GEHS COMMUNITY

We are a community of creators, thinkers, makers, artists, engineers, thespians, writers, collaborators, friends, mentors, activists, programmers, builders, advocates, scientists, marketers, designers, learners creating a place where students find and develop their passions, and use this discovery to make a difference in the world. We know this world is complex and dynamic and needs people who are critical thinkers who can engage with diverse people. As a Big Picture School, we develop students to live lives of their own design, supported by caring mentors and equitable opportunities to achieve their greatest potential. Students graduate from Gibson Ek with the skills, knowledge and qualities necessary to be activists in their world.

VISION

Students commit to a personal vision through authentic new learning that empowers them to contribute their knowledge and skills to meaningfully influence the school and community.

MISSION

To thrive through personal discovery, interest-based learning and real-world experiences in a vibrant and supportive community

CORE BELIEFS

Commitment to a Personal Vision

Students and staff leverage their interests, strengths and talents to set meaningful, challenging and realistic goals, and they pursue these goals through failures and successes.

Authentic New Learning

Students and staff pursue learning that is real, personal and lasting, taking risks in a variety of settings while they acquire in-depth knowledge.

Application and Influence in the World

Students and staff are positive influences on their peers, school and community. They develop supportive relationships to solve problems and make contributions to the world.

Mastery-Based Learning

Students are prepared to thrive in college, career and life. Mastery learning is deep and enduring learning that can be applied across context and time for meaningful impact. Students gain the enduring knowledge, lifelong skills, and critical dispositions to succeed on a path of their choosing.
STATEMENT OF COMMUNITY

Students and staff of Gibson Ek believe the best learning happens in an environment that values

Inclusion
We support each other through kindness and understanding, creating an inclusive environment that respects individual identities and differences.

Perseverance
We find inspiration to pursue our interests and lead our own learning by staying focused, working hard, and learning from our failures and challenges.

Collaboration
We collaborate and engage in conversations by listening to each other, suspending judgment, and encouraging others to share their ideas. We ask for help when needed and offer to help others.

Respect
We value others’ work and take care of all of our materials, tools, and equipment. We clean up and reset the spaces when we’re done.

Community
We create an environment that values and celebrates personalized learning by respecting the needs of those around us.

COMMITMENT TO EQUITY

Gibson Ek staff acknowledge systemic racism exists and are committed to ending these practices as we examine our own structures, institutions and practices. We are committed to doing all we can to support students who experience racism either overtly or implicitly. This year we commit to forming a student and staff equity team that is committed to learning better, teaching better, loving better and fighting better.

BIG PICTURE LEARNING

We are not only members of the Gibson Ek High School community, but GEHS is part of the Big Picture Learning network of schools. BPL was established in 1995 with the sole mission of putting students directly at the center of their own learning. Today there are over 65 Big Picture network schools in the United States, and many more schools around the world in places such as Australia, the Netherlands, Italy and Canada. While the design of each network school uniquely fits its own students, the rationale for student-centered learning is consistent: when you learn about what you’re interested in, you learn more deeply; when you connect with experts and do work in the real world, you become better prepared for life after school; when you’re deeply known by multiple adults, you have better outcomes. To this end, Big Picture network schools, including Gibson Ek, are committed to achieving these purposes through an advisory model; Leaving to Learn program; and inquiry-based, project-based learning.
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LEARNING

Students leverage their interests to pursue meaningful, challenging, interdisciplinary and authentic learning as defined in the Learning Plans they design. As they engage in individual and collaborative projects, both inside and outside the school, they collect evidence of their learning to demonstrate our core competencies: Personal Qualities, Communication, Empirical Reasoning, Quantitative Reasoning and Social Reasoning. Learning happens in advisory, personal exploration, design labs, internships, content-specific courses, and experiences in the world. Students reflect on the process of their learning in their portfolios and share this with family, peers, mentors and staff three times each year at exhibitions.
# Level Up, Gateway & Graduation Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>101</th>
<th>201</th>
<th>301</th>
<th>401</th>
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<tbody>
<tr>
<td><strong>Competencies</strong></td>
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<tr>
<td>Personal Qualities, Communication, Empirical</td>
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<tr>
<td>Reasoning, Quantitative Reasoning, Social</td>
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<tr>
<td>Reasoning</td>
<td>100%</td>
<td>80%</td>
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<tr>
<td>10/20 competencies each year at a level</td>
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<td>appropriate for each learner</td>
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<td><strong>Internship</strong></td>
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<td>Be in a meaningful mentorship or</td>
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<td>vigorously pursuing the next one</td>
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<td>Minimum:</td>
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<td>100 internship hours</td>
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<td>3 Shadow Days/Informational Interviews</td>
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<td>Minimum:</td>
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<td>200 internship hours</td>
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<td>2 Shadow Days/Informational Interviews</td>
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<td>250 internship hours</td>
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<td>1 Shadow Day/Informational Interview</td>
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<tr>
<td><strong>Grade Level Courses and Capstone Project</strong></td>
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<tr>
<td>Design and implement a project to meet the needs</td>
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<td>of a community outside of GEHS</td>
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<tr>
<td>Engage in Grade Level Courses and Projects</td>
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<td>Engage in Grade Level Courses and Projects</td>
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<td>Capstone Project</td>
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<td>Project Initiation</td>
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<td>Research</td>
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<td>Design Proposal</td>
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<td>Capstone Project</td>
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<td>Prototyping &amp; Testing</td>
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<td>Implementation</td>
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<td>Evaluation &amp; Reflection</td>
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<td><strong>Advisory</strong></td>
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<td><strong>ALEKS Math</strong></td>
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<td>or comparable course that aligns with post-high</td>
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<td>school plans</td>
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<td><strong>Writing Portfolio</strong></td>
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<td>each installment includes draft, feedback and</td>
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<td>revision</td>
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<td><strong>Learning Plans</strong></td>
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<td><strong>Exhibitions</strong></td>
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<td><strong>High School &amp; Beyond Plan and Portfolio</strong></td>
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<tr>
<td><strong>State-Mandated Tests</strong></td>
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<tr>
<td>Take and pass required tests each year or</td>
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<tr>
<td>fulfill alternate Graduation Pathway senior year</td>
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</table>

Students who did not complete the Software Tech or Northwest Studies requirement in middle school will need to demonstrate a comparable experience.

Latest information for state tests required for graduation can be found at the Office of Superintendent of Public Instruction:

http://www.k12.wa.us/GraduationRequirements
Competencies

Rather than earning grades and credits, students show learning by demonstrating their mastery of competencies. This means a student’s path to mastery will be personal, unique, varied and challenging. As defined by the Aurora Institute, a Competency-based education is a system in which:

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- Students receive timely, differentiated support based on their individual learning needs.
- Students progress based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

Gibson Ek is authorized by the Washington State Board of Education (SBE) to graduate students based on mastery of competencies rather than credits, and the competencies are aligned with Common Core State Standards and admissions expectations of selective baccalaureate colleges in Washington state and nationally. The competencies are clustered within five interdisciplinary Learning Goals representing the skills, core knowledge, and attributes of effective learners prepared for college and career.

Requirements

Competency-based learning is personalized, allowing students to receive just the right amount of challenge and support where needed. Competency-based learning also rewards and celebrates growth over time. Therefore, Gibson Ek students show growth throughout their 4 years from being an emerging and discovering learner in their 101 and 201 years to being an engaged and empowered learner in their 301 and 401 years. Students share evidence of learning to demonstrate competency attainment along the following timeline:

| 101 students | meet 10 of the 20 competencies or 50% of targets at an emerging or discovering level |
| 201 students | meet the remaining 10 competencies for a total of 20 competencies at the discovering level or above |
| 301 students | meet 8 competencies with greater depth, rigor and community connection |
| 401 students | meet a different 8 competencies, also with greater depth, rigor and community connection |

Foundational and Advanced Level Work Students can demonstrate mastery of competencies at a foundational or advanced level. A student demonstrates advanced application of competencies through work that has an impact outside of school and exhibits at least two of the following:

- leadership that inspires others toward social responsibility
- consistent and ongoing mentorship from a professional in a relevant field
- deep and complex knowledge of a subject or skill set
- professional-level performance; significant contribution to a community outside of school
- critical application of Design Thinking, including multiple iterations and revisions based on a range of feedback

Personal Qualities Graduates possess the habits of mind to achieve their goals for the future. They are curious and express a joy for learning. They feel a sense of responsibility to make a contribution in their local communities and in the wider world.

Communication Graduates are confident, respectful communicators. They initiate conversations and participate effectively in a range of collaborative discussions with peers and adults to build understanding of concepts and ideas and complete authentic tasks and projects.

Empirical Reasoning Graduates observe phenomena, generate their own questions, design and conduct investigation, and construct and defend arguments as contributing members of society.

Quantitative Reasoning Graduates make sense of quantitative phenomena by constructing viable arguments, justifying their thinking, and generalizing understandings to solve real-world problems.

Social Reasoning Graduates understand diverse perspectives and engage with critical issues of the past and present to examine their impact on society. They use their understanding of local, state, and world policies to become active participants in local, national, and global communities.
## Better the World

**How do I contribute to my growth and the growth of my community?**

<table>
<thead>
<tr>
<th>Targets</th>
<th>Possible Indicators</th>
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</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Demonstrates ethical decision making, social responsibility and advocacy</td>
</tr>
<tr>
<td>Demonstrate strong leadership in all areas of life</td>
<td></td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>Takes risks and experiences failure in order to succeed</td>
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<tr>
<td>Demonstrate empathy for the needs of a diverse world</td>
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</tr>
<tr>
<td><strong>Sense of Responsibility for the Future</strong></td>
<td>Works with diverse groups of people for sustained periods</td>
</tr>
<tr>
<td>Demonstrate a sense of responsibility for the future</td>
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</tr>
<tr>
<td><strong>Community Engagement</strong></td>
<td>Empathizes with those holding different beliefs</td>
</tr>
<tr>
<td>Engage in school and local community in a meaningful and authentic way</td>
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</tr>
</tbody>
</table>

## Creativity and Imagination

**How do I develop and use my creativity and imagination?**

<table>
<thead>
<tr>
<th>Targets</th>
<th>Possible Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inventive Thinking</strong></td>
<td>Uses flexible thinking, adapting own perspective to solve problems</td>
</tr>
<tr>
<td>Use original, creative thinking to solve problems in various contexts</td>
<td></td>
</tr>
<tr>
<td><strong>Investigation</strong></td>
<td>Identifies, gathers, evaluates and considers multiple perspectives to make informed decisions</td>
</tr>
<tr>
<td>Investigate the world deeply through interdisciplinary study</td>
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</tr>
<tr>
<td><strong>Passions, Interests, Strengths</strong></td>
<td>Learns new things</td>
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<tr>
<td>Discover strengths and learn by pursuing passions, interests, and talents</td>
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</tr>
<tr>
<td><strong>Products and Performances</strong></td>
<td>Learns from challenges, overcoming fears</td>
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<tr>
<td>Create original, well-crafted, high quality products or performances</td>
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</tbody>
</table>

## Productive Mindset

**How do I persist to meet responsibilities and challenges?**

<table>
<thead>
<tr>
<th>Targets</th>
<th>Possible Indicators</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal Setting and Lifelong Learning</strong></td>
<td>Thinks realistically and has motivation to achieve goals</td>
</tr>
<tr>
<td>Set and pursue short and long term goals that align with personal vision</td>
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</tr>
<tr>
<td><strong>Perseverance</strong></td>
<td>Demonstrates time and task management to achieve goals</td>
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<tr>
<td>Embrace and persevere through academic and personal challenges</td>
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</tr>
<tr>
<td><strong>Honesty and Integrity</strong></td>
<td>Sees effort as path to mastery</td>
</tr>
<tr>
<td>Demonstrate consistent honesty and integrity</td>
<td></td>
</tr>
<tr>
<td><strong>Reflective Learning</strong></td>
<td>Demonstrates confidence, strength of character, determination and independence</td>
</tr>
<tr>
<td>Consistently reflect on experiences and make changes for improvement</td>
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</tr>
<tr>
<td></td>
<td>Strives to become a better person</td>
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<td></td>
<td>Demonstrates ability to reflect on positives and negatives of an experience and grow from it</td>
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<tr>
<td></td>
<td>Accepts feedback and critiques</td>
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</tbody>
</table>

## Health and Wellness

**How do I pursue and maintain a positive, balanced life?**

<table>
<thead>
<tr>
<th>Targets</th>
<th>Possible Indicators</th>
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</thead>
<tbody>
<tr>
<td><strong>Active Life</strong></td>
<td>Develops movement, flexibility, strength and/or nutrition skills or knowledge</td>
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<tr>
<td>Develop the knowledge and skills necessary to maintain an active life</td>
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<tr>
<td><strong>Healthy Choice</strong></td>
<td>Demonstrates ability to make informed choices about personal wellness</td>
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<tr>
<td>Develop the knowledge and skills related to mental, spiritual, financial, community, emotional and/or physical wellness</td>
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<tr>
<td></td>
<td>Demonstrates ability to balance school, extracurricular activities, leisure, friends and family.</td>
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<tr>
<td>Collaboration</td>
<td>How do I work with others to identify and address challenges?</td>
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<td>---------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Targets</td>
<td>Possible Indicators</td>
</tr>
<tr>
<td>Discussions</td>
<td>Initiate and participate in rich collaborative discussions</td>
</tr>
<tr>
<td>Communication Strategies</td>
<td>Demonstrate a variety of communication strategies</td>
</tr>
<tr>
<td>Diverse Perspectives</td>
<td>Expand understanding based on the diverse ideas of others</td>
</tr>
<tr>
<td>Critical Conversations</td>
<td>Participate in conversations to solve problems</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding</th>
<th>How do I deeply understand challenging ideas and information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>Possible Indicators</td>
</tr>
<tr>
<td>Read for Understanding</td>
<td>Read a broad range of challenging texts over a wide range of topics</td>
</tr>
<tr>
<td>Text Analysis</td>
<td>Understand and analyze a wide range of texts</td>
</tr>
<tr>
<td>Multiple Source Synthesis</td>
<td>Synthesize multiple sources to form an understanding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expression</th>
<th>How do I express ideas in a variety of forms for a variety of purposes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>Possible Indicators</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>Produce a range of effective creative expressions for a variety of purposes</td>
</tr>
<tr>
<td>Written Expression</td>
<td>Produce a range of effective written expressions for a variety of purposes</td>
</tr>
<tr>
<td>Verbal Expression</td>
<td>Produce a range of effective verbal expressions for a variety of purposes</td>
</tr>
<tr>
<td>Language Use</td>
<td>Skillfully use language to clearly communicate meaning</td>
</tr>
<tr>
<td>Adaptive Communication</td>
<td>Adapt language and expression for a variety of purposes and audiences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation &amp; Research</th>
<th>How do I find and apply valid, reliable information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets</td>
<td>Possible Indicators</td>
</tr>
<tr>
<td>Source Evaluation &amp; Bias</td>
<td>Evaluate the credibility of sources and demonstrate an awareness of bias</td>
</tr>
<tr>
<td>Citation</td>
<td>Cite sources with accepted methods</td>
</tr>
<tr>
<td>Others’ Research</td>
<td>Compile others’ research while avoiding plagiarizing</td>
</tr>
<tr>
<td>Expert Review</td>
<td>Ask for feedback from experts and revise work based on that feedback</td>
</tr>
<tr>
<td>Uses appropriate MLA, APA or other relevant conventions for in-text citations, works cited pages and bibliographies</td>
<td></td>
</tr>
<tr>
<td>Uses a range of credible and relevant sources, accessing academic, technical and discipline-specific sources as needed, as well as knowledgeable people</td>
<td></td>
</tr>
<tr>
<td>Synthesizes the work of others while avoiding plagiarism</td>
<td></td>
</tr>
<tr>
<td>Empirical Reasoning</td>
<td>How do I prove it? How do I reason?</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Empirical Investigation</td>
<td>How do I design and conduct an investigation?</td>
</tr>
<tr>
<td><strong>Targets</strong></td>
<td><strong>Possible Indicators</strong></td>
</tr>
<tr>
<td>Scientific Questioning</td>
<td>Pose a scientific question that can be tested</td>
</tr>
<tr>
<td>Empirical Investigations</td>
<td>Design an empirical investigation to collect data</td>
</tr>
<tr>
<td>Independent and Dependant Variables</td>
<td>Define and analyze ind. and dep. variables and experimental controls</td>
</tr>
<tr>
<td>Evidence Collection</td>
<td>Collect empirical evidence to construct and refine explanations</td>
</tr>
<tr>
<td><strong>Scientific Knowledge and Theories</strong></td>
<td><strong>How deeply do I understand scientific ideas?</strong></td>
</tr>
<tr>
<td><strong>Targets</strong></td>
<td><strong>Possible Indicators</strong></td>
</tr>
<tr>
<td>Scientific Concepts</td>
<td>Explain complex scientific concepts, theories or controversies</td>
</tr>
<tr>
<td>Predictions</td>
<td>Revise predictions or explanations based on new evidence and information</td>
</tr>
<tr>
<td>Scientific Evidence &amp; Models</td>
<td>Use scientific evidence and models to support or refute explanations</td>
</tr>
<tr>
<td>Constraints &amp; Specifications</td>
<td>Question the constraints and specifications of possible solutions</td>
</tr>
<tr>
<td><strong>Empirical Modeling</strong></td>
<td><strong>How do I create representations of complex ideas and systems?</strong></td>
</tr>
<tr>
<td><strong>Targets</strong></td>
<td><strong>Possible Indicators</strong></td>
</tr>
<tr>
<td>Modeling</td>
<td>Create accurate, visual two- and three-dimensional representations of organisms, concepts or systems</td>
</tr>
<tr>
<td>Tools &amp; Technology</td>
<td>Use tools and technology to understand, investigate, create or synthesize ideas, concepts or systems</td>
</tr>
<tr>
<td>Limits and Precisions of Models</td>
<td>Recognize and expand on the limits of a model</td>
</tr>
<tr>
<td><strong>Empirical Arguments</strong></td>
<td><strong>How do I create a well-reasoned argument?</strong></td>
</tr>
<tr>
<td><strong>Targets</strong></td>
<td><strong>Possible Indicators</strong></td>
</tr>
<tr>
<td>Data to Support a Claim</td>
<td>Construct an empirical argument using data to support a claim</td>
</tr>
<tr>
<td>Patterns of Evidence</td>
<td>Distinguish patterns of evidence that do and do not support conclusions</td>
</tr>
<tr>
<td>Correlation &amp; Causation</td>
<td>Identify a correlation between variables and determine if there is cause and effect</td>
</tr>
<tr>
<td>Weaknesses in an Argument</td>
<td>Identify possible weaknesses or flaws in conclusions</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
## Quantitative Reasoning

