



Student Handbook 2026-2027

Lumen High School does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

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Lumen Contact Information

Main Office & Attendance Line: 509-606-7888
Principal and Executive Director: 509-606-7884
GLOW Early Learning Center: 509-220-4679
Director of GLOW Early Learning Center: 509-606-7894

LEADERSHIP:

Shauna Edwards	Executive Director Civil Rights Compliance Coordinator	sedwards@lumenhighschool.org
Aleisha Concepcion	Principal Restorative Justice Team Sex Equity Officer HIB Coordinator	aconcepcion@lumenhighschool.org
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STUDENT SUPPORT TEAM:

Katy Vancil	School Counselor Restorative Justice Team Launch NW College Scholarship and Mentor	kvancil@lumenhighschool.org
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Marandi Hemminger	Student Support Specialist Restorative Justice Team Title IX	mhemminger@lumenhighschool.org
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Siarah Roberts	BSN, RN-School Nurse Lactation specialist, Childbirth educator Pregnancy to Postpartum Program Coordinator	sroberts@lumenhighschool.org

INSTRUCTIONAL TEAM:

Trevor Bradley	Social Studies Teacher Gender Inclusive Coordinator	tbradley@lumenhighschool.org
Vanessa Kaufman	Math Teacher	vkaufman@lumenhighschool.org
Julius DeFour	English Teacher	jdefour@lumenhighschool.org
Meghan Goodale	Science Teacher	mgoodale@lumenhighschool.org
Shanté Anderson	Unconditional Ed. Teacher Section 504/ADA Coordinator Multilingual Learning Specialist Restorative Justice Team Civil Rights Coordinator LAP Coordinator	sanderson@lumenhighschool.org

ON SITE LUMEN PARTNERS:

**Please call the main line at Lumen to connect with these resources*

Lutheran Community Services WISE

ESD 101 Student Support

GLOW Early Learning Center

Washington's Women, Infant, Children Program (WIC)

Gonzaga Community Engagement Student CAPA Program

Slingshot, Future Readiness

Carl Maxey Center

Shades of Motherhood, Stephaine Courtney



We Believe

Lumen High School is a public charter school that is committed to empowering two generations by providing high academic standards, a specialized early learning center, and wrap-around supports to meet the layered needs of pregnant and parenting teens.

LHS is rooted in belonging, social justice, and the empowerment of our staff, students and their children so that a student's role as a parent will not be at odds with their role as a student.

Students will gain essential skills needed to raise healthy children and receive appropriate coursework needed to graduate high school. This will prepare them to contribute to their communities, advance into higher education and plan for future careers all while raising healthy and secure children.

OUR CORE VALUES



- **Belonging**- At Lumen, we deeply commit to accept and value every student and staff member within an environment of connection and contribution. We want everyone to say, “I belong here. I am wanted here. I can learn here.”.
- **Flexibility**- Lumen has a shared belief that the unique learning experiences of being a student and a parent do not need to be at odds. We will have individualized pathways with a fluid and supportive curriculum that collaborates across all subjects. Our main mindset is that learning happens throughout the school day (and beyond) and all learning is equally valuable.
- **Empowerment**- At Lumen, we ask for what we need and speak up for ourselves and others through recognition and advocacy. There is a shared ownership of learning, thinking and contribution to the entire LHS community. We learn together while we strive towards our best selves. We know our responsibilities to ourselves and each other do not end at graduation, but go beyond into our bigger communities.
- **Tenacity**- Lumen’s culture will support resiliency through repeated opportunities for rupture and repair. Students and staff will dig deeply and be committed to the best interests of themselves and

the LHS community. We will not give up on ourselves or each other, especially when it gets difficult.

- **Discovery**- Lumen has a shared belief that curiosity, reflection and evaluation are personal and necessary steps for deep learning. As each individual person contributes in these ways to their learning, the Lumen community is enriched and all of us become better learners, educators, parents and peers.

Our School Design

The following elements of our school design are **essential** to meeting the needs of our students and are non-negotiables for our program.

- **A personalized, rigorous, and flexible curriculum** that blends life skills with traditional coursework and core academic instruction.
- Regular **service-learning** alongside staff and peers.
- **A high-quality, on-site early learning center (ELC)**, called G.L.O.W. Children (Go Light Our World), provides daily care for Lumen student's children (ages 1 month-5 years old).

