on file in the counseling office.

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Schedule Changes – Transcript Policy

Schedule changes within the first five days will not be recorded on the transcript. A "W" (withdrawn) grade will be recorded on the transcript of students dropping courses after the first five (5) days through the fifth (5th) week of the semester. The course will remain on the student's official transcript but will not impact the student's GPA. Students will receive an 'N' grade for courses dropped after the 5th week of the semester except in the case of extenuating circumstances as determined by the principal. All schedule changes must follow designed school processes and be approved by counselors/administrators. The ability to schedule students into a different course is limited once the registration process ends. For year long classes, the student receives an N any time after the 5th week of the first semester. For semester long classes, it is the 5th week of the semester of that class. Yearlong classes will post as two semester parts on the transcript. If the class is dropped at S2, the earned S1 grade will remain as posted by the teacher. Only S2 will post as an N.

World Language Credit Options

Students are required to graduate with two credits in a World Language. Students have two options if they wish to pursue an alternative to the required two World Language credits: A student may elect to pursue credit in areas other than world language if the choice is based on a career-oriented course of study identified in the student's High School and Beyond Plan. Students also have the option of pursuing competency/proficiency credit by participating in a district-sponsored "World Language Assessment Day." Students complete an assessment to determine language proficiency. If students demonstrate at least a Novice Mid proficiency level, they will receive a letter indicating proficiency levels and the number of high school credits earned. For more information about these options, https://www.lwsd.org/students-families/students/high-school-guide/world-language-credit-by-proficiency.

The Lake Washington School District does not discriminate on the basis of race, color, national origin, sex, disability, age, gender, marital status, creed, religion, honorably discharged veteran, military status, sexual orientation, gender expression, gender identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights Coordinator	Title IX Coordinator	Section 504/ ADA Coordinator
Executive Director of Human Resources 16250 NE 74th Street Redmond, WA 98052 425-936-1266 civilrights@lwsd.org	Director of Athletics & Activities 16250 NE 74th Street Redmond, WA 98052 425-936-1289 titleix@lwsd.org	Executive Director of Special Services 16250 NE 74th Street Redmond, WA 98052 425-936-1407 section504@lwsd.org

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Lake Washington School District

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WANIC Skill Center
Preparatory College & Career Education



Serving high school students from these school districts:
Bellevue, Issaquah, Lake Washington, Mercer Island, Northshore, Riverview, & Snoqualmie Valley

web: wanic.org **email: wanic@lwsd.org** **phone: 425.739.8400**

WASHINGTON NETWORK FOR INNOVATIVE CAREERS

The Lake Washington School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator, Director of Human Resources, 425-936-1251, civilrights@lwsd.org; Title IX Coordinator, Director of Athletics and Activities, 425-936-1289, titleix@lwsd.org; and 504 Coordinator, Director of Special Services, 425-936-1407, section504@lwsd.org

Updated 12/17/24 | A7

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Overview of Minimum College Admission Standards

The Washington Student Achievement Council Sets Minimum Standards

The Washington Student Achievement Council (WSAC) has responsibility to: establish minimum admission standards for four-year institutions, including a requirement that coursework in American Sign Language or an American Indian Language, shall satisfy any requirement for instruction in a language other than English that the board or the institutions may establish as a general undergraduate admissions requirement. (RCW 28B.77.020, Section 7.a)

Freshmen Admission Policy

This overview of freshmen admission requirements applies to all applicants to the public four-year colleges who enter directly from high school, and students who enter college with fewer than 40 credits of college-level coursework or equivalent.

Running Start and other dual-credit earning students, including those who have earned more than 40 quarter hours of college-level credit, who enter a public baccalaureate institution directly from high school, must **meet minimum college admission standards:**

- **2.0 Minimum GPA**
- **CADRs** – (College Academic Distribution Requirements)

College Academic Distribution Requirements (CADR)

CADRs reflect the minimum number of credits required in six subject areas that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions.

- CADRs guide students to take high school courses which will prepare them for college-level coursework. High school courses meeting CADRs are determined by the school district and are noted on the student's transcript with a "B" designation.
- CADRs are not the same as high school graduation requirements, which are determined by the State Board of Education and local school districts.
- Students who plan to attend a four-year college or university should be aware of both their high school graduation requirements and the CADRs.
- Meeting the minimum college admission standards does not guarantee admission to a public baccalaureate institution. Therefore, students are encouraged to go beyond meeting minimum college admission standards to improve their chances for gaining entry to a public baccalaureate institution.
- Students should obtain admission information directly from the institution they wish to attend.

Holistic Review of Applications for Admission

Currently, each of the public baccalaureate institutions employs a holistic review process for at least a portion of their applicants. Holistic review is an additional means of ensuring student access, and may include a review of many factors beyond GPA, SAT/ACT scores and completion of CADRs, which indicate evidence of the student's preparedness for college. In cases where students do not meet the minimum college admission standards, the policy provides for alternative admission policies which may be more appropriate for certain students. Each student is encouraged to contact the admissions office of the institution they wish to attend if they have questions.