### How do I measure, compare or represent it?

#### Interpretation

<table>
<thead>
<tr>
<th>Targets</th>
<th>Possible Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text</strong></td>
<td>Understand and summarize quantitative data given in text form</td>
</tr>
<tr>
<td><strong>Graphs &amp; Tables</strong></td>
<td>Understand and explain information presented in a graph or table</td>
</tr>
<tr>
<td><strong>Diagrams and Geometric Figures</strong></td>
<td>Understand and explain information presented in a diagram or visual form</td>
</tr>
<tr>
<td><strong>Equations &amp; Expressions</strong></td>
<td>Understand and explain information presented as mathematical expressions</td>
</tr>
</tbody>
</table>

#### Representation

<table>
<thead>
<tr>
<th>Targets</th>
<th>Possible Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equivalent Expressions</strong></td>
<td>Write expressions or equations to solve real world problems</td>
</tr>
<tr>
<td><strong>Summary Values</strong></td>
<td>Choose appropriate summary values (e.g., mean, standard of deviation) to represent quantitative information</td>
</tr>
<tr>
<td><strong>Graphic Representation</strong></td>
<td>Use spreadsheets, databases, tables, graphs and statistics to summarize, display and communicate data</td>
</tr>
</tbody>
</table>

#### Calculation

<table>
<thead>
<tr>
<th>Targets</th>
<th>Possible Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Estimation</strong></td>
<td>Estimate and check answers to numerical problems</td>
</tr>
<tr>
<td><strong>Methods for Solutions</strong></td>
<td>Use arithmetic, algebra and geometry to solve problems</td>
</tr>
<tr>
<td><strong>Operational Order</strong></td>
<td>Apply correct mathematical operations in the correct order</td>
</tr>
<tr>
<td><strong>Simplification</strong></td>
<td>Present calculations in the simplest form relevant to the problem</td>
</tr>
</tbody>
</table>

#### Application & Analysis

<table>
<thead>
<tr>
<th>Targets</th>
<th>Possible Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative Analysis</strong></td>
<td>Analyze data and use it to make a judgment or support a conclusion</td>
</tr>
<tr>
<td><strong>Inductive Reasoning</strong></td>
<td>Use inductive reasoning to predict outcomes to a real world problem</td>
</tr>
<tr>
<td><strong>Deductive Reasoning</strong></td>
<td>Use deductive reasoning to support conclusions for a real world argument</td>
</tr>
<tr>
<td><strong>Quantitative Problem Solving</strong></td>
<td>Use quantitative data to solve real world problems</td>
</tr>
</tbody>
</table>
### Social Reasoning

**What are others’ perspectives? How do actions influence outcomes?**

<table>
<thead>
<tr>
<th>Critical Issues &amp; Events</th>
<th>How do I understand past, present and future events?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targets</strong></td>
<td><strong>Possible Indicators</strong></td>
</tr>
<tr>
<td><strong>Historical Events</strong></td>
<td>Reads, interprets and analyzes historical and contemporary sources, including historical documents and primary sources. Applies research methods associated with historical inquiry. Develops well formed hypotheses based on valid and reliable sources. Considers connection between human decisions and consequences.</td>
</tr>
<tr>
<td><strong>Current Events</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Past, Present, Future</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Possible Indicators</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geography &amp; Environment</th>
<th>How do I understand influences of culture, economics, politics and environment?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targets</strong></td>
<td><strong>Possible Indicators</strong></td>
</tr>
<tr>
<td><strong>Geographic Information</strong></td>
<td>Applies geographic information to more deeply understand real world challenges.</td>
</tr>
<tr>
<td><strong>People &amp; Their Environment</strong></td>
<td>Examines relationship between geography and economic, political or social patterns in real world contexts. Considers impact of equity, access and opportunity on a range of groups of people in a range of contexts.</td>
</tr>
<tr>
<td><strong>Political Impact</strong></td>
<td>Geography: physical, cultural, economic, political, regional systems.</td>
</tr>
<tr>
<td><strong>Equity &amp; Access</strong></td>
<td>Demonstrate how equity and access shape people and their environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutions, Systems &amp; Government</th>
<th>How do I access and contribute to my community?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targets</strong></td>
<td><strong>Possible Indicators</strong></td>
</tr>
<tr>
<td><strong>Citizens and Government</strong></td>
<td>Understands rights and responsibilities in various contexts. Uses an understanding of policies, laws or practices to engage in local, state or national government. Demonstrates understanding of large and small scale finance. Creates or modifies systems to improve access or usability. Demonstrates understanding of effect of local and national policies on other nations and vice versa. Uses understandings to address real-world challenges.</td>
</tr>
<tr>
<td><strong>Government Engagement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Large and Small Scale Finance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Systems</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Behavior &amp; Expression</th>
<th>How do I understand the causes and effects of human behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targets</strong></td>
<td><strong>Possible Indicators</strong></td>
</tr>
<tr>
<td><strong>Belief Systems</strong></td>
<td>Examines group dynamics and evaluates the role of power and/or privilege in interpersonal and group relationships.</td>
</tr>
<tr>
<td><strong>Human Behavior</strong></td>
<td>Uses an understanding of human behavior to address real world problems.</td>
</tr>
<tr>
<td><strong>Ethics</strong></td>
<td>Demonstrates an understanding of economics, psychology and/or sociology studies and their applications.</td>
</tr>
<tr>
<td><strong>Power &amp; Relationships</strong></td>
<td></td>
</tr>
</tbody>
</table>
Integrating competencies into projects

Most authentic projects are interdisciplinary, so projects will include elements of various competencies and targets. Here are just a few examples of how to integrate competencies.

Personal Qualities

- Write a reflection of a global issue, apply learning to own life and share.
- Research a personally relevant health issue, and connect this research project to a Health and Wellness plan.
- Research a community challenge or need early in the year. Spend the remainder of the year volunteering with a community organization that addresses that challenge or need.
- Provide a testimonial from a mentor, peer or other community member attesting to skill, responsibility, respect or integrity.

Communication

- Adapt a final product for a new user — older, younger, physically disabled, learning impaired, limited language, limited finances, etc. Make it authentic by working with and soliciting feedback from an actual user.
- Use art (visual, musical, performance) to communicate an important social issue, challenge or problem
- Study a scientific concept of interest, and communicate your understanding through fiction: a play, poem, science fiction, etc.
- Organize an exhibit of GEHS student art that is thematically connected by a social issue. Work with the City of Issaquah to create a pop-up art exhibit in one of the local parks.

Empirical Reasoning

- Study sound waves and apply the learning to the recording studio, experimenting with and documenting the effects of variables on the quality of the recording.
- Film skateboarding maneuvers and use software to analyze the velocity of these maneuvers, experimenting with variables.
- Record the speed of a cyclist on a velodrome (maybe the one at Marymoor Park). Use math to determine the cyclist’s speed on various lines of the velodrome. Use this data to design a model of a velodrome.
- Research nudge economics and then design and conduct a nudge experiment to change student productivity.

Quantitative Reasoning

- Create a scale drawing of furniture, staircase, etc. to build at a later date, and label these plans with appropriate information.
- Observe patterns (customers in a store, etc.) to make predictions for a business.
- Gather analytics from a social media account and use it to create a social media marketing plan for a small business.
- After researching a social issue, analyze data sets related to that issue and communicate your findings in an infographic.

Social Reasoning

- Research gender norms and attitudes in the 1950s and compare it to norms and attitudes now. Create a photo essay to capture your research, and display it in the Commons.
- Use King County’s Equity Maps and, using additional research, analyze the relationship among economics, resources, physical geography. Apply what you learn to mapping downtown Issaquah.
- Research how Gibson Ek can filter more of its stormwater runoff and the impact this would have on the microenvironment around GEHS as well as the larger watershed. Design a system to make this happen, create a budget, and write a grant to help implement your design.
- Research the current and potential impact of electric cars on the environment. Work with local government and the school district to get an electric car charging station at Gibson Ek.
Learning Plans

Learning plans are the cornerstone of everything a student creates at Gibson Ek. Every learning cycle, students articulate their visions for their futures, and then set goals to work toward their visions. Students design their project work, pursue their internships, and select their labs, guided by their learning plans. During exhibition at the end of each of the year’s three learning cycles, students demonstrate the degree to which they achieved their goals. Below is the template students use.

---

**Learning Plan**

**Learning Cycle:**

---

**Vision**

Your vision statement should reflect holistic goals for your life going forward. It should consist of narrative paragraphs with both long-term and short-term goals. It also should include personal visions which are not strictly academic or career related.

**Guiding Questions (write a paragraph for each)**

- What do you see yourself doing after high school? Why?
- How do you envision a successful rest of your high school career? Why?
- What does a successful year look and feel like for you? Why?

*Vision must identify your current career interest/goal and educational interests/goals.*

---

**Goals**

Your goals for this learning cycle should move you closer to achieving your vision. They should be authentic to you, have real-world application, and challenge you academically. Ideally, these goals will be S.M.A.R.T.:

- **Specific:** Not vague; leaves little room for interpretation
- **Measurable:** Quantified or otherwise stated in a way that makes it clear exactly how you will have met your goal
- **Ambitious & Authentic:** Challenging; will push you to work hard & be real to the work that is happening in that field
- **Realistic:** Something that is reasonable for you to accomplish
- **Timely:** Something you can complete or make significant progress on during this learning cycle

*Many of your goals will be projects, e.g. “My goal is to learn how to use the woodshop by building a coffee table by June.” Some of your goals will just be goals, e.g. “Run a 5K in under 30 minutes by May.”*
Advisory

Advisory is the heart of Gibson Ek’s community. Students stay in the same advisory all four years, and create a place where everyone is welcome to create, share, struggle and achieve. A student’s advisor evaluates learning, assists in goal setting and project planning, and monitors a student’s internship. Advisory peers provide each other with encouragement, accountability, partnership and support as each individual challenges themselves to grow as thinkers, creators and contributors. Each advisory shapes its own culture, but some common practices are present.

Community Building
Advisory is a student’s home at Gibson Ek. Students and the advisor work together to create a safe space where students know and support one another. This might happen through advisory projects, team building activities, off campus explorations, collaborative discussions, and restorative circles.

Project Planning and Organization
Individualized, project-based learning is new for most students, and advisory is the place where goals are set, plans are made, learning is organized, so that a student can leave advisory to pursue rich learning throughout the day and on internship days.

Learning Support
Students share their individual and mentorship project work in progress with one another as a way to overcome obstacles, push their work to more challenging levels, get feedback or receive mentorship from other students.

Academic and Community Pursuits
Advisories engage in thoughtful discussions of current issues, read books together, examine community issues, participate in service experiences, or hone academic skills.

Social-Emotional Learning and Health & Wellness
Time is dedicated to conversations about healthy choices, active lifestyles and a growing self-awareness and skills.

School Announcements and Information
School-wide communication runs through advisory. Students receive information about expectations, events, deadlines and opportunities.
Project-Based Learning & Design Thinking

Central to the Gibson Ek experience is the idea that students act as agents in their own learning. Starting with their interests, needs, challenges, goals and opportunities, students determine what they need to learn and how they will learn it. Learning is personalized, so project-based learning, rather than teacher-directed units and assignments, is the primary way students engage in challenging work.

Personalized Learning & Projects

The Vision and Goals of a student’s Learning Plan drive the student’s projects for the learning cycle. Working closely with their advisors, students define an inquiry and develop knowledge and skills to move that inquiry to action. Advisors help students plan and manage projects as well as identify resources that will aid them in deepening their understandings. Projects might be individually executed, or done in collaboration with other students or community members. Students pursue projects at school, at home and at internships. As students complete work, they share it with their advisor for feedback and assessment.

Design Thinking

Project-based learning is what we do, and Design Thinking is how we do it. Design thinking is a framework for moving through knowledge, challenges and inquiries in a way that asks students to deeply understand something through multiple perspectives, identify a specific need, and work to create a solution to meet that need. Design thinking is active learning.

As students question, investigate and collaborate, they move through phases of the design thinking process. Gibson Ek’s work is adapted from the work done at Stanford University’s d.school, and uses the following conceptual framework.

Empathize: understand a challenge and the people affected by it through interviews, observations, experiences and research
Define: use the understanding gained in building empathy to define the problem that needs solving
Ideate: brainstorm, sketch, draft, model
Prototype: experiment with multiple iterations
Test: use the prototype with an audience, get feedback, and make revisions
Evaluate and Reflect: consider the effectiveness of the design and what was learned through the process
Offerings

Gibson EK learning is personalized, but students have a variety of more structured opportunities as they work to become increasingly independent and collaborative learners. In addition to self-directed learning and the learning done at internships, through advisory and during content time, students have offerings (or labs/workshops) each day.

Design Labs (D-Labs)

D-Labs are collaborative inquiries that take place over the course of six weeks. Students work in small teams to build a deep understanding of a complex, interdisciplinary, real-world challenge, and then use design thinking to address that challenge. The process requires primary and secondary research, community engagement, professional communication and other skills. The ultimate goal of a Design Lab is applying deep learning in real-world situations.

Examples of Design Labs include designing water filtration systems for Issaquah Creek; adapting toys for children with physical limitations; writing graphic novels for marginalized audiences; creating adapted environments for life on Mars.

Crash Labs (C-Labs)

C-Labs are short courses that focus on hands-on learning to develop a skill or deepen knowledge of a topic. They are meant to kick-start or support larger, more applied learning. Crash Labs typically last one day to four weeks. They happen during the afternoon lab block, during Exploration or during Grade Level teams. The goal of a Crash Lab is exposure to something new or deep understanding of a topic or skill.

Examples of Crash Labs include a seminar on First Amendment rights; how to use Adobe Lightroom; producing a podcast; physics of flight; field trip to a local museum.

Senior Institute

301 and 401 students complete a capstone project that identifies a real-world need and then designs and implements a response to that need. Students identify and deeply research this need during their 301 year. By the end of that year they have deeply researched the need, clearly defined the challenge they will tackle, identified a professional partner in the field, and designed a project. During the 401 year students prototype, test, revise and implement their designs. Their work is supported by ongoing workshops during Senior Institute Grade Level teams.

Exploration

Exploration is student-directed time to work independently, meet with a team for project work, participate in a club (such as ASB), learn from a visiting community member, pursue health and wellness (basketball, running, yoga, etc.), meet individually with an advisor, receive tutoring, or take advantage of other opportunities as they arise. Every week there are learning opportunities for students. Some of these opportunities are ongoing commitments (e.g., Drama Club or ASB) and some are short-term opportunities to learn a new skill (Adobe Illustrator, Photoshop), develop a current skill (Writing Workshop, Science Labs) or hear from guest speakers.
Grade Level

Grade Level teams are a place for students to work with each other and advisors on specific skills, systems and knowledge that are essential at each grade level.

9 & 10 Grade Teams

**Introductory Learning Experiences:** Gibson Ek has a lot of resources and opportunities. Grade Level experiences build skills (e.g., how to write a lab report, how to develop research skills, how to use the equipment in the recording studio), so students can fully access these resources and opportunities.

**Academic Skills:** Without traditional classes, there are some skills that students should learn and practice throughout school including writing skills, research skills, or

**Project Management:** Opportunities to practice project planning, management and completion skills.

**Social/Emotional Learning:** Activities and readings to help students become aware of, understand and develop social and emotional skills.

**Portfolios:** Explanations and support for creating and maintaining a digital portfolio of work.

**Exhibition Preparation:** Explanations and support for planning and executing an effective exhibition.

11 & 12 Grade Teams

**Capstone Project:** Explanations and support for the senior project. Juniors develop their research methods, identify a need in the community outside of Gibson Ek, identify a professional partner, and design a project. Seniors prototype and test their designs, and implement their projects.

**Post High School Planning:** Conversations with the school counselor; post-high school planning support, college search and application process; visits from college reps.
Senior Institute and the Capstone Project

The capstone project identifies a need or challenge in a community outside of Gibson Ek and implements a solution to address that need or challenge. Through extensive research and collaboration with an expert in the field, students demonstrate a deep understanding of this need; design a solution; prototype and test the solution multiple times, making revisions based on feedback; and implement the solution in the community for which it is designed. The student may or may not complete the project in conjunction with an internship.

The 301 year is dedicated to

- identifying an interest
- building empathy through extensive research that includes interviews with experts and stakeholders
- defining the problem/need/challenge in narrowed detail
- ideating, in conjunction with a professional partner
- proposing a design for the project

Students present their research to a panel who approves pursuit of a design. Students then identify a professional partner, and return to the panel to propose a design to test and implement the following year.

The 401 year is dedicated to

- prototyping the design
- testing the design
- seeking and implementing feedback
- redesigning through as many iterations as necessary
- implementing the design
- reflecting upon the learning and experience
- teaching their gained expertise to their Gibson Ek peers through Crash Lab lessons or the annual Senior Teach-In in June.

More details on the capstone project are available on the Grade Level Google Classroom sites and the GEHS website.
Exhibitions

Exhibitions are one of the key distinguishers that makes Big Picture Learning unique. Instead of tests, students at Gibson Ek are assessed through public displays of learning that track their growth and progress in their areas of interest. Assessment is individualized to the student and the real-world criteria of their work.

While students meet individually with their advisors to evaluate the specific learning targets of their projects, exhibition is the time when students make the case to their parents, mentors, advisor, staff and peers for what they have holistically learned throughout the cycle and how they have learned it. Therefore, exhibition is an assessment of the whole learner, rather than the particulars of a task.