Daily & Yearly Schedule

The Lumen High School (LHS) daily schedule is designed to bring to life the school's core educational program of personalized learning, regular interaction with the early learning center, and community building through service. Thanks to parenting teen feedback, Lumen has multiple resources and support services on site to ease the amount of travel for appointments. Our schedule and attendance expectations are structured to support LHS students in building the skills necessary to launch into career and college pathways beyond high school.

Lumen's Daily Schedule is:

Monday, Tuesday, Thursday and Friday from 8:45am - 3:05pm

Wednesday 8:45 - 12:00 on campus, 12:30 - 3:05 at home learning

GLOW Children's Schedule reflects Lumen's schedule. A student may request to keep their child at GLOW until 5pm on a given day as long as the request is made before 9am on that day. Requests will be granted based on staff availability.



Yearly Schedule:

August 2025

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SEPTEMBER 2025

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

OCTOBER 2025

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER 2025

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

DECEMBER 2025

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY 2026

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEBRUARY 2026

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH 2026

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL 2026

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY 2026

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	30

June 2026

M	T	W	TH	F	S
1	2	3	4	5	
8	9	10	11	12	13
15	16	17	18	19	
22	23	24	25	26	
29	30				

First/Last Day of School

Elective Weeks

Holiday/NO SCHOOL

First/Last Day of Quarter/Semester

Family Engagement Night

Staff Development/NO SCHOOL

2025-2026 CALENDAR

Aug. 18-25.....Staff Development/NO SCHOOL
 Aug 26 & 27.....Home Visits
 Aug 28.....First Day of School
 Aug 28 & 29.....Culture Camp for ALL Students
 Sept.1.....Labor Day - NO SCHOOL
 Sept 9.....Family Engagement Night
 Sept 22-26.....MAP Test (Fall)
 Oct. 10.....Staff Development/NO SCHOOL
 Oct. 13.....Indigenous People Day- No School
 Oct TBD.....Family Engagement Night
 Oct 27- 31.....Elective Week
 Oct 31.....Last Day of Quarter 1
 Nov. 3.....Start of Quarter 2
 Nov. 11.....Veterans Day - NO SCHOOL
 Nov. 27-28.....Thanksgiving Break/NO SCHOOL
 Dec 3.....Family Engagement Night
 Dec. 22- Jan 2.....Holiday Break/NO SCHOOL
 Jan 19.....MLK Jr. Day/NO SCHOOL
 Jan 26-30.....Elective Week
 Jan. 30.....Last Day of Semester 1 & Quarter 2
 Feb 2.....Start of Semester 2/Quarter 3
 Feb. 10.....Family Engagement Night
 Feb 13.....Snow Makeup Day/ NO SCHOOL
 Feb 16.....Presidents' Day/NO SCHOOL
 Mar 13.....Snow Makeup Day/ NO SCHOOL
 Mar 30- Apr 3.....Elective Week
 Apr 3.....Last Day of Quarter 3
 Apr. 6-10.....Spring Break/NO SCHOOL
 Apr. 13.....Start of Quarter 4
 April TBD.....Family Engagement Night
 May 11-15.....MAP Test (Spring)
 May 22.....Snow Makeup Day/ NO SCHOOL
 May 25.....MemorialDay/NO SCHOOL
 May 26-29.....SBAC Testing
 May 27.....Lumen 6th Birthday Party
 June 8-12.....Elective Week
 June 12.....End of Semester 2 & Quarter 4
 June 12.....Last Day of School
 June 13.....Graduation
 June 19.....Junteenth



Family Communication

At Lumen High School, we view students and their families as valuable partners in designing the school and supporting the unique learning needs of its students. We encourage participation of the student's family because we know how important that support will be to Lumen students and their children. The reality, however, is that not every Lumen student has family support. In an effort to live by our core values, we have decided not to make family participation mandatory as that could exclude some students who need access to a connected community.



There will be many invitations for family involvement and we strongly encourage you to attend, not only for your parenting-student, but also for the others who may be in the process of building a new and healthy extended support system.