Further Details

K-12 and college personnel who advise students on admission to public four-year colleges and universities should review the detailed version of the College Academic Distribution Requirements at: Washington Student Achievement Council.

Relevant Legislation

RCW 28A.230.097 (AP computer science)
RCW 28B.77.020 (setting admissions standards)
WAC 392.415.070 (designating CADRs on high school transcripts)

Students should consult with their local high school to obtain complete information about minimum college admission standards, and to be aware of which courses at their high school meet CADR guidelines, as determined by the local school district.

For students entering four-year colleges or universities

College Academic Distribution Requirements (CADRs)

Coursework (See details at Washington Student Achievement Council)
Students are encouraged to take a minimum of three credits of CADR courses each year of high school, including the senior year. Students who take college-level coursework (ex: Running Start) and complete 5 quarter credits or 3 semester credits, will have earned the equivalent of one CADR credit. In addition, pre-college courses in English and math may be equivalent to CADR courses, provided they are designed to meet the same learning outcomes as the high school courses for which they substitute. Students may meet high school requirements with courses taken in middle school, provided the courses are part of a sequence which is successfully continued in high school, or the courses are included on the high school transcript as high school-level courses.

- **English – 4 credits** including 3 credits of college preparatory composition or literature. One credit may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, English as a Second Language, or Learning Support English.
- **Mathematics – 3 credits:** Algebra I, geometry, and Algebra II (intermediate algebra), or Integrated Math I, II, and III. ***Note:*** *Successful completion of math through pre-calculus meets the requirement for 3 credits of math and the senior-year math requirement (below).*
- **Senior Year Math-Based Quantitative Course:** During the senior year of high school, students must earn a credit in a math-based quantitative course. This requirement may be met through enrollment in one of the three required math courses listed above; by completing a math-based quantitative course like statistics, applied math, appropriate career and technical courses, a senior year AP Computer Science course, or by completing an algebra-based science course taken during the senior year that would satisfy this requirement and part of the science requirement below. ***Note:*** *The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math; the intent is for seniors to take meaningful math.* ***Exception:*** *Completion of higher-level math prior to the senior year exempts students from the senior-year quantitative course requirement (e.g., pre-calculus, math analysis, or calculus).*
- **Science – 3 credits** of science are required. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement). Two of the science credits must be lab-based. The third credit does not need to be lab-based.
- **World Languages – 2 credits** must be earned in the same World Language, Native American language, or American Sign Language. Schools may award credit based on a district approved competency assessment consistent with the State Board of Education policy and American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. ***Note:*** *A World Language course taken in middle school may satisfy one credit of the requirement if the second year level course is completed in high school grades 9-12.*
- **Social Science – 3 credits** of history or other social science (e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology).
- **Arts – 1 credit** of fine, visual, or performing arts - or 1 additional credit in other CADR academic subject areas as defined above. Acceptable coursework in the fine, visual, or performing arts includes art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design , music appreciation, music theory, orchestra, painting, photography, print making, or sculpture. ***Note:*** *The University of Washington and Western Washington University specify one-half credit in fine, visual or performing arts. The other half may be in the arts or in an academic elective.*

Updated 3/3/25 | A8

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Graduation Pathways Quick Reference

CTE Sequence Graduation Pathway

- ✓ Complete 2.0 or more CTE credits in the same CTE program area[1] that either include a dual credit course, or lead to an industry recognized credential
- ✓ Complete a Core Plus program (Manufacturing, Construction and Maritime available)

ASVAB Graduation Pathway

- ✓ AFQT Section Score = 31 (check State Board of Education website by 9/1 annually)

Complete Math and English Language Arts (ELA) Graduation Pathway

➢ **Can use any combination of the ELA and math options listed in this section**

- ✓ College Admissions Exams (ACT/SAT)

Exam	ELA	Math
ACT	N/A	16
ACT with Writing	14	16
SAT or SAT with Essay	410	430

- ✓ Dual credit courses (1.0 credit total each for math and/or ELA)
  - AP/IB/Cambridge: Earn a C+ or higher in state approve course (each term)
  - CTE Dual Credit (must earn at least high school credit) [1]
  - College in the High School or Running Start (local approval of course options)
- ✓ Dual credit exams (for applicable state-approved courses in math and/or ELA)
  - Advanced Placement = 3 or higher exam score
  - Cambridge International = E or higher exam score
  - International Baccalaureate = 4 or higher exam score
- ✓ State-level assessments (SBA and WA-AIM)
  - SBA: ELA = 2548; math = 2595
  - WA-AIM: ELA = 104; math = 103
- ✓ Transition courses (1.0 credit total for math and/or ELA course over one school year)
  - Bridge to College courses (approved by state)
  - Locally articulation agreements between districts and sponsoring colleges

For questions, email OSPI staff at graduation.pathways@k12.wa.us or maria.muto@k12.wa.us

[1] OSPI approval needed for CTE Graduation Pathways that include courses in more than one CTE Program

Washington Office of Superintendent of PUBLIC INSTRUCTION

Updated 2/24/25 | A9

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http://www.lwsd.org/emk-12

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