Students showcase three elements of their learning. These elements are progressive:

- **Commitment to Personal Vision.** Students set a vision for the learning cycle that is authentic to who they are and what they need to pursue their goals. They design work and experiences to move themselves closer to their visions.

- **Authentic New Learning.** Once a vision is in place, students challenge themselves to pursue this vision by engaging in learning that is deep, relevant, authentic and new.

- **Application & Influence.** Ultimately, students push their learning by making it public and designing it in a way that it contributes to the community. They themselves are also integral parts of the community both at Gibson Ek and out in the world.

**Learning Cycle 1 (December)** exhibition is a panel exhibition. Students present evidence of what they have learned during the cycle. The panel asks questions and provides feedback and assessment of the learning cycle. The exhibition lasts 50-60 minutes.

**Learning Cycle 2 (March)** exhibition is a gallery exhibition. Students publicly display a project that demonstrates their strongest design-thinking work. They also provide a portfolio of all of their other work from the cycle. Parents, mentors, advisors, staff, peers and other interested community members visit the “gallery” of displays and ask students questions about their displayed work and work in their portfolio.

**Learning Cycle 3 (June)** exhibition is a panel exhibition, but it is also the Level-Up/Gateway/Graduation exhibition for most students. The format changes and the students’ focus is to not only celebrate their work but to also demonstrate meeting the requirements and readiness for the next level.

**Requirements**

- Completion of 3 Exhibitions each year. Students and their parents are required to participate in each exhibition.
- Exhibition Portfolio at each exhibition with all required elements
- Participation as a student evaluator in other students’ exhibitions
- Post-exhibition Reflection
- Additional requirements as specified for each type of exhibition
The Role of the Panel

Panel members are essential to a meaningful exhibition. Parents, mentors, peers and staff ask the students questions that help them articulate their learning, hold them accountable to the work they've done to pursue their goals, provide feedback on their learning, and celebrate their growth.

Panel Rubric

<table>
<thead>
<tr>
<th>Exhibition Rubric</th>
<th>Gibson Ek High School - Real World. Real Learning. Real Life.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commitment to a Personal Vision</strong></td>
<td></td>
</tr>
<tr>
<td>Are they making life decisions that align with their vision?</td>
<td></td>
</tr>
<tr>
<td>Key Evidence:</td>
<td></td>
</tr>
<tr>
<td>• Learning Plan</td>
<td></td>
</tr>
<tr>
<td>• Daily activities</td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td></td>
</tr>
<tr>
<td>Is their vision clearly articulated in the Learning Plan? In the presentation?</td>
<td>Experiences, projects, evidence &amp; learning reflect initial understanding of this value.</td>
</tr>
<tr>
<td>Does their vision leverage their interests, strengths &amp; talents?</td>
<td></td>
</tr>
<tr>
<td>Do they set meaningful, challenging, realistic goals and achieve them?</td>
<td></td>
</tr>
<tr>
<td>Do they persevere through failures?</td>
<td></td>
</tr>
<tr>
<td>Are they walking the walk or just talking the talk?</td>
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<tr>
<td>Comments -</td>
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</tr>
<tr>
<td><strong>Authentic New Learning</strong></td>
<td></td>
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<tr>
<td>Are they engaged in real-world learning that is relevant and challenging?</td>
<td></td>
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<tr>
<td>Key Evidence:</td>
<td></td>
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<tr>
<td>• Internship</td>
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<tr>
<td>• Project work</td>
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<tr>
<td>• D-labs</td>
<td></td>
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<tr>
<td>• Life outside school</td>
<td></td>
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<tr>
<td>• Other</td>
<td></td>
</tr>
<tr>
<td>Do they care about their work? Is their learning real, personal &amp; lasting?</td>
<td>Experiences, projects, evidence &amp; learning reflect initial understanding of this value.</td>
</tr>
<tr>
<td>Do they provide evidence of relevant learning in a variety of settings?</td>
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<tr>
<td>Are they acquiring in-depth knowledge in a field of interest?</td>
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<tr>
<td>Do they provide evidence of using design thinking?</td>
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<td>Comments -</td>
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<tr>
<td><strong>Application &amp; Influence</strong></td>
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<tr>
<td>Do they contribute their knowledge and skills to benefit the school and community?</td>
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<tr>
<td>• Circle of influence</td>
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<tr>
<td>• School initiatives &amp; events</td>
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<tr>
<td>• Advisory</td>
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<td>• Community service</td>
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<tr>
<td>• Peer testimony</td>
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<tr>
<td>• Other</td>
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<tr>
<td>Are they a positive influence on their friend group? On the school culture?</td>
<td>Experiences, projects, evidence &amp; learning reflect initial understanding of this value.</td>
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<tr>
<td>Is their work public?</td>
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<tr>
<td>Are they developing supportive relationships with peers and adults?</td>
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<tr>
<td>Are they persistent in navigating systems?</td>
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<tr>
<td>Do they connect with others to solve problems with lasting impact?</td>
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</tbody>
</table>
Content Time

One hour each day is dedicated to students’ online learning in math or language, or to individual or small group tutoring in math or language.

Online Math (ALEKS)

Students complete 100% of one ALEKS (or other identified platform) online math course each year. Students may request a math waiver through the counseling office for their senior year if they meet the following expectations: 1. Have completed three years of math including Algebra 2 or a personal pathway math course. 2. Have met all state requirements for graduation for standardized tests. 3. Do not need four years of math for college admissions requirements.

Time: The time needed to complete a math course varies from student to student, but most students will need to spend time doing math on campus and at home. At a traditional school, students spend an average of four hours in class and two to three hours at home working on math each week. This is something students should keep in mind as they plan their work time both on campus and remotely from home.

Support: Students who need more support than what the online course offers have a variety of options at Gibson Ek including small group and one-on-one tutoring during Content Time and Exploration.

Suggested Timeline: When students begin an ALEKS course they start with a pre-test. Their performance on this test determines at which point in the course students begin their work. This means a student might start the course at 10% complete, 18% complete or 37% complete, etc. Once students have a starting percentage they should divide the remainder into thirds and plan to complete at least one-third each learning cycle. Additionally, ALEKS gets progressively harder as the course continues, so many students try to complete as much as possible during the first learning cycle. Some students finish the course well before the end of the school year and start on their next math course.

Targets for completing ALEKS may look like this:

<table>
<thead>
<tr>
<th>Learning Cycle</th>
<th>ALEKS Goals</th>
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</table>
| 1              | Complete Pre-test first week of school  
                | Complete 50% by the end of Learning Cycle 1 |
| 2              | Complete 80% by the end of Learning Cycle 2 |
| 3              | Complete course by the end of May  
                | Take ISD course final in June |

Some students set monthly or weekly progress goals.
World Language

Students at Gibson EK have multiple options to pursue competency in a world language of their choice. While demonstrating competency in a world language is not a requirement for the Gibson Ek High School Diploma, students at GEHS may choose to study a world language in order to meet admissions requirements for 4-year colleges and universities. Most will require a minimum of 2 high school credits (2 years) of a world language to be eligible for admission. Because students at Gibson Ek do not earn credits, the following options are available to students to complete this requirement.

**World Language Competency Exams:** Nationally recognized proficiency assessments will be offered twice a year. Based on a student’s performance, they may be eligible for competency credits on their Gibson Ek transcript. These competency credits, if equivalent to 2 credits or more, will meet college admission requirements in the state of Washington. This option is for students who would like to study a language in a self-paced environment. It is also for students already fluent in another language and/or who study a language at a private language school in the community. More information at: [http://www.k12.wa.us/WorldLanguages/StudentsEarnCredits.aspx](http://www.k12.wa.us/WorldLanguages/StudentsEarnCredits.aspx)

- **Cost:** $25 - $220 depending on the exam taken (this is driven by the language in which the student will be assessed)
- **Language Availability:** Over 100 languages are available for assessment.
- **Credit Opportunity:** Students who demonstrate a high level of fluency can also earn a Washington State Seal of Bi-literacy on their Gibson Ek transcript and diploma.

**Online World Language Courses:** The ISD Online Learning department provides access to OSPI approved online provider courses. These courses earn students high school credit on their Gibson Ek transcript (please note that these letter grades would not generate a GPA). To meet the minimum college admissions requirement for 2 credits of a world language, this option will take students 2 years to complete. This option requires students to be independent learners who turn in assignments on time and meet deadlines, know how to prepare for tests/exams, and can initiate communication with the online teacher when they need help. More information at [https://www.issaquah.wednet.edu/academics/online](https://www.issaquah.wednet.edu/academics/online)

- **Cost:** no cost to student
- **Languages:** Spanish, French, German, Mandarin, Latin

**Running Start:** Students who want a traditional learning environment to study a world language can do so through the Running Start program and/or the Summer Enrichment program at Bellevue College. These courses earn students high school and college credit. The high school course and completion date will be placed on the Gibson Ek transcript. This option requires students to wait until the completion of their sophomore year at Gibson Ek to begin their world language. To meet the minimum college admissions requirement for 2 credits of a world language, students must take 10 college quarter credits. This would take a student two college quarters to complete (e.g. summer & fall, winter & spring, etc). This option is for students who are able to transport themselves to and from Bellevue College, have the maturity to participate in a college course that consists of students from diverse backgrounds and age ranges, and are independent learners capable of advocating for their needs with the professor/instructor who will treat them like any other college student. Additional information at [http://www.bellevuecollege.edu/highschool/](http://www.bellevuecollege.edu/highschool/)

- **Cost:** $200 - $500 in tuition, school fees and book prices may vary
- **Languages:** Arabic, ASL, Chinese, French, German, Italian, Japanese, Spanish

**Personalized Plan:** Coordinate closely with the student’s advisor to create a plan for independent study of a language.
Writing Portfolio

Whether drafting an engineering design report, creating a graphic novel, developing a social media campaign for an internship, preparing testimony for a state Senate committee hearing, or researching the causes and effects of a major historic event, writing is integrated into all aspects of learning at Gibson Ek. A student’s writing will be inspired by their learning plans and be authentic, purposeful and challenging. As students pursue learning, they find a real world need to write, discover the conventions of that writing context, and then engage in the writing process with mentorship from their advisor, Grade Level advisors, other staff and professionals in the relevant context.

Students gather evidence of their writing process on a page of their online portfolios. The writing portfolio will include some personal narrative, but also technical writing, creative writing, academic writing, and/or workplace writing as it relates to their learning.

Portfolios emphasize students’ growth as writers, so each portfolio begins and ends somewhere different. Every portfolio, however, demonstrates that a student can produce a range of effective written expressions for a variety of purposes.

Minimum requirements include:

<table>
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<tr>
<th>Level</th>
<th>Personal Narrative/Autobio</th>
<th>Additional Writing</th>
<th>Total Pages for Year</th>
<th>Total Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>3 pages</td>
<td>7 pages</td>
<td>10 pages drafted and revised based on feedback</td>
<td>10</td>
</tr>
<tr>
<td>201</td>
<td>3 pages</td>
<td>22 pages</td>
<td>25 pages drafted and revised based on feedback</td>
<td>35</td>
</tr>
<tr>
<td>301</td>
<td>3 pages</td>
<td>22 pages</td>
<td>25 pages drafted and revised based on feedback</td>
<td>60</td>
</tr>
<tr>
<td>401</td>
<td>3 pages</td>
<td>12 pages</td>
<td>15 pages drafted and revised based on feedback</td>
<td>75</td>
</tr>
</tbody>
</table>

Writing is supported in Grade Level teams, Design Labs, Crash Labs, internships, and by advisors.
Online Learning & Running Start

Online Learning

Gibson Ek students can take online courses through the school district’s approved list of courses. The course title and course completion date will be transcribed onto the GEHS transcript. Students should visit the ISD Online Learning webpages for updated information.

Running Start

Washington state Legislature allows qualified students to take courses at a local community/technical college during their junior and/or senior year of high school through the Running Start Program. Students can earn both high school and college credit at the same time. In order to qualify students need to be of junior status (met or exceeded expectation at least once in all competency areas and met all other requirements needed for leveling up into 301 status), complete an application to the college, and pass an assessment test at the college.

Running Start can be a great opportunity for Gibson Ek students to dive deep into a subject area they want to pursue. College coursework can deepen a student’s project work and be the birthplace for project ideas. However, the college courses themselves will not meet competencies for students; students must meet competencies through project work and evidence of learning that is submitted to their advisor at Gibson Ek. The college course title and course completion date will be transcribed onto the GEHS transcript.

Because Gibson Ek is a full-time program, GE students are able to participate in the Running Start Program as part-time students only. Each quarter students are eligible for up to 5 college credits tuition free. Tuition for credits above the allotted 5 college credits in a quarter is the responsibility of the student and their family. Other costs not covered under the Running Start program include application and testing fees, school/class fees, and the price of textbooks.

All GEHS students are required to participate in mentorships/internships, 2 days a week for 4-6 hours each day. Running Start students are required to schedule their Running Start classes around their internship schedule.

All GE students are required to participate in morning advisory M/W/F. Running Start students are required to schedule their Running Start classes around advisory times.

Students interested in participating in the Running Start Program should meet with their advisor and school counselor the winter of their sophomore year to discuss how Running Start can work for them.
LEARNING THROUGH INTERNSHIPS & MENTORSHIPS

We believe that the internship/mentorship program (sometimes called LTI) serves as crucial learning for students, allowing them to work with an adult mentor whose career matches or touches on their potential interests and aspirations. Because students typically learn so much, the internship day is considered a school day. LTI experiences help students become “career-ready” through prolonged and repeated experiential learning and production of authentic work. Internships also help students develop beyond improving their own individual mindsets to build community awareness and connection.
Structure and Requirements

Students are expected to spend Tuesdays and Thursdays being mentored, whether in-person or virtually, throughout their high school career. The purpose is not for the student to function as an employee, but rather to develop a relationship with a mentoring adult professional and a real-world project to deepen learning and help students discover their professional interests. We sometimes call these “internships.”

Below are the minimum requirements, but the expectation is that all students spend nearly all Tuesdays and Thursdays working with a mentor and working on a mentorship project, with the exception of 101s in September as they participate in LTI Kickstart.

<table>
<thead>
<tr>
<th>101 Minimum:</th>
<th>201 Minimum:</th>
<th>301 Minimum:</th>
<th>401 Minimum:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 internship hours</td>
<td>200 internship hours</td>
<td>250 internship hours*</td>
<td>250 internship hours*</td>
</tr>
<tr>
<td>3 Shadow Days/ Informational</td>
<td>2 Shadow Days/ Informational</td>
<td>1 Shadow Day/</td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td>Interviews</td>
<td>Informational Interview</td>
<td></td>
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</tbody>
</table>

*250 hours/year can be achieved if the student is in mentorship a minimum of 4 hours each Tuesday and Thursday from early October until late May.

**Hours (In-Person):** At the start of the internship, mentor and student agree on arrival and departure times for Tuesdays and Thursdays when school is in session. Most students intern from 4-6 hours a day. Hours do not need to align with school hours.

**Hours (Remote):** Students meet virtually with their mentor, ideally Tuesdays and Thursdays, and spend the rest of their work time on those days engaged in their internship project at home.

**Hours (Combo):** Mentor may prefer a shorter in-person time period of 2-3 hours. If so, students should work from home on the project the remaining time.

**Time Span:** Mentoring commitments can span just a few weeks or even multiple school years, depending on what works for the mentor and student.

Identifying Internships

Students should be realistic and open about opportunities. Many students come to Gibson Ek with high expectations for a “perfect” internship that would in actuality be unlikely for a teenager. Others arrive without any ideas about interests, skills or career goals. Neither approach is helpful.

The LTI coordinator and the student’s advisor will guide new students through career and personality exploration activities, but it is up to the student to determine which opportunities to pursue. Gibson Ek’s ImBlaze database offers numerous possibilities, but students are encouraged to reach out to friends and family for opportunities, whether for themselves or another. By working together as a community, Gibson Ek staff, students, and families can develop a diverse internship database.

Getting Started

**Student outreach:** Students are responsible for finding their own mentorship/internship. They may cold-contact interesting people or places, work through friends or family, or use our ImBlaze database to search for potential opportunities. Whatever the approach, the student contacts the mentor, likely via email, to request a meeting.

**Set-up meeting:** The student and their advisor will meet with the mentor to determine whether all three agree that an internship/mentorship might be a good fit. The meeting may also cover project work, daily routines, and learning goals. If this meeting is in-person rather than virtual, students should complete a shadow day (field trip) permission form for the front office and arrange for transportation.
Paperwork: If all agree to proceed with the mentorship, the student and/or advisor should alert the LTI coordinator by completing the Internship Set-Up Request form. The coordinator then background-checks the mentor and emails a Learning Agreement to the student, parent, advisor and mentor to sign electronically.

Official start: When ALL PARTIES have signed the agreement and the background check is cleared, the coordinator will set up the mentorship in ImBlaze for attendance, and the coordinator will email everybody to confirm that the experience may begin.

Transportation: For in-person internships, students are responsible for their own transportation to and from the workplace, whether that be walking, driving or taking a city bus. Students and families should be certain they can manage transportation before starting an internship.

Internship Attendance and Expectations

Logging attendance: After the internship is approved, it will become active in ImBlaze, the system (app and online) Gibson Ek uses to track attendance. Each student MUST log in and out every Tuesday and Thursday, even if they are interning remotely. This is how our office staff tracks mandatory school attendance. Mentors receive emails to confirm the attendance, and advisors track attendance. Students who fail to log in will be marked absent and also will not accumulate hours. Students who fail to log out also will not accumulate hours.

Tardies or absences: Students should ALWAYS be early or on time for their in-person internship or virtual mentor meetings. If something unexpected interferes, or if a student must be late or absent for any reason, the student must notify their mentor and advisor as soon as possible. Additionally, because internship days are normal school days, the parent or guardian should excuse the absence through the Gibson Ek office just as they would on any school day. BOTH actions should occur every time.

Dress: Students should dress according to the expectations of that workplace, even for virtual meetings in a remote internship. Students should ask the mentor what is appropriate if it’s not obvious. In nearly every case, students would be expected to present themselves as more “covered up” in a workplace than fashion might dictate in casual life. The complaints we receive most often are about students who wear clothing that is unprofessionally revealing for a workplace environment.