We want to make every effort to get to know you and your family and build a trusting working relationship. Here are some of the ways families will be invited to participate:

1. Prior to enrollment at Lumen, we will schedule a student conference/home visit with each student and their family. This will allow us a flexible and individualized time to get to know each student, their support systems and their needs and wants for their Lumen experience
2. Monthly LHS community meals and events which will be designed and led by students
3. Once-a-semester conferences for a student and their support system to review their Individualized Graduation Plan (IGP)
4. Regular social media updates via Instagram and Facebook, as well as monthly email newsletter communications that are also posted on the website
5. Volunteer opportunities at LHS and G.L.O.W. Children Early Learning Center
6. Regular opportunities to share your ideas, feedback and opinions

Here are other ways to stay connected:

Visit our Website: Access our school calendar, student handbook, staff directory and information about things going on in the school.

Schedule an in person meeting: We want to encourage an open dialogue between Lumen staff, students and their support systems. We want to hear your ideas and questions. Together, we can find a solution to any concerns. Please contact us so we can schedule a time to meet.

Follow Us on Social Media: Find out about upcoming school events, important dates, and school highlights through our posts on Facebook and Instagram.

Call our Main Line, (509) 606-7888 Our office staff will be available by phone as often as possible to answer any of your questions or connect you to Lumen staff members.

Per [policy and procedure 3231](#), parents/guardians will be advised when student records are released to another school where the student has enrolled or intends to enroll.

Family Leadership Opportunities

At LHS, teen parents and their families are critical partners in designing the school and making sure the school can support the unique learning needs of its students. There are no requirements for families to engage in their students' educational experience, because we recognize that a small subset of teen parents may not have relationships with parents or guardians and we don't want to create any barriers to participation for those students. However, it is often the families of teen parents that have supported and bolstered them through their educational and personal experiences, and we view them as valued partners. Lumen will eliminate barriers to family engagement through regular communication, monthly community events, and phone calls and texts to celebrate student success or share concerns about progress.

Engagement strategies for family-school partnerships include:

- A home visit with every family prior to opening to discover student/parent/guardian interests and concerns for themselves and their child, and to build a connection between staff and families;
- Involvement and participation in monthly LHS community meals and events.
- Bi-annual conferences where students sit down with their counselor and parent to review IGP progress.
- Regular social media updates via Instagram and Facebook, as well as monthly email newsletter communications that are also posted on the website.
- Participation on the Lumen Leadership Committee

Activities for the 25-26 school year:

All Day	August 26/27	Student Conferences
5-7pm	September 9	Annual Title 1 Night/Anti Bullying
4pm	October 21	Pumpkin Patch
5-7pm	December 3	Cookie Decorating
5-7pm	February 10	Student Led
2-4pm	April 24	Resource Fair
5-7pm	May 27th	Lumen Birthday Party



Academics

Lumen will be primarily a standards and project-based learning environment. This means that most of the instruction, assessment, grading and academic reporting will be presented and completed through a project that covers multiple subjects rather than a more traditional schedule where learning is separated out into different classes. Projects may be done individually, in pairs or in groups and will allow each student to have more choice and voice in their learning. The student's on-going participation in the project will demonstrate their understanding and mastery of the various knowledge and skills in each subject.



Individualized Graduation Plan (IGP)