Professional etiquette (In-Person): Interning can be a little scary; students often don’t know what to expect in a workplace or how to act. But that’s OK! The key to success is a willingness to learn -- it’s not about doing everything perfectly from the start. Our mentors sacrifice their time to teach and support students, so we expect students to arrive ready and open to learning, which means maintaining a friendly and helpful attitude, asking questions about things they don’t know, and listening actively to answers and guidance. Students should stay off their phones and make friendly eye contact.

Professional etiquette (Remote): Even during virtual meetings with mentors, students should follow the professional etiquette rules above. They also should ensure that they know how to work the video meeting tech, and if possible that they have a quiet space, bright lighting and an appropriate background.

Communication: Students should use only their Gibson Ek email (not personal) for email communications, and should ensure an adult looks over initial emails or anything else sent to or from the office environment. Students should keep their language professional and positive in written and verbal communications.

Workplace or Virtual Meeting Visits

Whether in-person or remote, advisors will visit with students and mentors regularly, usually once or twice per learning cycle. The advisor may spend time observing the student, talking to the student, helping the student with internship project work, or meeting with the mentor.

Internship Work: Projects and Reflections

Interns are expected to be engaged in learning through a project that aligns with the mentor’s work. The mentor and advisor can help develop an appropriate project. More help and guidance is available on our Internship Projects web page. This project work should be displayed proudly in the student’s portfolio and submitted to Dashboard for competencies to be assessed by the advisor.
The mentor may also – especially for in-person internships – assign some routine tasks to the intern that may or may not match the project.

Finally, interns must write an internship reflection at the end of each experience to share with the advisor and LTI coordinator.

**Dealing with Issues or Ending the Internship**

If a student is struggling with a mentorship for any reason, the student should talk to the advisor right away about strategies. **BUT A STUDENT SHOULD NEVER SIMPLY STOP SHOWING UP TO AN INTERNSHIP OR TO VIRTUAL MEETINGS WITHOUT INFORMING BOTH MENTOR AND ADVISOR.** This is highly unprofessional and damages the reputation of our program.

An internship might reasonably end, however, if:

- The mentor and student might mutually agree that the internship work and goals have been met.
- The student may wish to try out a different career field.
- The mentor or student may believe the fit is not positive for one or both sides.

If any of these apply, the mentor and student should first discuss the internship ending and set an end date. At this point, both parties — mentor and student — should immediately notify the advisor and the LTI coordinator. The student should ensure that any pending work is completed, and mentor and student will be asked to provide written feedback about the experience. Students should send thank you notes to the mentor and any other relevant employees.

Note that if a student wishes to try a different placement, the best course of action is to talk to the advisor and pursue other options **WHILE** continuing with the original internship, rather than quitting and then deciding later what to do next. The advisor can help the student phase out of one and into the next after the second internship has been secured.
Re-imagining education so students can pursue meaningful learning and become contributors to the world happens with support and structures, so students can turn ideas into work, track their progress and reflect on their experiences. GEHS systems function behind the scenes so students can focus on creating good work in the world.
Calendars & Schedules

Monday & Friday Schedule

8:50-9:40  Advisory
9:40-11:40  Exploration
11:45-12:25  Grade Level
12:25-1:00  Lunch
1:05-2:00  Content Time
2:05-3:25  Design/ crash Labs
3:30-3:50  Advisory

Wednesday Schedule

8:00-9:00  Advisory
9:00-9:55  Exploration
10:00-11:00  Content Time
11:00-12:25  Design Labs
12:25-1:00  Lunch

Tuesday & Thursday Schedule (on campus until mentorship officially begins)

8:50-9:40  AM Advisory unless interning
9:40-12:25  Internship Workshops or AM Internships
12:25-1:00  Lunch
1:00  Dismissal and Travel Time for at-school group
1:20-3:50  Personalized Learning Time and Content Time or PM Internships

*Students at internships set schedules with mentor, advisor, and family*

See GEHS website for late start schedules.
### 2021-2022
### Learning Cycle 1

#### First Day of School
- **101 Orientation**
- **Aug 31**

#### D/C Labs
- **Sep 1-Oct 15**
- **Oct 20-Dec 1**

#### Progress Posts
- **Oct 8**
- **Nov 12**
- **Dec 17**

#### Exhibitions
- **Dec 2-10**

#### Innovate for Change
- **Dec 13-17**

#### No School
- **Sept 6**
- **Oct 18 (no students)**
- **Nov 11**
- **Nov 25-26**
- **Dec 20-31**

#### ½ Days
- **Dec 13**

#### Testing
- **Oct 13 PSAT/SAT**
- **TBD SBA**

#### September
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<th>31</th>
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<tbody>
<tr>
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<td>Lab 1 Starts</td>
<td>Internship Kick-off</td>
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<td>Mid LC 1 Progress</td>
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<td>11</td>
<td>12</td>
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<td>PSAT/SAT (10-12)</td>
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<td>Teacher In-Service</td>
<td>Lab 2 Starts</td>
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#### November
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<td>Veterans Day</td>
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<td>Thanksgiving</td>
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#### December
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<td>½ Day</td>
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<tr>
<td>Innovate for Change</td>
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<td>Thanksgiving</td>
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Winter Break Dec 20-Dec 31
# Learning Cycle 2

### D/C Labs
- Jan 3–Feb 18
- Feb 28–Apr 8

### Progress Posts
- Feb 11
- Mar 25

### Design Exhibition
- Mar 16

### No School
- Jan 17
- Jan 28 (no students)
- Feb 21-25
- Mar 18* (snow make-up day)

### 1/2 Days
- Mar 21

## January

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>3</td>
<td>Lab 3 Starts</td>
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<tr>
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<td></td>
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<td>24</td>
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## February

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Lab 4 Starts</td>
</tr>
</tbody>
</table>

## March

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Snow Make-up Day*</td>
</tr>
<tr>
<td>14</td>
<td>Design Exhibition</td>
</tr>
<tr>
<td>21 ½ Day</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Final LC 2 Progress</td>
</tr>
</tbody>
</table>
# Learning Cycle 3

<table>
<thead>
<tr>
<th>D/C Labs</th>
<th>April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 28-Apr 8 (start LC 2) Apr 18-Jun 1</td>
<td>1</td>
</tr>
<tr>
<td>Progress Posts</td>
<td>4</td>
</tr>
<tr>
<td>May 6 (Seniors only) May 13 (101-301) Jun 17</td>
<td>5</td>
</tr>
<tr>
<td>Exhibitions</td>
<td>6</td>
</tr>
<tr>
<td>Jun 2-3 Senior Exhibitions Jun 9-16 Exhibitions</td>
<td>7</td>
</tr>
<tr>
<td>Senior Dates</td>
<td>8</td>
</tr>
<tr>
<td>Jun 2-3 Senior Exhibitions Jun 6 Senior Teach-in TBD Senior Breakfast, Rehearsal, Assembly and Send-off TBD Graduation</td>
<td>9</td>
</tr>
<tr>
<td>No School</td>
<td>10</td>
</tr>
<tr>
<td>Apr 11-15 May 30</td>
<td>11</td>
</tr>
<tr>
<td>½ Days</td>
<td>12</td>
</tr>
<tr>
<td>Jun 3 TBD Graduation Jun 10 Jun 13 Jun 17</td>
<td>13</td>
</tr>
<tr>
<td>Testing</td>
<td>14</td>
</tr>
<tr>
<td>TBD SBA</td>
<td>15</td>
</tr>
</tbody>
</table>

| May | 16 |
| 2 | 3 |
| 4 | 5 |
| 6 | 7 |
| Spring Break Apr 11-15 | 8 |
| 18 | 19 |
| 20 | 21 |
| 22 | Lab 5 starts |
| 25 | 26 |
| 27 | 28 |
| 29 | 30 |
| 31 | 32 |

| June | 33 |
| 6 | 7 |
| 8 | 9 |
| Senior Exhibitions | 10 |
| Senior Teach-in | 11 |
| Exhibitions | 12 |
| 13 ½ Day | 13 |
| Exhibitions | 14 |
| Exhibitions | 15 |
| Exhibitions | 16 |
| Last Day | 17 |
| LC 3 Final Progress | 18 |
D/C Labs
1: Sep 1-Oct 15
2: Oct 20-Dec 1
3: Jan 3-Feb 18
4: Feb 28-Apr 8
5: Apr 18-Jun 1

Progress Updates
LC 1 Mid 1: Oct 8
LC 1 Mid 2: Nov 12
LC 1 Final: Dec 17
LC 2 Mid: Feb 11
LC 2 Final: Mar 25
LC 3 Mid Seniors: May 6
LC 3 Mid: May 13
LC 3 Final: Jun 17

Exhibitions
LC 1: Dec 2-10
LC 2: Mar 16
LC 3 Seniors: Jun 2-3
LC 3: Jun 9-16

No School
Labor Day: Sept 6
In-service: Oct 18
Veterans: Nov 11
Thanksgiving: Nov 25-26
Winter Break: Dec 20-31
MLK: Jan 17
In-service: Jan 28
Midwinter Break: Feb 21-25
Snow Make-up: Mar 18
Spring Break: Apr 11-15
Memorial Day: May 30

1/2 Days
Dec 13
Mar 21
Jun 3
Jun 10
Jun 13
Jun 17
TBD Graduation
Dashboard

With no grades, there are no gradebooks. Instead, students and advisors capture an assessment of learning and progress on the Student Dashboard using Google Sheets. Students have a 101-201 dashboard and a second 301-401 dashboard.

Accessing Dashboard

Parents and guardians receive an email in September with a link to their students’ dashboards. It is important that parents and guardians bookmark this link to regularly track student progress. Dashboards are organized in tabs for ease of navigation.

Overview tab

This is a snapshot of the student’s progress toward meeting Level Up requirements. It includes:

- Link to student’s Portfolio
- Student’s current status as a 101/201/301/401 student
- Competency Progress
- Learning Plan and Exhibition requirements completion
- Writing Portfolio Progress
- Internship Hours Progress
- Math Progress (ALEKS courses)
- Senior Project Progress (301 and 401 students only)
- List of courses for the year (updated by advisor)
- Notes from the Advisor
- List of Projects for the year
Competency Summary tab

This tab displays competencies not yet met and those met at a Foundational or Advanced level. (Competency Sign-off column on far right)

The Final Assessment column shows targets met or exceeded through projects, labs, internships and other experiences. Once targets are met, a competency is completed at a Foundational level. If two or more targets are Exceeded for a competency, then that competency is met at an Advanced level.

Current Learning Plan tab

At the beginning of each Learning Cycle, students upload their current Learning Plans to their dashboards. These plans detail their Vision for the year, rest of high school and post high school, as well as their Goals for the Learning Cycle.

Exhibition Feedback tab

A student’s advisor will summarize the feedback and evaluation from each student’s exhibitions in this tab. Families can see a progression of feedback over the two-year cycle of each dashboard.

Project tabs

Every time students start a project, they create a new project tab. On these tabs they link their portfolios and evidence folders, describe their projects and list expectations for what they will create or do.

They also create tabs for internships and other experiences that students want to use to demonstrate their learning.

At any time during the project, a student can submit work by making sure it’s in the evidence folder, self assessing, and then
clicking the ‘Submit for Assessment’ link.

The advisor assesses the work, providing verbal or written feedback, and then adds met or exceeded targets to the student’s Competency Summary tab.

### Progress Reports

Student dashboards with the latest updates are available all year, but throughout the year advisors post mid-cycle and end-of-cycle Progress Reports that reflect all evidence of learning submitted so far, including assessment completed during internship visits and exhibitions.

All dashboards must be updated 8 times per year at a minimum. Students and parents can view updated dashboards for the 2020-21 school year on the following dates:

#### Progress Updates
- LC 1 Mid 1: Oct 8
- LC 1 Mid 2: Nov 12
- LC 1 Final: Dec 17
- LC 2 Mid: Feb 11
- LC 2 Final: Mar 25
- LC 3 Mid Seniors: May 6
- LC 3 Mid: May 13
- LC 3 Final: Jun 17

Parents should contact advisors directly at any time if there are specific questions about progress.
Google Classroom

Gibson Ek uses the Google Classroom learning management system to organize student work in Advisories, Design Labs, Crash Labs, Internship Learning, Sr. Institute, and Grade Level teams. Google Classroom integrates with the other Google suite applications students use to manage their communication and learning at Gibson Ek: Drive, Docs, Sheets, Sites, Meet, Chat, Gmail and Calendar.

Students have access to announcements, instructor communication, upcoming deadlines, missing work, completed work and evaluations. Parents and guardians can receive an email that shows upcoming assignments, missing assignments and instructor announcements. To get email summaries, parents accept an email invitation from the advisor. Parents can contact the advisor directly if they have not received the invitation.

Accessing Google Classroom

Students have access to Google Classroom through their gibsonek.org email accounts. They download the Google Classroom app to their laptops and receive class codes from the instructor when they sign up for a course.

Parents and Guardians receive an email from the course instructor once the student joins a course. They have 120 days to accept the invitation before it expires. They can determine the frequency of receiving emails that summarize upcoming and missing work.

Student Work

When a student joins a Google Classroom course, a folder automatically generates in the student’s Google Drive (within a folder titled Classroom). If a student submits work through the Classroom, the work will automatically show up in that folder. Once submitted, the instructor has ownership of the document, but if the instructor provides feedback on the document, then the student can see it. Parents and Guardians do not have automatic access to the assignments, but a student can share their folder with family members to provide viewing access.
Portfolios

Individualized learning means starting with a student’s current skills and knowledge, defining challenging learning for that specific student, and then determining the best way to demonstrate growth in that area. A student’s portfolio captures this process.

Google Sites

Students create their portfolios using Google Sites, so they integrate with our work in Google Drive and Google Classroom. Detailed instructions for setting up the portfolio are available on the GEHS website and in Advisory Classrooms. Students personalize their portfolios, but all portfolios provide access to

- Learning Plans
- Project evidence and learning
- Internship evidence and learning
- Writing Portfolio
- Level Up/Gateway/Graduation requirements

Dashboard & Assessment

Students link their portfolios to their student dashboards. This provides advisors and families with access to evidence of learning. Students reflect on how their learning demonstrates the competencies. Advisors assess their learning growth, and mark this assessment on the dashboard. In addition, advisors may provide feedback directly on students’ portfolios.

Curating the Portfolio

Students create a Learning Portfolio with evidence of everything they work on while as Gibson Ek. Then they curate this evidence for specific purposes by creating a new Google Site and copying and pasting onto the new site the work they want to highlight for a given purpose.

- **Exhibition Portfolios.** These may be similar to the Learning Portfolio, or students might include only evidence needed to show their learning for a specific learning cycle.

- **Internships.** Students may create a portfolio of learning they can use to interview for an internship, job or volunteer position.

- **College Applications & Transcripts.** Students select their 3-5 strongest learning experiences (projects, internships, or other experiences) and link these to their transcripts. These portfolios highlight the finished product or experience, but may also include the process.
Transcripts

Gibson Ek is one of over 300 (and growing!) Mastery Transcript Consortium member schools from around the country and the world. Gibson Ek’s Class of 2020 was MTC’s first full senior class to use the transcript for college applications, and one of our students was the first to be accepted to a college using the transcript. Colleges from throughout the state and around the country accepted Gibson Ek students.

The MTC transcript shows not only the competencies met and the courses taken, but it allows students to select their best work – projects, internships and other learning experiences – and showcase it to colleges, technical programs, summer programs, scholarship committees and post-high school internships.

Accessing Transcripts

Website: schools.mastery.org
Login: student’s gibsonek.org email
Password: student ID #

Communicating with Colleges & Organizations

Once the transcript is published, families can send colleges (or other recipients) a link and an access code to view the transcript and project evidence. Families can also send colleges a PDF of the full transcript with links to evidence.

Online Access

1. Login to schools.mastery.org and select Export Official PDF
2. Save this PDF and send a copy to the recipient. Recipients get a web address and access code to view transcript.
3. The access code remains valid even as the transcript is updated, so it’s not necessary to send a new code after updates.

Full PDF Version

If an institute does not accept an interactive transcript, send a pdf version.

1. Login to schools.mastery.org and select Preview Transcript
2. At the top of the screen select Export Full Transcript as PDF
3. Save this PDF and send a copy to the recipient

Official Transcript

To request an official transcript, email the request to the counselor or complete this transcript request form. Be sure to include:

- Institution name
- Complete address of institution (email, portal, Common App, or physical mailing address)
- Deadline by which transcript needs to be sent
Creating & Updating the Transcript

A detailed student guide to creating and updating the transcript is available on the GEHS website and the Sr. Institute Google Classroom.

Credit Updates

Advisors update credits at the end of every Learning Cycle. Students who need an updated transcript before the end of the Learning Cycle should contact their advisors or Tonja Reischl (Dean).

Course Updates

Shawn (counselor) adds the following completed courses at the end of each learning cycle:
- Apex/District Online Learning
- Running Start
- WANIC
- Language competency exams
- AP self-study (once AP test is completed)

Tonja (dean) adds the following completed courses at the end of each learning cycle:
- Design Labs
- Advisory
- Writing Portfolio
- Internship
- ALEKS
- Sr. Institute

There are rare cases when additional instructor-led courses might be added to the transcript. See Tonja if you have questions.

No grades are added to the transcript.

Students who need an update prior to the end of the cycle should contact Tonja or Shawn.

Overview Statement or Evidence Changes

Once a transcript is approved and locked, students request a section be unlocked to make any changes. After making changes students resubmit so the advisor can review, approve and republish the transcript.

Questions?

Contact Tonja Reischl (reischlt@gibsonek.org, 425-837-6360) with any additional questions.
Personal Information

This section provides basic information as well as a brief Overview Statement, written by the student.
School Profile

This section is the same on every student's transcript. It provides viewers with more information about Gibson Ek, our competencies and the structure of our school.

Credit Profile

On the transcript, competencies are called “credits.” The credit profile shows which competencies a student earned at a foundational level and which at an advanced level. On seniors’ transcripts (or by request for other students), it also shows competencies that are in progress (some targets have been met, but the entire competency has not yet been met). Targets do not appear on the transcript.

Students who want to show viewers the type of learning they've done to meet a particular competency can link one piece of evidence to the competency.

Courses

Gibson Ek lists courses completed by a student that are at least six weeks long and include instructor evaluation. We do not list grades. Courses include Advisory, Writing Portfolio, Internship, Design Labs, math, Sr. Institute, and any courses taken through community colleges, through WANIC or through monitored online learning (such as APEX). We also list language equivalency exams and AP exams.
Evidence

Students select 3-5 projects, artifacts or experiences that best demonstrate their learning. For each they highlight what they learned and created, then link to their portfolios (or other evidence) so the viewer can see the process. Students include independent, collaborative or internship projects.
# Glossary of Terms Used at Gibson Ek

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>I01, 201, 301, 401</td>
<td>Student’s status or ‘class’ as determined by progression of learning</td>
</tr>
<tr>
<td>Advisor</td>
<td>Teacher</td>
</tr>
<tr>
<td>C Lab</td>
<td>Crash Lab where students focus on learning or developing a single skill or piece of knowledge over a few days</td>
</tr>
<tr>
<td>Content Time</td>
<td>Online math and language courses</td>
</tr>
<tr>
<td>Dashboard</td>
<td>Gibson Ek’s “Grade Book” showing each student’s progress toward graduation requirements and competency assessment</td>
</tr>
<tr>
<td>D Lab</td>
<td>Design Lab where students work, guided by advisors, to design a solution to a challenge/need/problem</td>
</tr>
<tr>
<td>Design Exhibition</td>
<td>Learning Cycle 2 gallery-style exhibition when students display one designed project</td>
</tr>
<tr>
<td>Define</td>
<td>The second phase of Design Thinking when you take what you’ve learned and narrow your focus of the challenge/need you will address</td>
</tr>
<tr>
<td>Design Thinking</td>
<td>Process used to create projects and solve challenges in our communities</td>
</tr>
<tr>
<td>Build Empathy</td>
<td>This first phase of design thinking that is about building a deep understanding through interviews, observations, research and learning experiences</td>
</tr>
<tr>
<td>Test</td>
<td>The iterative phase of design thinking when students test designs, drafts, prototype</td>
</tr>
<tr>
<td>Exhibition</td>
<td>Panel presentation where students share their learning from the cycle with parents, mentors, staff and peers</td>
</tr>
<tr>
<td>Exploration</td>
<td>Student-structured time to collaborate, develop work, participate in learning opportunities, attend club meetings, etc.</td>
</tr>
<tr>
<td>Gateway</td>
<td>When a 201 becomes a 301; the halfway point in the Gibson Ek High School experience</td>
</tr>
<tr>
<td>Ideation</td>
<td>Third phase of design thinking when students brainstorm, sketch and draft ideas, seeking feedback along the way</td>
</tr>
<tr>
<td>Innovate for Change</td>
<td>All-school challenge to design solutions to real-world problems</td>
</tr>
<tr>
<td>Learning Cycle</td>
<td>Learning throughout the year is broken into 3 trimesters. Each trimester is referred to as a Learning Cycle</td>
</tr>
<tr>
<td>Learning Plans</td>
<td>Plan that is written by the student with input from advisor, parents, mentor, and peers. The Learning Plan drives the student's learning for the Learning Cycle and includes the student's vision and goals</td>
</tr>
<tr>
<td>Level Up</td>
<td>When a 101 becomes a 201 or a 301 becomes a 401</td>
</tr>
<tr>
<td>LTI</td>
<td>Learning through interest; internships are the primary LTI experience, but may also include other experiences</td>
</tr>
<tr>
<td>Mentor</td>
<td>Supervisor at the internship, or an on-campus mentor who teaches a crash lab, offering, skill workshop. A mentor can also be an expert in a field who supports student learning</td>
</tr>
<tr>
<td>Offerings</td>
<td>Courses similar to a workshop that include design labs, crash labs, guest speakers, resident experts. Offerings may incorporate the design thinking process and provide opportunities for learning content knowledge, gaining inspiration, or acquiring skills</td>
</tr>
<tr>
<td>Prototyping</td>
<td>The fourth step of the design process that is creating a designed solution to a challenge that will be tested and revised</td>
</tr>
<tr>
<td>Week of Welcome</td>
<td>First week of school</td>
</tr>
</tbody>
</table>
POLICIES

Student expectations and responsibilities for Gibson Ek High School and the Issaquah School District
Equitable Conduct Expectations

The Issaquah School District values equity, diversity and inclusion. The district is committed to building and sustaining a welcoming school community. Our district and community are made up of people of different backgrounds, needs and perspectives. Our learning community includes people of varying races, ethnic backgrounds, abilities/disabilities, religions, ages, languages, socioeconomic status, immigration status, sexual orientation, gender expressions or identities.

Student expectations include:
- Respect each individual, even if that person’s identity is different from your own.
- Seek to understand your impact on others while seeking to understand other’s intent.
- Communicate respectfully with others in person, on social media and in any other form.
- Use what you are learning to use good judgment and make ethical and informed decisions.
- Take responsibility for your words and actions.

We all have a responsibility to report behavior that interferes with having an equitable and inclusive learning environment that honors and respects people of all identities. If you become aware of any actions that violate the expectations above, we encourage you to speak up through one or more of the following ways:
- Tell a teacher, staff member or other trusted adult immediately.
- If you are comfortable and safe doing so, speak up in the moment to encourage more equitable and inclusive talk or action, and/or support those being hurt.
- Report it anonymously via Issaquah Tip: https://www.issaquah.wednet.edu/family/TAI. Be sure to include details such as names of people, time, location and building.

Gibson Ek Admissions Contract

As a Gibson Ek Student, I understand that I am responsible for my learning and I respect and value the learning of all students and staff at Gibson Ek. I have the opportunity to drive my own learning to meet graduation requirements and I acknowledge that I play a key role in my success at Gibson Ek High School. I will work each day to help myself reach my best potential and I will respect and value the learning of all students and staff at Gibson Ek.

I understand that Gibson Ek High School requires students to:
- Work closely with an advisor who provides guidance and support as students engage in school and develop Learning Plans
- Reach beyond school to establish and attend internships and real world experiences 2 days per week
- Engage in rigorous project work both independently and collaboratively
- Establish time management, organization skills, and self-motivation
- Find inspiration to lead learning while being immersed in an innovative and collaborative school environment
- Embrace technology for personalization and new challenges
- Contribute to a kind, positive, and respectful school culture
- Invest in and commit to deeper learning as an integral part of the school
- Learn how to learn, think critically, and solve complex problems
- Gain the confidence to push themselves and develop positive beliefs about themselves as learners
- Develop the maturity to communicate with adults in the workplace as well as at school
- Develop the courage and skills to explore interests, passions, and talents
- Present academic work through frequent public exhibitions and a portfolio
- Explore a variety of colleges and career options

Students exhibiting a pattern of not honoring these commitments will result in varied interventions up to and including discussion about the appropriateness of placement at this choice school and possible return to the student’s neighborhood school.
# Building Response Plan for Student Behavior

## Non-Emergency Situations

Gibson Ek is designed around personalized education and working with students and families to provide support, challenge, and encouragement for students so they can thrive academically and personally.

Gibson Ek uses Restorative Practices to help students take accountability for their actions, recognize the impact their behaviors have on others, and make a commitment for what they can do to help themselves and others thrive.

Advisors work with students, parents, mentors, and administrators to support students when behavior issues impact the learning environment. Advisors use a variety of strategies with an emphasis on relationship building and student accountability.

### Advisor Interventions

Possible Violations Include:
- Academic Integrity, Advisory Disruptions, Excessive Cell Phone Use, Unproductive Independent Work Time, Behaviors Impacting the Advisory, Tardiness and Absences from Offerings, Dishonesty, Work Refusal

Advisor determines consequences which may include: warnings, contracts, structured and highly supervised independent work time, parent contacts, school and family conferences, advisory circle meetings, restorative options

### Administrator Interventions

Possible Violations Include: Bullying/Harassment, Excessive Behaviors that Impact Advisory Culture, Major Disruptions to the Learning Environment, Off Campus, Truancy

Administrator determines consequences based on previous strategies, student handbook and progressive discipline. Restorative Options are available for some incidents. Administrator follows through on consequences, contacts parents, and provides feedback and information to advisor as Privacy Laws allow

### Restorative Options for Harm to the Community

- Community Service or Contribute to the Campus Positively
- Apology Letters
- Advisory Presentations
- Communication Circles
- Restorative Circles and Conversations
- Research and Write about Building a Positive Community
Student Expectations

Highlights of student expectations. Regulations for Student Rights and Responsibilities stated in full in the next section.

Attendance
Students are expected to be present in advisory, grade level teams, labs, or exploration during their scheduled times. When students are absent then the advisor will mark them absent in Skyward and will work with the student to remedy the situation for the future. If the student continues to violate accountability and attendance expectations then this issue will rise to restorative justice circle, parent/advisor conference, referral to administration, referrals through the BECCA process to court, or removal from the Gibson Ek program. The goal with attendance tracking is to support students to be accountable and trustworthy individuals.

Tardies
Gibson Ek has no bells which means that students are responsible for being where they need to be at the appropriate times without reminders from adults. Showing up on time and respecting the time of others is incredibly important. If tardiness becomes a problem the advisor and student will address this issue to find a resolution which could include setting reminders on phones, working with friends to hold each other accountable, or restorative options. If further action is necessary then a referral to administration, parent conference, community service or contracts will be imposed.

Technology
Much of the organization and management for Gibson Ek is online, but it is important for us to help students maintain a balance between the use of technology and actively engaging in learning. We work to help students understand the impact that technology has on brain development, monitor student’s use of technology and how it may be impacting their productivity, and set norms within advisory for technology use. All students have the option to check out a laptop and a charger to use for the year. Students are responsible for their equipment to avoid fines. Additionally, various pieces of equipment are available to check out through advisors.

Campus Cleanup
Incredible resources have gone into making sure that tools, equipment and materials are available to students, staff and volunteers. A project based school creates a large amount of scraps, garbage, and disorganization. Staff and students must work together to create systems, schedules, and accountability to ensure that our campus is taken care of.

Off Campus Privileges for Lunch
Students who are juniors or seniors have the opportunity to leave campus during lunch with parent permission. Students are expected to follow all regulations in the Gibson Ek handbook when off-campus. Failure to do so will result in loss of off campus lunch privileges. Any 101 or 201 students who leave campus may have their privilege of leaving campus during their 301 and 401 years revoked, and have consequences according to restorative options or progressive discipline.
Safety in the Science Classroom and Laboratory

Safety in the science classroom and laboratory is the FIRST PRIORITY for students, instructors, and parents. To ensure safer classroom/laboratory/field experiences, the following Science Safety Rules have been developed for the protection and safety of all. Your teacher will provide additional rules for specific situations or settings. The Rules must be followed at all times. After you have reviewed them with your instructor, read and review the Rules with your parent/guardian. Your signature indicates that you have read these Rules, understand them, and agree to follow them at all times while working in the classroom/laboratory.

Safety Standards of Student Conduct in the Classroom, Laboratory, and in the Field

1. Conduct yourself in a responsible manner at all times. Frivolous activities, mischievous behavior, throwing items, and conducting pranks are prohibited.
2. Lab and safety information and procedures must be read ahead of time. All verbal and written instructions shall be followed in carrying out the activity or investigation.
3. Eating, drinking, gum chewing, applying cosmetics, manipulating contact lenses, and other unsafe activities are not permitted in the laboratory.
4. Working in the laboratory without the instructor present is prohibited.
5. Unauthorized activities or investigations are prohibited. Unsupervised work is not permitted.
6. Entering preparation or chemical storage areas without instructor permission is prohibited at all times.
7. Removing chemicals or equipment from the classroom or laboratory without instructor permission is prohibited.
8. If you do not understand how or why to do a task, ask your instructor for help. If there is any doubt in your mind, ask your instructor.

Personal Safety

1. Sanitized indirectly vented chemical splash goggles or safety glasses as appropriate (meeting the ANSI Z87.1 standard) shall be worn during activities or demonstrations in the classroom or laboratory, including pre-laboratory work and clean-up, unless the instructor specifically states that the activity or demonstration does not require the use of eye protection.
2. When an activity requires the use of laboratory aprons, the apron shall be appropriate to the size of the student and the hazard associated with the activity or investigation. The apron shall remain tied throughout the activity or investigation.
3. All accidents, chemical spills, and injuries must be reported immediately to the instructor, no matter how trivial they may seem at the time. Follow your instructor’s directions for immediate treatment.
4. Dress appropriately for laboratory work by protecting your body with clothing and shoes. This means that you should use hair ties to tie back long hair and tuck into the collar. Do not wear loose or baggy clothing or dangling jewelry on laboratory days. Acrylic nails are also a safety hazard near heat sources and should not be used. Sandals or open-toed shoes are not to be worn during any lab activities. Refer to pre-lab instructions. If in doubt, ask!
5. Know the location of all safety equipment in the room. This includes eye wash stations, the deluge/safety shower, fire extinguishers, the fume hood, and the safety blanket. Know the location of emergency master electric and gas shut offs and exits. Know how to USE all safety equipment in the room.
6. Know the location of the Emergency Evacuation Route map and how to read the map.
7. Wash your hands with soap and water after handling any chemicals, glassware or touching any surface in the lab area before leaving the lab area.
8. When an activity or investigation requires the use of laboratory gloves for hand protection, the gloves shall be appropriate for the hazard and worn throughout the activity.
9. If you have a medical condition (e.g., allergies, pregnancy, etc.), check with your physician before working in lab.

Specific Safety Precautions Involving Chemicals and Lab Equipment

1. Avoid inhaling in fumes that may be generated during an activity or investigation.
2. Never fill pipettes by mouth suction. Always use the suction bulbs or pumps.
3. Do not force glass tubing into rubber stoppers. Use glycerin as a lubricant and hold the tubing with a towel as you ease the glass into the stopper.
4. Proper procedures provided by the instructor shall be followed when using any heating or flame producing device especially gas burners. Never leave a flame unattended.
5. Remember that hot glass looks the same as cold glass. After heating, glass remains hot for a very long time. Determine if an object is hot by placing your hand close to the object but do not touch it.
6. Should a fire drill, lockdown, or other emergency occur during an investigation or activity, make sure you turn off all gas burners and electrical equipment. During an evacuation emergency, exit the room as directed. During a lockdown, move out of the line of sight from doors and windows if possible or as directed.
7. Always read bottle labels twice before you use the chemical. Be certain the chemical you use is the correct one.
8. **Replace the top** on any chemical bottle as soon as you have finished using it and return the bottle to the designated location (even if there are others behind you).

9. Do not return unused chemicals to the original container. Follow the instructor’s directions for the storage or disposal of these materials.

10. All chemicals should be regarded as hazardous unless your instructor informs you otherwise.

11. Never mix or heat chemicals unless you are directed to do so.

12. When mixing concentrated acids and water, always pour acids into water slowly and stir constantly.

13. When observing the odor of any liquid, do not smell it directly. Use your hand to fan the odor towards you.

14. Never taste a chemical or a solution or touch chemicals with your hands unless directed to do so by your instructor.

15. When heating a test tube, do not heat just one spot on the test tube. Never have the open end of the test tube pointed at anyone. Never look directly down into a test tube.

16. Always allow ample time for cooling after materials have been heated. **DO NOT DISCARD or STORE HOT/HEATED OBJECTS**

### Standards for Maintaining a Safer Laboratory Environment

1. Backpacks and books are to remain in an area designated by the instructor and shall not be brought into the laboratory area.

2. Never sit on laboratory tables.

3. Work areas should be kept clean and neat at all times. Work surfaces are to be cleaned at the end of each laboratory or activity.

4. Work deliberately and with definite purpose, but do not hurry.

5. Know what you are doing. Be wary of what neighboring students are doing.

6. Solid chemicals, metals, matches, filter papers, broken glass, and other materials designated by the instructor are to be deposited in the proper waste containers, not in the sink. Follow your instructor’s directions for disposal of waste. If you are unsure, ask the INSTRUCTOR.

7. Do not overfill waste containers. If new waste container is needed, tell/ask the instructor.

8. Sinks are to be used for the disposal of water and those solutions designated by the instructor. Other solutions must be placed in the designated waste disposal containers. **NEVER JUST POUR SOLUTIONS DOWN THE DRAIN. Ask if you are unsure!!**

9. Glassware is to be washed with hot, soapy water and scrubbed with the appropriate type and sized brush, rinsed, dried, and returned to its original location.

10. Goggles are to be worn during the activity or investigation, clean up, and through hand washing.

11. Safety Data Sheets (SDSs) contain critical information about hazardous chemicals of which students need to be aware. Your instructor will review the salient points on the SDSs for the hazardous chemicals students will be working with and also post the SDSs in the lab for future reference. SDSs can be found online (search SDS and chemical name. E.g. SDS Sodium Hydroxide)

**OOPS!**

**NOTIFY YOUR INSTRUCTOR OF ANY ACCIDENT OR POTENTIALLY HAZARDOUS SITUATION IMMEDIATELY.**

**IF ANY CHEMICAL IS SPLASHED ON YOU SKIN OR IN YOUR EYES NOTIFY YOUR INSTRUCTOR** as you FLOOD the area with LARGE amounts water IMMEDIATELY. Your instructor will tell you when to stop washing.

*Any person not complying with these Rules is subject to removal from the science laboratory and/or disciplinary action.*

**Parents, Guardians, a few reminders about laboratory safety...**

We in the Issaquah School District take laboratory safety very seriously. This document is based off the National Science Teachers Association (NSTA) Science Safety Rules.

Safety in the laboratory can be addressed from three points of view: student preparation before the lab, student execution during the lab, and teacher monitoring during the lab. Students will be observed during the lab, but the preparation that the student does before the lab is even more important. Some labs will require a written “Pre-lab Document”. **The students will receive instruction as to the requirements for the Pre-lab Document and written instructions.**

The Pre-lab Document is to include safety information (SDS information) for the chemicals being used as well as any additional safety requirements related to the particular lab. As well, the students are expected to **become familiar with the procedure** such that
they can draw a “flow-chart” of the required steps of the procedure. The more familiar the student is with the lab procedure, the less likely the student is to make a mistake that could compromise laboratory safety.