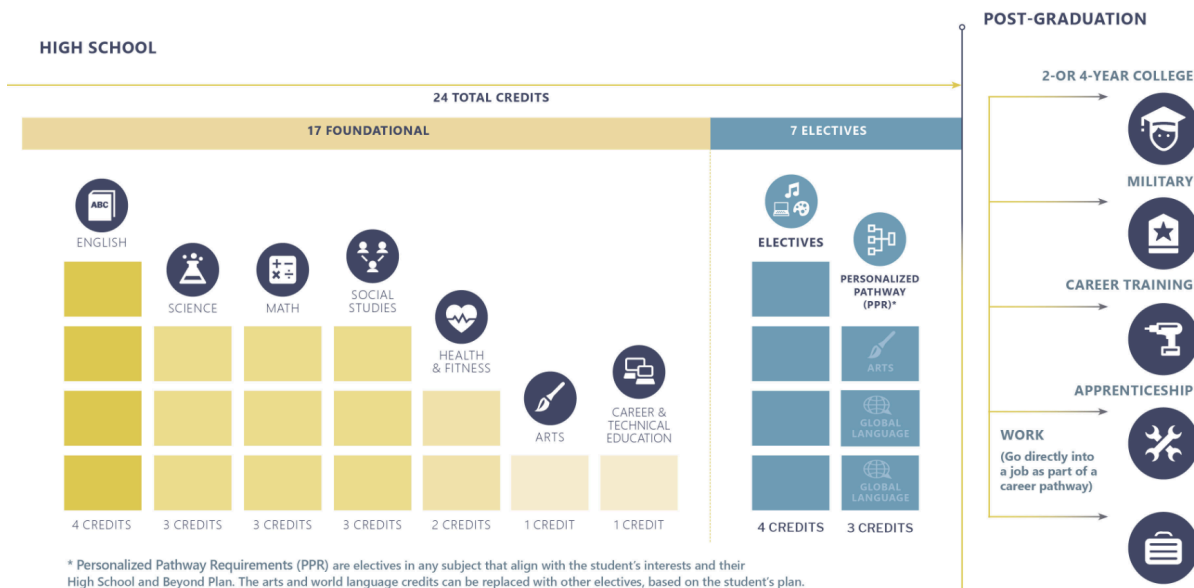
Upon enrolling, each student will work with the school counselor to create an IGP to meet specific goals. This deeply personalized plan will include areas of academic growth, relational (social/emotional learning), parenting goals, and high school and beyond planning.

The IGP will be a very important tool for each student's education. Rather than a traditional system of moving from freshman to senior rankings, each student will be placed in the appropriate coursework for their individual academic, parenting and relational needs. The IGP will help students, families and staff evaluate where the student is currently at and plan for how the student can grow and progress. Each semester, the student will have a conference to evaluate the work that has been accomplished in each of the learning areas.

Monitoring of the IGP will be done on a frequent basis. The student will create and maintain the IGP with the school counselor and they will meet on a regular basis to check in about the larger goals of the IGP. Each larger IGP goal will have multiple smaller goals, including the school projects. Each student will have a teacher who will oversee the project and who will provide consistent feedback, supervision and support to that student. If a student begins to fall behind, the teacher will notice it quickly and will put supports into place immediately to assist the student. If the student continues to fall behind, the school counselor or social worker may get involved and the school will likely contact the student's family. A meeting may be scheduled to help find a solution and help get the student back on track.

Lumen's standard for each student is high. We want and expect growth and success. We are also willing to put as many supports into place as needed to help the student be successful. The IGP will be one of the ways we will monitor and achieve this balance together.

Graduation Requirements



Curriculum

Lumen believes curriculum should be relevant to our population, rooted in our mission, empowering to students to be change makers in their community, representative of all people and their histories, and based on common core standards. To do this, teachers work diligently to create projects alongside students and community partners based on our current student's needs. This means curriculum will change often and regularly in order to launch students into their futures.

Our curriculum empowers and challenges students to learn and succeed, to collaborate and communicate, and to engage in the world around them. Lumen believes that every student has the capacity to learn and improve.

HEADRUSH Learning System:

Students start from different places, they learn best through doing, and better feedback loops lead to better learning.



HEADRUSH LEARNING

HEADRUSH is a learning management platform built specifically for learner-centered schools, project-based programs, and standards-based education. Lumen will use this platform to inform students on their progress towards credit completion and graduation. All grades will be housed in Headrush until the semester is over. At the end of the semester, grades will be transferred into powerschool.

All students will be trained to interact with their education through the HEADRUSH Learning System.

Homework: Our goal is always to allow adequate time during the day for completion of a majority of the daily assignments and projects students are assigned. However, if students are unable to complete their work during the school day for any reason or if the student misses a school day, they will be required to take work home to complete.

Outside of school hours, students are encouraged to practice healthy parenting skills that they have learned, review material for upcoming assessments, read a book for pleasure for at least 20 minutes each night, and check their HEADRUSH for important dates and events.

Normal class time is not the time to ask the teacher for make up work. Students are provided time daily to make up work with support during work burst time on Mondays, Tuesday, Thursday and Fridays.

Parental Leave: When a student has their baby, both the mother and father are offered 4 weeks (vaginal birth) or 6 weeks (cesarean birth) from school to recover and securely attach to their new family member. If a student needs additional time a doctor's note will be required. Prior to giving birth, Lumen will meet with the student(s) to create a plan for support, connection at school, and timelines. Students will be excused from the work while they are on their appointed timeline of leave. If a student requests more time than what was written up by the doctor, the student must meet with our student support specialist, Marandi Hemminger to collaboratively create a plan moving forward. This could mean delaying graduation or earning credits in class.



Students will be asked to fill out GLOW Early Learning paperwork within 45 days of giving birth. This secures a future spot for their child at the Early Learning Center. This paperwork can be completed prior to giving birth.

Elevator Policy

The elevator is available to all students going down to the 1st floor of the building. The elevator is only available to students going to the 2nd or 3rd floors of the building under the following circumstances:

- A medical condition accompanied by a doctor's note
- Approval from the school nurse
- The student is carrying a baby with or without a carseat
- The student is pushing a stroller, has a bicycle, or another non-motorized wheeled transit device
- A staff member is using the elevator and a student rides with them

We encourage all students to be as active as safely possible throughout their pregnancy. If the ability to safely climb stairs becomes a concern during pregnancy, we encourage students to speak with the school nurse about utilizing the elevator.

Guidelines for Baby Wearing :

★ Birth to 3 months: :

- It is developmentally appropriate and important for children to stay with their parent the first three months of life. Many call this the 4th trimester because the baby still needs the frequent regulation of the parent's breathing, heart rate, sounds, smells and voice. This is part of why we ask you to care for your baby rather than staff and other students.
- Parents are welcome to wear their babies while in the Lumen classroom
- Wearing includes: a front baby pack, student holding the child, or accessing a pack and play
- If a child is accessing GLOW in addition to wearing their baby, it is requested that the parent still check in with GLOW in the morning to make a plan for the day
- Students should not be going back and forth between GLOW and Lumen during the school day for purposes of drop off/baby wearing.
- Students can utilize a pack and play in the classroom for their non mobile child. It will be required that the student disinfect the pack and play after every use.
- Parents are in charge of determining who they want to hold their child while at school. The only time this would change is if the health district advises us differently and/or to prevent the spread of contagious illnesses.



★ 3 months - 4 months old:

- Because Lumen classrooms are not child proof, we need to begin to minimize the time an infant spends in the parent's classrooms. Our goals are to keep all students and their children safe during the academic school day and to support both the parents and the child's learning by having them in the space that is set up just for them. Parents are not engaged in the GLOW classrooms (it's too boring!) and children are not engaged in the high school classrooms (it's too boring!)
- During these months, it is developmentally appropriate to begin the transition away from their parent to a safe and secure environment and supplemental caregivers before separation anxiety stages come into full force. This way, your child will become comfortable with their teacher and classroom environment over time.

- Students should use this time period to develop a transition plan to their child's chosen early learning center (GLOW, grandparent, etc .) This will be figured out on a case by case basis. An example would be that for 2 weeks, a parent and an infant spend one day together in GLOW each week. Then for 2 weeks, the parent may leave the child for half of one day a week while they attend school. Then for 2 weeks, the child spends mornings in GLOW while the parents is at Lumen. Then for 2 weeks, the child spends all mornings and two afternoons a week at GLOW. By the time the child is 6 months old, the child is full time at GLOW.
- If a student is feeling uncomfortable about having their child in GLOW for the day, they are encouraged to talk with a trusted adult to help address their concerns or worries with the GLOW teacher.

★ 4 months and older

- Children should be at GLOW or designated early learning center/family member full time
- By this age, infants generally have a rhythm to their day and it will be best matched in an early learning environment or a home environment. They need stimulation of toys and people who specialize in how to care for children who are engaging more and more with the world around them.
- Children who have safe environments will want to move. Keeping a child in a confined space for most of the day (such as would happen in the Lumen classrooms) doesn't allow the child the space to explore and learn. When we say "Learning Together", we also mean this for your baby in a classroom that will help them learn.

★ Lumen and GLOW have a special relationship and can't exist without each other.