With this in mind, the Pre-lab Document is to be completed, neatly, before the student starts the laboratory exercise. While there may be labs that do not require a pre-lab document, some will require one. This preparation is essential to Laboratory Safety!

**Appropriate clothing is required on lab days.** Students will be required to wear long pants, closed-toe shoes, and a shirt fully covering their shoulders and torso. The idea is to limit skin exposure to direct chemical spills or splashes. Long hair must be tied back and dangling jewelry or scarves should not be worn.

Please let your instructor know if there are any questions or concerns.

Thank you.

**Gibson Ek Science Team**

**Safety Acknowledgment Form: Science Safety Rules**

I have read the above Science Safety Rules, and I agree to follow them during any science course, investigation, or activity. By signing this form, I acknowledge that the science classroom, laboratory, or field sites can be an unsafe place to work and learn. The safety rules and regulations are developed to help prevent accidents and to ensure my own safety and the safety of my fellow students. I will follow any additional instructions given by my instructor. I understand that I may ask my instructor at any time about the rules and regulations if they are not clear to me. My failure to follow these science laboratory rules and regulations may result in disciplinary action.

I acknowledge that the below checked items have been discussed in class. I will keep the copy of the Science Safety Rules and in my chemistry folder and/or notebook.

I am familiar with the following:

- The safety rules outlined in this document
- Location and use of the fire extinguisher.
- Location and use of eye wash and safety shower devices.
- Emergency evacuation procedures.
Gibson Ek High School Project Based Safety Agreement

As a project based school, incredible resources have gone into making sure that tools, equipment and materials are available to all students, staff and volunteers at Gibson Ek.

Students attending Gibson Ek must agree to responsibly use all equipment, tools and materials.

As a student of Gibson Ek, I agree to follow ALL safety procedures and protocols while using equipment and tools at Gibson Ek High School. I understand my failure to follow safe practices jeopardizes my safety and the safety of others. I agree that if I am not following safe practices, I may face consequences including community service and clean up; further education around safe practices; or privileges being revoked.

I agree that horseplay will not be tolerated. Damaging, misusing, or stealing ANY property, tools or materials at Gibson Ek will not be tolerated. Disciplinary action will result from any infraction of these rules.

A project based school creates a large amount of scraps, excess materials, and disorganization. It is expected that staff and students work together to maintain systems, schedules, and accountability to ensure that the campus, materials, and equipment are all taken care of.
Welcome

On behalf of the Gibson Ek High School staff, we would like to welcome you to the 2021-22 school year! Our goal is to provide a safe and caring environment, where ALL students experience a positive learning environment. We strongly encourage you to pursue excellence in your academic studies, become actively engaged in the co-curricular programs that our school has to offer, and treat everyone at Gibson Ek High School with respect and kindness. This handbook includes our policies, procedures, and important information. Please refer to the handbook when questions arise. You may also refer to the School Website for updated contact information for staff, teacher websites, event dates, and more.

Student Co/Extra-Curricular Activities

Gibson Ek offers many co/extra-curricular activities, but students also have the opportunity to participate in some clubs, drama, and sports that are not offered at Gibson Ek. These include all sports, cheer, dance, drill, and drama.

Requirements

Gibson Ek High School provides many opportunities for student involvement in co/extra-curricular programs, including activities, athletics and fine arts. As representatives of our school, students who participate in these programs are held to high expectations and standards. We expect ALL students to demonstrate excellent sportsmanship and be positive role models at ALL times. To be eligible for co/extra-curricular programs, students must purchase an ASB card, maintain passing grades, earn credit in all classes, and maintain a 2.0 GPA to participate in athletics, dance, ASB and cheer. At Gibson Ek, students must pursue their personalized Learning Plans and maintain on track status for leveling up and meeting Gateway and Graduation Requirements.

ASB Cards

ALL STUDENTS PARTICIPATING IN ANY ACTIVITY SANCTIONED BY THE ASSOCIATED STUDENT BODY MUST PURCHASE AN ASB CARD TO BE ELIGIBLE TO PARTICIPATE IN THOSE ACTIVITIES. Most student activities such as newspaper, athletics, dances, assemblies, homecoming, etc., are financed by the Associated Student Body fund. The greatest single source of revenue for this fund is the sale of Associated Student Body Activity cards. Students can save in many ways with an ASB card. It provides free admittance to all home football, basketball, and wrestling events. The students also can participate in countless other events at a discount, such as away football, basketball, and wrestling events, plays, dances, choir and band performances, etc. The card may be purchased from the Bookkeeper’s Office at any time during the year, but get your card soon to get the most savings possible! The price of the ASB card is $60.00.

Gibson Ek students who have purchased a Gibson Ek ASB card are eligible to participate in sports at their home high school.

ASB and Class Council

The ASB is responsible for planning school-wide activities and supervising ASB funds. It meets during Exploration Time monthly and is composed of elected ASB officers, appointed ASB officers, and Senators. Elections and appointments are held in the spring. In order to hold an ASB leadership position, students must clear all fines, purchase an ASB card, maintain on track status, and agree to the oath of office governed by the constitution.
Athletics

ISD High Schools are members of the KingCo Conference, the SeaKing District, and the Washington Interscholastic Activities Association. Our teams compete with other teams throughout the conference and state for league, district, and state honors. In order for students to participate in any athletic program or cheer/dance/drill, they must:

- Complete the eligibility packet and return it to the Activities/Athletic Office
- Maintain passing grades and earn credit in all classes (be enrolled full time)
- Maintain a 2.0 semester and cumulative GPA with no F’s or maintain on track status at Gibson Ek
- Clear all fines
- Purchase an ASB card through Gibson Ek’s bookkeeper
- Pay the District participation fee
- Return to the coach all previous sports equipment/uniforms issued or pay for them
- Sign an agreement to abide by the Issaquah School District Athletic Code of Conduct

Students not meeting the 2.0 GPA WILL or on track status at Gibson Ek will be placed on academic probation for three weeks of contests. Students who meet the 2.0 GPA criteria, but who do not pass all classes, will be put on two weeks probation. During probation, an athlete may practice with the team, but not participate in contests. Probation weeks will include any break during which a team is competing. At the end of the probation period, grades in all classes will be checked. If an athlete is passing all classes at this time with a 2.0 GPA, they will be off probation. If the grades are still deficient, the student will be placed on second two-week probation. If a student completes a third probation without rectifying the situation, they are ineligible for the rest of the season.

KingCo Sports

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>Cross Country (M/W)</td>
<td>Basketball (M)</td>
<td>Baseball</td>
</tr>
<tr>
<td>Diving (W)</td>
<td>Basketball (W)</td>
<td>Fastpitch</td>
</tr>
<tr>
<td>Football</td>
<td>Diving (M)</td>
<td>Golf (W)</td>
</tr>
<tr>
<td>Golf</td>
<td>Gymnastics</td>
<td>Soccer (M)</td>
</tr>
<tr>
<td>Soccer (W)</td>
<td>Swimming (M)</td>
<td>Tennis (W)</td>
</tr>
<tr>
<td>Swimming (W)</td>
<td>Wrestling</td>
<td>Track (M/W)</td>
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<tr>
<td>Tennis (M)</td>
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<tr>
<td>Volleyball</td>
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</tbody>
</table>

Attendance Required for Both Athletics and Activities

A student is expected to be in attendance all class periods of the day of a practice or event in order to participate in activities that afternoon or evening. If an athlete is not in attendance in all of his/her classes, they cannot participate in practice or an event that afternoon or evening. This expectation applies to all activities, athletics and fine arts events. Participation may be denied for failure to comply with this policy. The only exceptions to this rule are: school related and approved absences (field trips), medical, dental, family emergencies, or legal appointments when appropriate written verification of the appointment from the provider has been submitted to the attendance office upon their return.

Student Athletic/Activity Code
The opportunity to participate in the interscholastic athletic/activity program is a privilege granted to all District students. Participants in this voluntary program are expected to conform to specific conduct standards established by the District, principals, athletic directors and coaches. All interscholastic activities and events shall be in compliance with the rules and regulations of the Washington Interscholastic Activities Association (WIAA).

A student who is found to be in violation of any athletic/activity rules is subject to removal from the team. Students who have allegedly violated one or more of the athletic/activity conduct rules may appeal a disciplinary action as specified in Procedure 2151P. General conduct expectations and requirements for students participating in athletics/activities are found in Regulation and Procedure 2151 and 2151P and the Issaquah School District Athletic Handbook, copies of which may be obtained at any school or on the district website at www.issaquah.wednet.edu.

General School Policies and Procedures

Academic Progress

Course grades are updated regularly on Canvas for each course taken. Please log in to the Canvas system to view attendance and academic progress for your student. For questions on logging in to Family Access, please ask the school registrar.

Assembly Behavior

Assemblies are an integral part of the school curriculum and have an educational value, therefore, attendance at assemblies is required. Students are expected to conduct themselves in a way that demonstrates respect for those speaking or performing as well as those in attendance. Students who misbehave at assemblies may be removed from the assembly by an administrator and subject to discipline.

CEEB/School Code Number

The school code/CEEB number for Gibson Ek High School students in relation to any testing (PSAT, SAT, ACT), college applications scholarships, post-secondary information is 480002

Check Acceptance Policy

The District has established the following protocol for accepting checks and collecting bad checks: For a check to be an acceptable form of payment, it must include the current, full, accurate name, address and telephone number. If a check is returned for non-payment, the face value may be recovered electronically along with a state allowed recovery fee. In the event a check is returned for non-payment, checks will not be an acceptable form of payment for the rest of the school year.

Computer/Technology Use

The District encourages information dissemination, collaboration, innovation, and experimentation through the ethical use of technology. The District requires its staff and students to adhere strictly to District Regulations and laws governing technological hardware and software. In cases involving any activity prohibited by District Regulation and/or law, rights accorded to persons by the District, such as privacy, do not protect an individual from discipline and/or prosecution. Complete copies of Regulations 2022 and 5253 may be obtained at any school or on the District website at www.issaquah.wednet.edu.

Computers are to be used for academic purposes only. No games, audio files, video files, or other applications may be downloaded or installed without permission of the site administrator or designee. Every student using a District computer is required to have a parent sign a Responsible Use Agreement. This form acknowledges the right of the District to review material stored on its network, as well as the wide range of information accessible through public networks. The Issaquah School District does use monitoring software when students are using a district device (on and off campus), a student email address, and when using district provided programs like OneDrive, Office 365, etc. This means students and parents will be contacted if a student uses any language that references illegal,
violent, sexual or self-harm language while using a district device, email or program. The Responsible Use Agreement also releases the District from liability for any damages due to information gained or obtained through the District network, including access to public networks.

**Counseling Center**

Counseling Center services include:

- Academic planning
- Maintenance of academic records
- Classroom presentations
- Individual and group post-high school planning, career counseling and guidance
- Consultations with teachers/parents to assist in discussions of learning and performance challenges and working to resolve academic problems
- Coordination and provision of information for drug/alcohol intervention and assessments
- Consultation on personal issues for students
- Parent and student interventions for academic concerns
- Consultation and referral to Child Protective Services, law enforcement and referrals to community agencies

Please visit the Counseling Center website to access the following:

- Post high school planning options
- College application procedures
- Information on all in and outside credit completion options
- Checklists for students that are bound for community college, technical college, 4-year college, apprenticeships and military
- Comprehensive course requirement planning guides and instructions
- A complete course description guide
- Scheduling forms for all grade levels
- Graduation requirements
- Course offerings by department

- Career counseling/college selection with students & parents (if desired)
- Career exploration
- Career Library
- College, university, community, and technical college information
- College representative visits
- Culminating Project
- Financial aid
- Field trips to special programs and colleges
- Military information and ASVAB testing
- Part-time job information
- Resume, application and interview resources
- SAT/ACT books
- Scholarship information
- Summer and volunteer opportunities
- Tech Prep/college credit information
- WaNIC information

**Dance Regulation**

To attend any dance, everyone must have a picture ID. A current school ID, passport, or driver’s license will be the only forms of
Students may not engage in any type of inappropriate dancing. Examples of this include, but are not limited to:

- Inappropriate touching, fondling, excessive displays of affection
- Removal of shirts, pants or necessary articles of clothing
- Dancing on another’s lap
- Lifting another person’s leg(s) off the ground
- Violent, “mosh pit” style dancing

Dance Chaperones are authorized to ask students to stop if students are found to be dancing inappropriately.

Any student or guest that is dressed inappropriately will be asked to change or be removed from the dance. No refund will be given. For appropriate dress description, see Student Dress Code.

Distribution of Printed Materials on School Grounds

Students distributing printed materials through activities or athletics need to work with their coach or advisor regarding distribution of printer materials. For materials outside of activities or athletics, in respect for the rights and beliefs of all of our students, you must submit a request to PeachJar for any community distribution. If you wish to post information on the school’s community bulletin board or other area set aside for this purpose, please contact your assistant principal for approval. Guidelines for distribution of material on school grounds are included in Regulations 2340 and 4320. A complete copy of these policies may be obtained at any school or on the District website at www.issaquah.wednet.edu.

Drug Free Zones

Schools in the Issaquah School District are protected as drug free zones, as established by the City of Issaquah and King County. Drug free zones provide for possible double penalties for anyone caught trafficking controlled substances within 1,000 feet of a designated school, school bus stop or public park.

Fines

School fines are issued when a student fails to pay a class fee in the first three weeks of the semester and/or when a student damages or fails to return any property of the school including, but not limited to, textbooks, items checked out from the library, athletic uniforms, rental instruments, technology support items, etc. All fines are due by the end of the quarter in which they are issued. Once the quarter passes, even if the item is found and submitted, the fine is still due and payable because the school will have purchased a replacement item in order to maintain the inventory for student use. You are encouraged to pay your fees & fines online. You can access the “Pay Online” button from the School home page using the same user name as Family Access. The password is the last name of your student.

Students will be fined for any textbooks not returned by 2:00pm on the last day of school unless they are a senior. Seniors’ fine will be due before graduation — see E news, announcements and posted signs for further details. Fines will not be removed once an item is found, as the school must replace the book to ensure inventory for the next school year.

Good Neighbor Policy

The District wishes to maintain positive relationships with our neighbors. Students are to avoid trespassing on neighbors’ property,
littering and loitering in the street near their homes. Students with off-campus passes who leave during the school day are to avoid congregating in the neighborhood streets bordering the school.

**Graduation Requirements**

Please refer to District Regulation 2410 and Procedure 2410P for specific graduation requirement information and programs. You will find information on:

- Gibson Ek’s Competency Based Graduation Requirements
- Subject and Credit Requirements
- College Admissions requirements
- Advanced Placement
- College in the High School
- Equivalency
- High School Credit for 7th and 8th grade students
- Summer School Program
- Running Start
- School Directed Athletics
- Tech Prep
- Waivers
- Washington Network for Innovative Careers
- Credit Options Outside of Issaquah School District
- Course Selection Expectations
- Credit Recovery Program Early Graduation
- Extra-Curricular Academic Eligibility
- Grade Improvement
- Home-Based Instruction
- NCAA
- State High School Transcript

**Homework**

Homework, as an extension of the classroom, must be planned and organized, be purposeful to the students, and evaluated and returned to students in a timely manner. The purpose of homework assignments, the basis for evaluating the work performed and the guidelines and/or rules should be made clear to the student at the time of the assignment. Students should talk to their classroom teachers with any questions about assignments or grades for a course. A complete copy of Regulation 2422 and related Regulations and Procedures are available on the District’s website.

**Identification Cards**

All students are provided with a student identification card, featuring their name, grade and a photo. Students are expected to carry their card at all times during the school day.

**Inspection, Search and Seizure**

Students are entitled to the guarantees of the Fourth Amendment and shall be secure in their persons, papers, and effects against unreasonable searches and seizures. However, school officials have the responsibility of maintaining a safe environment and are empowered to conduct a reasonable search of a student, of his/her personal property, and of school property when there is reasonable and individualized cause or grounds for suspecting or believing that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, school transportation or at school events. Any search conducted must comply with applicable laws. School property shall remain under the control of school officials, and shall be subject to search.
Searches of Students and Personal Property
Any search of a student conducted by a District employee must be reasonably related to the discovery of contraband or other evidence based upon an individualized suspicion of the student's violation of the law or school rules.

The term “contraband” means items, materials, or substances the possession of which is prohibited by law or District Regulation, including but not limited to, controlled substances, alcoholic beverages, tobacco products, nicotine delivering device, or any object that can reasonably be considered a firearm or a dangerous weapon.

Automobile Searches
Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct without notice routine patrols of student parking lots and inspections of the exteriors and visible interiors of student automobiles on school property. The interiors of student vehicles may be searched whenever a school official has reasonable cause or grounds for suspecting or believing that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. School officials may call and/or consult with local law enforcement officials in appropriate circumstances, such as when criminal activity is suspected.

Locker Searches
All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student’s violation of the law or school rules. If the school official conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag, or an article of clothing, contains evidence of a student’s violation of the law or school rules, the container may be searched pursuant to the District’s procedures governing personal searches.

Additional information regarding student privacy and searches may be found in Regulation 3230 and Procedure 3230P.

Lunch Accounts

Charging a Meal
Students will be assigned a lunch account that can be used to purchase standard program meals from the school kitchen.

Applications for meal assistance are available at https://www.issaquah.wednet.edu/district/departments/operations/foodservice or by contacting the Food Service Office at 425-837-5060. They are also available in the front office of each school building.

Balance Notification
Food Services partners with Myschoolbucks.com, a service that allows the use of credit cards to make payments for a student's lunch account. There is a $2.49 fee per credit card transaction charged by Myschoolbucks.com, however, the use of their website to monitor a student's lunch balance is free. It is also free for users of Myschoolbucks.com to set up e-mail notifications when their student’s lunch balance reaches a specified dollar amount. Families are encouraged to utilize this free service in order to receive automated reminders when their student's lunch balance is low. Log on instructions and a link to Myschoolbucks.com can be found on the District website at https://www.issaquah.wednet.edu/family/MySchoolBucks.