- We want all students to have access to high quality childcare for however often you may need it: daily, a few days a week or on an urgent/emergency basis.
- In order to do this, we need to have each child at GLOW for a minimum of one day a month to be able to bill Working Connections and keep that spot open for that child.
- If a child isn't registered at GLOW or hasn't attended one day a month and you suddenly need childcare, neither Lumen or GLOW would be an option and you'd have to stay home. We don't want that! We want you to have a *bunch* of safe resources.

Project Based Life Skills Classes: Lumen's curriculum will include Life Skills classes, which will focus on secure parenting practices, brain and central nervous system development, child growth, safety and development, healthy relationships, peer support, financial literacy and other essential life skills.

Service Learning and Field Experiences: Off site experiences provides a form of experiential education that will allow LHS students to apply classroom knowledge in a practical setting, enhance their understanding of class concepts, and provide opportunities to deepen civic engagement by working alongside community members. Through class projects, teachers will guide students into service-learning opportunities, provide space to process the learning, and point them toward future experiences. All school rules and responsibilities apply to these experiences.

Academic Support: Lumen High School is committed to ensuring that all students who enroll have equal opportunities to succeed both academically and non-academically. Lumen is designed with a personalized

model for all learners, including but not limited to, students with IEP's and 504 plans, students learning English (ELL), students at-risk of academic failure, and highly capable students. LHS will provide all students with a free appropriate public education (FAPE) and stay in compliance with all special education laws. Our daily schedule allows time for additional support, tutoring services, and extension projects to meet the individual needs of our students.



Universal Design for Learning (UDL) is an approach to planning and delivering instruction aimed at meeting the needs of every student in a classroom. UDL approaches instructional delivery by ensuring multiple means of representation of content, a variety of actions and expressions students can take to demonstrate understanding, and a range of ways for students to engage with content. The approach starts with the premise that learners differ and the ways they are motivated to learn may also be vastly different; no single means of engagement will be optimal for all learners in all contexts. The UDL framework provides LHS teachers with guidelines to plan instructional delivery.

Academic Integrity: At LHS we believe honesty and integrity are fundamental in preparing our students for college, career, and family life. We hold these values as essential in promoting personal responsibility as well as moral and intellectual leadership. We take pride in ourselves and our Lumen community and we trust completely in the abilities of our student's own minds and work. We expect our students will represent themselves truthfully, claim work that is only their own and engage honestly in all academic assignments.

At Lumen, we have high expectations for our students; however, we offer high levels of support to ensure that every student can meet those expectations. Any follow up for academic dishonesty will be collaboratively determined by the individual, teacher, and principal. Follow up may include requiring the student to re-do an assignment/project, requiring the student to do an extension project, or assigning the student an incomplete grade for the class, project or assignment.

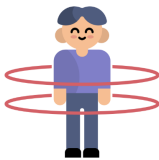
The chart below gives examples of things-to-do and not-to-do when it comes to plagiarism.

Plagiarism	
Do	Don't
Trust the value of your own intellect.	Don't purchase papers or have someone write them for you.
Undertake research honestly and credit others for their work.	Don't copy ideas, texts, images or exact wording without citing your source.
Cheating	
Do	Don't

Demonstrate your own achievement.	Don't copy answers from another student; don't ask another student to do your work for you.
Accept corrections from your teachers as part of the learning process.	Don't fabricate results, information, data or sources.
Do original work for each class and/or project.	Don't use electronic devices or any cheat sheet, document, etc. during an exam.
Facilitating Academic Dishonesty	
Do	Don't
Showcase your own abilities.	Don't allow another student to copy your answers on assignments or exams. Don't take an exam or complete an assignment for another student.

Lumen is a place where all students and staff can communicate openly without fear of being judged, excluded, or harmed. It is a supportive atmosphere where everyone feels safe to express themselves, diversity is respected, and no one is subjected to discrimination or negative judgment. The goal is to ensure that all interactions within the school are positive, respectful, and conducive to learning and personal growth.

Safe, Inclusive & Judgment Free Environment		
	Positive Language	Using language that is kind, supportive, and free from derogatory terms or hurtful sarcasm, ensuring that everyone feels valued and respected.
	Non judgemental Feedback	Offering constructive criticism without belittling or shaming, focusing on helping others improve rather than highlighting their mistakes.
	Addressing Harmful Behaviors	Promptly addressing and correcting any behavior that is exclusionary, discriminatory, or harmful, such as bullying, name-calling, or spreading rumors.