Food Services also has developed an automated balance notification service that will notify parents via e-mail when the student’s lunch balance is low and again when the lunch balance is in arrears. In addition to these e-mail balance notifications, each school kitchen will send negative balance letters once per week. The negative balance notification e-mails and letters will continue to be sent weekly until the unpaid meal charges have been resolved.

Students will be given access to a standard program meal regardless of lunch account balance. Charges to the student's lunch account will continue to accrue until reconciled.

A student's lunch account must have sufficient funds to purchase a la carte items (chips, cookies, vendor pizza, bottled beverages, etc.).
Medication Administration at School

Washington State Law and Issaquah School District Policy require that schools have written authorization from a licensed healthcare provider and parent on file yearly when a child needs to take medication during the school day. Students are permitted to carry medication and self-administer at the high school level when the physician and the parent have requested self-administration in writing and the request has been approved by the school nurse. High school students may be allowed to carry and self-administer over-the-counter medication when authorized by the parent and school nurse. All medication must be in the original pharmacy labeled container. Students who carry and self-administer medication must carry only one daily dose in an original pharmacy container. Please note students are not allowed to carry opioid reversal medications such as Narcan (naloxone) at any time on school grounds or at school events.


Additional information and requirements related to the administration of medication at school may be found in District Regulations and Procedures 3416 and 3416P (Medication at School), 3417 and 3417P (Catheterization), 3419 and 3419P (Self-Administration of Asthma and Anaphylaxis Medications), 3424 and 3424P (Opioid Related Overdose Reversal), and 3420 and 3420P (Anaphylaxis).

Senior Academic Recognition

An academic speaker will be chosen by the high school staff for each graduation ceremony based on applicants and nominations from the senior class.

Student Dress Code

Appropriate clothing in a school or at school events contributes to a positive and quality environment at school, thus student clothing must be appropriate for an academic atmosphere. Students dress and grooming may not:

- Disrupt, interfere with, disturb, or detract from school activities.
- Create a hazard to the student’s safety or to the safety of others. For example, students are required to wear appropriate footwear at all times.
- Promote by printed word or symbol the use of illegal substances or other prohibited activities, including but not limited to intimidation, harassment, sexual innuendo, vulgarity, and obscenities.

If school officials reasonably believe a student’s dress or grooming is objectionable under these provisions, the principal or designee will ask the student to make appropriate corrections. If the student refuses, the student is subject to discipline. See District Regulation 3224.

Student Parking

For increased security and protection, ALL students who drive to school must register their vehicles. Parking rules and regulations are available on the school website. Parking and driving are considered privileges. All parking and driving regulations are strictly enforced. Violations may lead to suspension of privileges, fine/ticket, towing of vehicle, discipline, and/or police notification. Vehicles are not to be used for storage during the school day. Students who are found in the parking lot, loitering in their vehicles during the school day, or littering are subject to discipline. Security cameras are in use. Speed limit of 10 mph is strictly enforced.

If students desire parking privileges, they agree not to allow contraband in their automobiles. They agree that their vehicles are subject to search by school officials if the officials develop individualized suspicion that student(s) are or have been violating a law or student conduct rule. Students and their families understand the parking lots will be subject to periodic patrols by drug-sniffing dogs at times when the students are not in the vicinity of the dogs. Students agree that if a drug-sniffing dog “hits” on their vehicle while it is parked on school premises, school officials will have the authority to search the vehicle. If students refuse to allow searches of vehicles by

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school officials in such circumstances, students will lose their parking privileges and must understand that the Issaquah School District will presume that the dogs have accurately discovered contra-band in determining whether student discipline is warranted. See Board Regulation 3230.

**Student Rights and Responsibilities**

Students are entitled to the rights of all people as set forth in the Constitution and laws of the United States; the Constitution and laws of the State of Washington; the law regarding equal education opportunity; First Amendment rights to freedom of press, speech, peaceable assembly and petition; and the right to be secure in their pursuit of an education while in the custody of the District. These rights are subject to the District’s authority to make reasonable rules and regulations to maintain the educational process.

**Students with Special Health Care Needs**

Students with life-threatening conditions such as severe bee sting, severe food allergies, severe asthma, diabetes, seizures, etc., are required to have a medication or treatment order and nursing care plan in place before they start school each year. If a medication or treatment order is not provided, the chief administrator of the school is required to exclude the child until such order has been provided. This requirement applies to students with a life-threatening condition who are new to the district and students who are already attending the school. Contact your school nurse to discuss your child’s healthcare needs at school.

For additional information and requirements related to life-threatening health conditions, please see Regulation 3413 and Procedure 3413P.

**Transportation**

The mission of the District and bus drivers is to safely transport students to and from school. A complete copy of Regulation 6606, setting forth the specific rules of conduct on buses, may be obtained at any school or from the Transportation Department.

The District uses random placement of video cameras on school buses to maintain good order and increase safety. The video tapes may be used to identify students who violate the rules of conduct for buses and for decisions based on those violations.

**Visitors**

During the school day, only parents, adult relatives, volunteers and invited guests are allowed to visit District schools. Parents, adult relatives, volunteers and invited guests will continue to have access to all District schools before and after the school day in order to confer with and directly assist teachers, staff and students, provide support for District programs and observe or participate in school sponsored activities.

Parents, adult relatives, volunteers and invited guests visiting a school during the school day must register at the school's office upon arrival, must comply with any safety procedures and directives indicated by the principal, and must not engage in any activity or behavior which is disruptive to the educational process. Additional information and requirements related to visitors at school are in Regulation 4311 and Procedure 4311P.

**Attendance Policies and Procedures**

**Attendance**

Washington state law requires that all students between 8 and 18 years of age attend school full-time, unless the student is excused from full-time attendance or meets certain exceptions. Parents are expected to ensure regular school attendance by their students. As provided in Regulation 3122, regular school attendance is necessary for mastery of the educational program provided to students. Daily attendance and active participation in each class are critical parts of the learning process. Excessive absenteeism, whether excused or unexcused, has a negative impact on academic achievement and graduation and can increase drop-out rates.
Students are expected to attend all classes each day. Teachers shall keep an accurate record of absences and tardiness. Students will be marked absent when they have an absence for any full class period. As used in this handbook, an “absence” means a student is (a) not physically present on school grounds, and (b) not participating in the following activities at an approved location: instruction, any instruction-related activity, or any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in District-sponsored sports. A “full-day absence” is when a student is marked absent for fifty-percent or more of their scheduled day. A “tardy” is non-attendance for less than a full class period.

Parents will be informed when their student(s) misses one or more periods. Students participating in a co/extra-curricular activity must be in attendance in all periods, as assigned, to be eligible for participation in the activity or event. **Excused absences** are absences due to:

- Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
- Family emergency, including, but not limited to, a death or illness in the family;
- Religious/cultural purpose including observance of a religious/cultural holiday or participation in religious or cultural instruction;
- Court, judicial proceeding or serving on a jury;
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- State-recognized search and rescue activities consistent with RCW 28A.225.055;
- Absence directly related to the student’s homeless or foster care/dependency status;
- Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 705.010;
- Absences due to suspensions, expulsions, or emergency expulsions imposed pursuant to Chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in a qualifying “course of study” activities as defined in WAC 392-121-107;
- Absences due to student safety concerns, including absences related to threats, assault, or bullying;
- Absences due to a student’s migrant status; and
- An approved activity that is consistent with District policy and is mutually agreed upon by the principal (or designee) and a parent, guardian, or emancipated youth.

A school principal or designee has the authority to determine if any absence meets the above criteria for an excused absence. The principal or designee may only grant permission for a student’s absence providing such absence does not adversely affect the student’s educational process.

**Verification:** Parents are expected to notify the school office by 8:00 AM of the day following the absence or send a signed note of explanation with the student upon the student’s return to school. Adult students or emancipated students must notify the school office of their absences with a signed note of explanation. If attendance is taken electronically, either for a course conducted online or for students physically within the District, an absence defaults to unexcused until such time as an excused absence may be verified by
a parent or emancipated or adult student. See Procedure 3122P for details.

Unexcused Absences are any absence from school that does not meet one of the criteria above for an excused absence.

- Each full-day unexcused absence shall be followed by a warning letter or telephone call to the parent.
- At some point after the second full-day unexcused absence and before the seventh full-day unexcused absence, the District will take data-informed steps to eliminate or reduce the student’s absences as specifically set forth in RCW 28A.225.020(1)(c), including all subsections.
- After three full-day unexcused absences within any month, a conference will be scheduled with the parent, student, and principal/designee. If the parent does not attend the conference, the conference may be conducted with the student and principal/designee. If the parent does not attend, they will be notified of the steps taken to eliminate or reduce the student’s absences.
- Not later than the student’s seventh full-day unexcused absence within any month, the District will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community engagement board as defined in RCW 28A.225.025, or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.
- After the student’s seventh full-day unexcused absence within any month and not later than the student’s fifteenth full-day unexcused absence during the current school year, the District shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student, or parent and student.

Generally, a student’s grade shall not be affected if no graded activity is missed during an unexcused absence. However, any work due or assigned during an unexcused absence cannot be made up for credit.

Attendance Procedures

- Upon returning to school from an absence, students must obtain an admit slip at the main office and present it to each teacher that day.
- Students who become ill at school must check out with the attendance office even if the health attendant speaks with a parent. Failure to do so could result in an unexcused absence and disciplinary action, however, a student may not be suspended or expelled for absences or tardies.
- Students who leave class during the school day must be properly checked out through the Attendance Office (see 3124 and 3124P). An absence that results from a student leaving class during the school day will be deemed excused or unexcused based on the criteria set forth in Regulation 3122. Leaving class without prior approval and without properly signing out may be cause for disciplinary action.
- Procedures outlined in the BECCA Bill will be followed as unexcused absences occur. See Procedure 3122P.
- Disciplinary action may be assessed for truancy, however, a student may not be suspended or expelled for absences or tardies.
- Students are encouraged to contact their teachers via email to get make up work. Arrangements can be made with teachers to pick up work through the attendance office. Homework/make up work will not be gathered for students missing school because of personal choice or truancy.
- Students are expected to take care of attendance business during their own time such as before school, during break, at lunch or after school.
Student Records and Information

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act affords parents and students over 18 years of age certain rights with respect to the student’s education records, which are:

- The right to inspect and review the student’s educational records within 45 days of the day the District receives a request. Parents or eligible students should submit to the principal or appropriate school official a written request, identifying the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request an amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or in violation of the student's rights of privacy. Parents or eligible students may submit a written request to the principal, identifying the part of the education record(s) they wish to have amended, and the reasons why they believe the record is inaccurate, misleading, or in violation of the student’s rights of privacy. If the District decides not to amend the record as requested, the parent or eligible student will be notified of the decision, of his/her right to a hearing under 34 C.F.R. § 99.21.

- The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent FERPA authorizes disclosure without consent.

Students and parents have the right to file a complaint about an alleged failure by the District to comply with the requirements of FERPA by contacting the U.S. Department of Education at the following address:

Family Regulation Compliance Office
U.S. Dept. of Education
400 Maryland Ave. S.W.
Washington, D.C. 20202-4605

Release of Student Information

The District cannot disclose personally identifiable student information or education records without the written consent of a parent subject to the following exceptions:

- The District may disclose student information and education records without parent consent to school officials with legitimate educational interests. The term “school officials” includes District administrators, supervisors, teachers, counselors, information systems specialists, support or clerical staff members, school board members, or school resource officers. It may also include certain contractors, consultants, service providers, or volunteers, including, but not limited to, attorneys, auditors, medical consultants, service providers, or therapists. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his/her professional responsibility;

- The District may disclose education records to another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student has already enrolled, as long as the disclosure is related to the student's enrollment or transfer;

- The District may disclose student information or records to certain organizations conducting studies for, or on behalf of, the District;
• The District may release student information or records to comply with a judicial order or lawfully issued subpoena;

• The District may disclose student information or records in connection with a health or safety emergency, as defined by FERPA;

• The District may disclose directory information, as provided below; and

• The District may release student information and education records as otherwise permitted or required by law.

Directory Information

The District may disclose information regarding students that the District has designated as “directory information.” Directory information is defined as the student’s name, photograph, address, telephone number, date and place of birth, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, diplomas and awards received, and the most recent previously attended school.

The residential addresses of participants in the state Address Confidentiality Program will not be available for release as directory information. Social Security numbers, student identification numbers (with authentication factors such as a secret password or personal identification number) or other personally identifiable information are also not considered directory information.

Directory information may be used for purposes such as school related fund-raising, publication of a student directory, parent organization mailing lists, school yearbooks and newspapers, commencement programs and publication of honor rolls, and other school information about students in District publications or public media. Information will not be released for commercial purposes.

Parents have the right to refuse to allow the District to designate any or all of the above types of information designated as directory information for their child. To do so, parents must submit a written request to their child’s school by September 15 that identifies the type(s) of information the parent does not want designated as directory information for their child. If the school does not receive a written request by that date, school staff will assume that there is no objection to the information being designed as directory information for their child. Additional information regarding student records may be found in Regulation 3231 and Procedure 3231P.

Student Conduct and Discipline

Student Conduct Expectations

Students, parents, and school personnel are jointly responsible for expecting and demonstrating behavior that ensures a safe, orderly, and healthy environment for all persons at all times. Students may not behave in a manner that is disruptive to the educational process or that is unsafe for other students, staff, and/or self. The Student Conduct Expectations also pertain to students involved in Running Start and WaNIC during lunch and traveling between schools. At all times, this handbook will be read in a manner consistent with federal statutes and regulations, state statutes, common law, and rules promulgated by the Washington Office of the Superintendent of Public Instruction.

This handbook contains a summary of the District’s general discipline policies. For a complete copy of the Regulation and Procedure related to student discipline, please see Regulation and Procedure 3241 and 3241P available on the District’s website: www.issaquah.wednet.edu/district/regulations.

District Authority

All students will obey the written rules and regulations established for the orderly operations of the District and the reasonable requests, instructions, and directives of District personnel. The term “District personnel” includes all adults, including contractors and volunteers, authorized to supervise student activities. Failure to do so will be cause for disciplinary action. All students will submit to reasonable discipline by the District and its representatives for violations of regulations and rules.
Students who involve themselves by engaging in, attempting to engage in, and/or conspiring to engage in acts that have a detrimental effect on the maintenance and operation of the school or the District, criminal acts, and/or violations of school rules and regulations, may be subject to discipline by the school and prosecution under the law. The rules will be enforced by school officials:

- On school grounds immediately before, during, and immediately after school hours;
- On school grounds at any time when a school is being used by any school group(s) or for a school activity;
- Off school grounds at a school activity, function or event;
- Off school grounds if the actions of the student materially or substantially affects or interferes with the educational process or otherwise has a sufficient nexus to the school; and
- In District-provided transportation, or any other place while under the authority of District personnel.

Definitions

- **Behavioral violation:** A student’s behavior that violates the District’s discipline policy.
- **Campus:** All areas of any District school (including parking areas and stadium complexes/fields).
- **Classroom exclusion:** The exclusion of a student from a classroom or instructional or activity area for behavior violations. Classroom exclusion does not include actions that result in missed instruction for a brief duration when: (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and (b) the student remains under the supervision of the teacher or other school personnel during the brief exclusion.
- **Detention:** When a student is required to report to a designated area of the school for a specified period of time. Detention may be served before school, after school, or during lunch and includes monitored study hall.
- **Discipline:** Any action taken by the District in response to behavioral violations.
- **Disruption of the educational process:** Interrupting classwork, creating disorder, or invading the rights of a student or group of students.
- **Emergency Expulsion:** 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 expulsion must end or be converted to another form of discipline within ten (10) school days from the start of the emergency expulsion.
- **For purposes of administering an emergency expulsion, the term immediate and continuing threat of material and substantial disruption of the educational process means:** (1) The student’s behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and (2) School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.
- **Expulsion:** A denial of admission to the student’s current school placement in response to a behavioral violation. An expulsion may not be for an indefinite period of time and may not exceed the length of an academic term, unless the District’s Superintendent grants a petition for extension of the expulsion. An expulsion may only be administered: (1) for behavioral violations under RCW 28A.600.015(6)(a)-(d); and (2) after the District has determined that if the student returned to school before completing an expulsion, the student would pose an imminent danger to students or school personnel.
- **Length of an academic term:** The total number of school days in a single semester, as defined by the school board.
- **Other forms of discipline:** Actions used in response to behavioral violations, other than classroom exclusion,
would the Expulsion Before consider expulsion, one long-term the returned school disruption a and substantial completing before if process of educational determined the to personnel or Long-term (1) the forms a short-term administering procedures. regulations suspension, District's of Short-term appropriate in-school identified may suspensions violations the of the educational process. At one disrupt Students or in with a be instructional from classroom manner consistent excluded Classroom Exclusions

Students may be excluded from their classroom or instructional or activity area in a manner consistent with Procedure 3241P for behavioral violations that disrupt the educational process. At least one other form of discipline to support the student in meeting behavioral expectations will be attempted prior to a classroom exclusion, unless 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.

Suspensions and Expulsions

Short-term or in-school suspensions may be imposed as appropriate for the behavioral violations identified in this handbook and in the District’s regulations and procedures. Before administering a short-term or in-school suspension, one or more other forms of discipline will be attempted to support the student in meeting behavioral expectations.

Long-term suspension may only be imposed if: (1) a student commits any of the following behavioral violations; and (2) the school has determined that the student would pose an imminent danger to students or school personnel OR would pose an imminent threat of material and substantial disruption of the educational process if the student returned to school before completing a long-term suspension.

Before administering a long-term suspension or expulsion, the District will consider one or more other forms of discipline to support the student in meeting behavioral expectations.

Expulsion may only be imposed if: (1) a student commits any of the following behavioral violations; and (2) the school has determined that the student would pose an imminent danger to students or school personnel if the student returned to school before completing
an expulsion.

A. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;

B. Any of the following offenses listed in RCW 13.04.155, including:
   1. any violent offense as defined in RCW 9.94A.030, including
      a. any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
      b. manslaughter in the first or second degree;
      c. indecent liberties committed by forcible compulsion;
      d. kidnapping in the second degree;
      e. arson in the second degree;
      f. assault in the second degree;
      g. assault of a child in the second degree;
      h. extortion in the first degree;
      i. robbery in the second degree;
      j. drive-by shooting; and
      k. vehicular homicide, when proximately caused by driving a vehicle while under the influence of intoxicating liquor or any drugs or by operating a vehicle in a reckless manner; and
      l. vehicular assault caused by operating or driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner;
   2. any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to register as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism; a felony violation of RCW 9A.64.020; a felony violation of chapter 9.68A RCW (other than RCW 9.68A.080); a criminal attempt, solicitation, or conspiracy to commit a sex offense; and any felony conviction or adjudication with a sexual motivation finding;
   3. inhaling toxic fumes in violation of chapter 9.47A RCW;
   4. distribution of any controlled substance violation of chapter 69.50 RCW;
   5. distribution of any liquor violation of RCW 66.44.270;
   6. any firearms and dangerous weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
   7. any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
   8. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
   9. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
   10. any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, criminal street gang tagging and graffiti, and defacing a state monument;

C. Two or more violations of the following within a three-year period
   1. criminal gang intimidation in violation of RCW 9A.46.120;
   2. gang activity on school grounds in violation of RCW 28A.600.455;
   3. willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
   4. defacing or injuring school property in violation of RCW 28A.635.060; and

D. Any student behavior that adversely impacts the health or safety of other students or educational staff.

The phrase “student behavior that adversely impacts the health or safety of other students or educational staff” includes, but is not limited to, the following examples:

- Abusive behavior, lewd conduct, harassment and sexual harassment
- Assault, threats, extortion, causing physical injury or damage to school property
● Behavior that constitutes harassment, intimidation or bullying under Regulation 3207 where such acts adversely impact health and safety of students and staff
● Criminal acts
● Dangerous weapons, instruments, & activities
● Fighting
● Disruptive conduct
● False alarms

For student behaviors that do not fall within one or more of the categories listed immediately above, schools may only impose classroom exclusion, in-school suspension, short-term suspension, or other forms of discipline.

Before administering any suspension or expulsion, the student’s individual circumstances and the nature and circumstances of the behavioral violation will be considered to determine whether the suspension or expulsion, and the length of the suspension or expulsion, is warranted.

In the case of classroom exclusions, suspensions, or expulsions, parents will be notified. Depending on the circumstances of the infraction and the discipline imposed, a suspension/expulsion may begin immediately during the school day, after school, or the following morning. In order to minimize absences from school and depending upon the infraction, in-school suspension/Saturday School may be used as an alternative to out of school suspension. In addition, any student who is participating in or will be participating in school athletics, ASB, cheer, dance, and/or drill is subject to sanctions for violation of the drug and alcohol Regulation as outlined in the Student Athletic Handbook.

Any student or parent who is aggrieved by the imposition of discipline may utilize the procedures in Procedure 3241P for the purpose of grieving the discipline.

Law enforcement agencies shall be contacted for violations of assault; possession, use, or transmitting alcohol or other drugs not prescribed for the individual; arson; possession of a dangerous weapon or weapon facsimile; reporting false alarms; trespassing; abuse and theft as appropriate; and of other criminal activities.

Department of Social and Health Services, Children’s Protective Services, may be contacted in cases of abuse or assault. If the victim is 18 or older and developmentally disabled, Adult Protective Services may be called.

Compliance with Rules

Engaging in, attempting to engage in, and/or conspiring to engage in any of the following list of offenses generally describes conduct for which students may be subject to discipline, but is not intended to be exclusive. Such misconduct may result in other forms of discipline, classroom exclusion, suspension, expulsion or emergency expulsion as set forth in Regulation 3241 and Procedure 3241P.

Arson - Knowingly and/or maliciously causing a fire or explosion is prohibited.

Assault - The threatened or attempted use of force or violence upon the person of another is prohibited.

Bomb Threats - Threatening to bomb or damage any public school facility or property is prohibited.

Cheating or Disclosure of Exams - Intentional deception or the use of unauthorized materials in the preparation or completion of any school assignment, assessment, examination or project, or in the conduct of any school-related activity is prohibited, along with the aiding and abetting of such behavior by others.

Criminal Activity - Commission of any crime on school grounds, or the commission of a crime or other dangerous conduct anywhere that indicates the student’s presence on school grounds poses a danger to other students or staff is prohibited.

Defaming Another Person – Conduct that defames another person is prohibited.
Destruction of Property - Defacing, injuring or damaging school property in any way is prohibited.

Disruptive Conduct - Willful conduct which creates a disturbance on school premises, at school-sponsored activities, or on District-provided transportation, or that interferes with the educational process, is prohibited. Such conduct includes, but is not limited to:

- Occupying a school building or school grounds in order to deprive others of its use;
- Blocking the entrance or exit of any school building or room in order to deprive others of passing through;
- Preventing students from attending a class or school activity;
- Blocking normal pedestrian or vehicular traffic on a school campus; and
- Interfering seriously with the conduct of any class or activity.

Disruptive Dress and Appearance - Dress and appearance must not present health or safety problems, intimidate others, or cause disruption. See Regulation 3224.

Drugs, Alcohol and Mind-Altering Substances - Students shall not illegally use, possess, sell, distribute or be under the influence of drugs, alcohol, mind-altering substances, medication not prescribed to them by a physician and approved in writing by the parent, drug paraphernalia or any item which purports to be such.

Endangering Self, Other Students or Staff

Engaging in Extortion/Blackmail/Coercion - Obtaining money or property by violence or threat of violence, or forcing someone to do something by force or threat of force is prohibited.

Fighting - This includes fighting and instigating, promoting, or escalating a fight, as well as failure to disperse. Engaging in any form of fighting where blows are exchanged is prohibited, regardless of who initiated the fight.

Forgery and Misuse of Documents - The act of fraudulently using in writing the name of another person or falsifying times, dates, grades, addresses or other data is prohibited. A student shall tell the truth, shall present oneself honestly and shall not forge any signature or make any false entry or alteration of any document, either paper or electronic, used or intended to be used in connection with the operation of the school. A student shall not open or alter official school documents and private documents, either paper or electronic.

Gang-Related Activity - Students shall not display, reflect, or participate in dress, apparel, activities, acts, behaviors, or manner of grooming that: (a) lead school officials to reasonably believe that such behavior, apparel, activities, acts or other attributes are gang related and would disrupt or interfere with the school environment, activity or educational objectives; (b) present a physical safety hazard to self, students, staff or others; (c) create an atmosphere in which a student, staff, or other person's well-being is adversely affected by undue pressure, behavior, intimidation, overt gesture or threat of violence; or (d) imply gang membership or affiliation by written communication, marks, drawing, painting, design, emblem upon any school or personal property or on one's person.

Harassment, Intimidation or Bullying - See Regulation 3207.

Lewd Conduct

Making False Statements - The act of intentionally making an untrue statement or providing false or misleading information to a staff member with the intent to deceive, mislead, or misrepresent the truth.

Misuse of Electronic Information Systems - Students shall comply with the Responsible Use Handbook and Procedure 2022P when using electronic information systems such as e-mail, networks, and the Internet.

Refusal to Cease Misconduct - A student shall not repeatedly fail to comply with District Regulations or school rules or with reasonable directions of school personnel during any period of time when properly under the authority of school personnel.
Sexual Misconduct – Misconduct that could constitute sexual assault or harassment is prohibited.

Theft - The unauthorized carrying away of the personal property of another person or the property of the District is prohibited.

Threats of Violence or to Kill another Person (Including “hit lists”) are prohibited.

Tobacco - Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices and vapor products, non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances and any other smoking equipment, device, material or innovation.

Any use of such products and delivery devices by staff, students, visitors and community members will be prohibited on all District property, including all District buildings, grounds and district-owned vehicles, and within five hundred feet of schools. Possession by or distribution of tobacco products to minors is prohibited. See Regulation 4215.

Trespassing - Being present in an unauthorized place or refusing to leave when ordered to do so is prohibited.

Use of Motor Vehicles – Using vehicles on school property in a way that jeopardizes safety or property is prohibited.

Verbal Abuse - The use of disrespectful or threatening language to school personnel or other students is prohibited.

Weapons - Possession, transmission or use of any object that is or reasonably appears to be a dangerous weapon or related device is prohibited. Such objects include, but are not limited to: firearms, ammunition, stun guns, air guns, incendiary or explosive devices, clubs, knives with blades of at least three (3) inches in length, or other cutting or stabbing instruments brought or possessed with the intent to cause bodily harm, or to instill fear and/or intimidate by their mere presence on school property or at school sponsored events, chemical inhalants, and look-alike items or replicas displayed or represented as real weapons.

Pursuant to RCW 9.91.160, Persons over eighteen (18) years of age, and persons between fourteen (14) and eighteen (18) years of age who have written parental permission, may possess personal protection spray devices (i.e., mace or pepper spray) on school property.

No one may deliver such a spray device to anyone under fourteen (14), or to anyone between fourteen (14) and eighteen (18) who does not have written parental permission. Personal protection spray devices may only be used in self-defense as defined by state law. Possession, transmission, or use of a spray device under any other circumstances will be treated as a violation of the District’s rule prohibiting weapons.

Violation of Terms of Suspension or Expulsion – During the period of any suspension or expulsion from school, students shall not enter upon any real and personal property that is owned, leased, rented, or controlled by the District without the express prior approval of a building principal or designee.

Behavior Agreements

The District may enter into behavior agreements with students and parents in response to behavior violations, including agreements to reduce the length of a suspension conditioned on participation in treatment services, agreements in lieu of suspension or expulsion or agreements holding a suspension or expulsion in abeyance. The duration of a behavior agreement may not exceed the length of an academic term.

A behavior agreement may not waive a student’s opportunity to participate in a reengagement meeting or to receive educational services during a suspension, expulsion or emergency expulsion.

Entering into a behavior agreement with students and parents does not preclude the District from administering discipline for behavioral violations that occur after the agreement is entered.
**Academic Integrity/Honesty Regulation**

Academic integrity speaks to a student's commitment and responsibility to pursue scholarship honestly. It respects the concept that learning is the primary purpose of education, secondary to grades and credits. Academic dishonesty is defined as any action or attended action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other student. A student shall not attempt to earn credit or receive a grade for coursework (tests, quizzes, assignments, projects, essays) in a manner other than defined as acceptable by each instructor.

Academic integrity violations are tracked throughout a student's high school career (grades 9-12). Academic integrity violations include, but are not limited to:

- Plagiarizing or submitting any part of another person's work as representing one's own scholarship.
- Distribution/sharing of class assignments or test information in either written or verbal form to another student without teacher permission.
- Unauthorized Collaboration – working with others without the specific permission of the instructor on assignments that will be submitted for an individual's grade. This applies to in-class or take-home assignments/homework, projects, tests, or labs.
- Collusion – supporting the lack of integrity/honesty by another student, as in allowing one's work to be copied or submitted for assessment by another. Collusion also includes the use or sharing of identical or highly similar passages of one's own work, or the work of another, unless specifically authorized by the teacher.
- Cheating – using notes or other materials without a teacher's permission on tests and assignments.
- Technology Malpractice – any misuse or abuse of private or public technology in relation to grades or in acquiring an academic advantage, including infractions of the school technology user agreement, language translation websites, cell phone messaging or picture transmission.

Students will be required to sign an Academic Integrity/Honesty pledge that acknowledges understanding and commitment to honor this Regulation.

**Consequences for Violation of Academic Integrity/Honesty**

The degree or level of violation of the academic integrity/honesty, including specific circumstances, will be weighed in each case. Depending upon the severity of the violation, consequences may be accelerated even for a first time offense.

Standard Consequence for 1st violation is:

- Failing grade for the assignment/test/project
- Parent contact
- Academic honesty education

Standard Consequence for 2nd violation ranges from:

- Failing grade for the assignment/test/project
- Parent contact
- Saturday school
Harassment, Intimidation, Bullying and Non-Discrimination

Equitable Conduct Expectations

The Issaquah School District values equity, diversity and inclusion. The District is committed to building and sustaining a welcoming school community. Our District and community are made up of people of different backgrounds, needs and perspectives. Our learning community includes people of varying races, ethnic backgrounds, abilities/disabilities, religions, ages, languages, socioeconomic status, immigration status, sexual orientation, gender expressions or identities.

Student expectations include:

- Respect each individual, even if that person’s identity is different from your own.
- Seek to understand your impact on others while seeking to understand other’s intent.
- Communicate respectfully with others in person, on social media and in any other form.
- Use what you are learning to use good judgment and make ethical and informed decisions.
- Take responsibility for your words and actions.

We all have a responsibility to report behavior that interferes with having an equitable and inclusive learning environment that honors and respects people of all identities. If you become aware of any actions that violate the expectations above, we encourage you to speak up through one or more of the following ways:

- Tell a teacher, staff member or other trusted adult immediately.
- If you are comfortable and safe doing so, speak up in the moment to encourage more equitable and inclusive talk or action, and/or support those being hurt.
- Report it anonymously via Issaquah Tip: [https://www.issaquah.wednet.edu/family/TAI](https://www.issaquah.wednet.edu/family/TAI). Be sure to include details such as names of people, time, location and building.

Safe and Positive Environment

The Issaquah School District believes that a safe, civil environment is essential to high student and staff achievement, to the free exchange of ideas central to a quality educational process, and to the development of youth as thoughtful participants in our democracy. Conversely, uncivil conduct, like other forms of disruptive behavior, interferes with a student’s ability to learn and a school’s ability to educate its students.

The Issaquah School District strives to maintain a learning environment where all students, staff and members of our community can be free from intimidation and harassment. One way we foster such an environment is by informing students and employees--as well as parents--of their personal rights. We explain proper behavior in schools and what kinds of behavior are inappropriate. The District’s Regulations on harassment--sexual and otherwise--support our high expectations for proper behavior. Please take a moment to review the summary of Regulation 3205 and 3207, which protect students.

Examples of harassing behaviors include, without limitation: invitations for dates that do not stop when the response is negative; uninvited and deliberate touching or feigned accidental brushing against a person’s body; feigned friendly pats, squeezes, pinches, or other forms of physical contact; standing too close, cornering or stalking a person; using derogatory sexual terms for a person; uninvited letters, phone calls, or gifts; teasing with sexually explicit or suggestive materials in the work place, including “pin-ups” or sexually degrading cartoons posted in the school site; uninvited sexually suggestive looks, constant leering or ogling, or gestures; uninvited sexual teasing, remarks, or questions regarding an individual’s personal life, which have no relationship to the school environment; and demands for sexual favors in return for grades or other employment or education achievement; disparaging remarks, hazing, pranks, or other intimidating behavior directed toward an individual because of the individual’s race, color, sex, creed, religion, sexual orientation, ancestry, national origin, physical/personality traits or style, physical, sensory, or mental disabilities, or any other category protected by law.

If an individual experiences harassment, an informal or a formal complaint process is available. If the complaint is not resolved satisfactorily, there is an appeal procedure.
Prohibition of Harassment, Intimidation, and Bullying

If a student feels that they are being harassed, intimidated, or bullied for any reason including because of race, creed, color, national origin, ancestry, gender, sexual orientation, or disability, the student should immediately report such incidents to a teacher, counselor, or building administrator. A complete copy of Regulation 3207 may be obtained at any school or on the District website at www.issaquah.wednet.edu.

“Harassment, intimidation or bullying” is defined as an intentional electronic, written, verbal or physical act that:

- Physically harms a student or damages the student’s property;
- Has the effect of substantially interfering with a student’s education (to be determined by considering a targeted student’s grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators);
- 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.

Conduct that is “substantially interfering with a student’s education” will be determined by considering a targeted student’s grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, graffiti, pictures, photographs, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

Non-discrimination

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

Sexual Harassment

Students and staff are protected against sexual harassment in any school program or activity, including on the school campus, on District-provided transportation, or off-campus during a school-sponsored activity. See Regulation 3205 and Procedure 3205P.

Sexual harassment is unwelcome conduct or communication that is sexual in nature. Sexual harassment can occur adult-to-student, student-to-student or can be carried out by a group of students or adults. Sexual harassment will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The District prohibits sexual harassment of students by other students, employees, volunteers, or third parties involved in District activities or engaged in the authorized use of District facilities.

The term “sexual harassment” includes:

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

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

**Discrimination and Harassment Complaints**

If you believe that you or your child has experienced unlawful discrimination or harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child’s principal or with the District’s Title IX Officer, HIB Coordinator, Civil Rights Coordinator, or Section 504 Coordinator, who are listed below.

**Title IX Coordinator**
Amanda Dorey, Director of Human Resources
5150 220th Ave. SE
Issaquah, WA 98029
425-837-7000
doreya@issaquah.wednet.edu

**Harrassment, Intimidation, Bullying (HIB) Coordinator**
Stacey Zachau, Assistant Director of Student Intervention – Compliance
5150 220th Ave. SE
Issaquah, WA 98029
425-837-7000
zachaus@issaquah.wednet.edu

**Civil Rights Coordinator**
Amanda Dorey, Director of Human Resources
5150 220th Ave. SE
Issaquah, WA 98029
425-837-7000
doreya@issaquah.wednet.edu

**Section 504 Coordinator**
Pam Ridenour, Director of Student Interventions
5150 220th Ave. SE
Issaquah, WA 98029
425-837-7000
ridenourp@issaquah.wednet.edu

**Parent/Volunteer and Employee/Applicant-Related Matters**
Carleena Scammon, Director of Human Resources
5150 220th Ave. SE
Issaquah, WA 98029
Scammonc@issaquah.wednet.edu

The complaint procedure for allegations of harassment, intimidation, and bullying is in District Procedure 3207P.

The complaint procedure for allegations of discrimination is in District Procedure 3210P.

The complaint procedure for allegations of sexual harassment is in District Procedure 3205P.
Thank you to students, families, staff, and community members for supporting Gibson Ek and creating a place for students to thrive.