	Respecting Personal Boundaries	Acknowledging and respecting the personal space, confidentiality and emotional boundaries of others, and not pressuring anyone to share more than they are comfortable with.
	Celebrating Diversity	Actively acknowledging and celebrating the diverse backgrounds, cultures, and perspectives of all students and staff, promoting a sense of belonging for everyone.
	Open-Mindedness	Being willing to consider different viewpoints and learn from others, even when their opinions or experiences differ from your own.
	Empathy and Support	Showing understanding and offering support when someone is going through a difficult time, without making assumptions or passing judgment.
	Active Listening	Students and teachers listen attentively when others are speaking, showing respect for different perspectives without interrupting or dismissing opinions.
	Inclusive Participation	Encouraging everyone to participate in discussions or activities, making sure that no one is left out due to their background, abilities, or beliefs.

A focused classroom is an environment where students are actively engaged in learning, and distractions are minimized. This kind of environment fosters learning and allows students to make the most of their time in the classroom.

Focused Space		
	Clear Objectives	The teacher sets clear goals for the lesson, and students understand what they are expected to learn and accomplish.
	Engaged Students	Students are attentive, participating in discussions, asking questions, and interacting with the material.
	Organized Environment	The classroom is tidy, with materials and resources readily available and well-organized, allowing for smooth transitions between activities.
	Minimal Distractions	There are few interruptions, and students are not distracted by off-task.
	Structured Routine	The class follows a consistent routine or schedule, helping students know what to expect and stay on track.
	Teacher Presence	The teacher is actively monitoring the class, providing guidance, answering questions, and keeping students focused on the task at hand.

	Productive Work	Students are engaged in meaningful activities that challenge them appropriately. They might be working individually, in pairs, or in groups, but all are on-task to the best of their ability.
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Campus Policies

Attendance

Tips for getting to school each day:

- Make a goal to have less than 2 unexcused absences per month.
- Develop consistent nighttime and morning routines – If this is something you struggle with, reach out to the school counselor or your staff mentor.
- Have a transportation plan. If you run into issues with transportation, let the front office or a trusted staff member know right away.
- Try to avoid scheduling appointments off-campus during school hours. Many community organizations are happy to meet you at school (we have private space for this). We also have WIC on-site once per month to help with this.

Why does it matter?

In addition to academics, we offer a host of resources, connections, and supports at Lumen. However, in order to take full advantage of them, students need to be present. Also, studies show that by high school regular attendance is a better predictor of whether a student will graduate than standardized test scores.

Unexcused vs. Excused absences

An excused absence is any absence due to the physical or mental health of the student or their child, family emergencies, religious or cultural holidays, court, migrant status, or directly related to their housing or foster care status. Additional reasons not listed may be excused at the discretion of the Principal and Attendance Manager.

- Absences for students under 18 who live with their parent or legal guardian must be excused by the parent or legal guardian.
- All students over 18, and students under 18 who DO NOT live with their parent or legal guardian, are able to excuse their own absences.
- Absences can be excused any time before the absence and up to 5 school days after the absence. *Note: Absences with a note from a medical provider, court, or other official documentation can be excused at any time during the school year.*
- At Lumen, as long as students and/or their families remain in regular contact with us, we allow a great deal of flexibility with what counts as an excused absence.

However, we are unable to continue to excuse absences (without a doctor's note or court document) for students who have missed 25% or more of the current school year.

- If we have documentation, doctors' appointments and court will not count against a student's excused absences. Documentation can be in the form of doctor's notes, MyChart, visit summary papers, etc. Please turn these into the front desk.

An unexcused absence is any absence for reasons not listed above or any absence that's reason hasn't been reported to the front office (509) 606-7888. It's important to call the front office any time a student will be late or absent from school.

What to do when absent?

We understand that our students face unique challenges that can make regular attendance difficult.

We are here for you and want to partner with you to be successful. Please call our front office at 509-606-7888 whenever anything comes up that prevents you (or your student) from coming to school on time.

What happens when you have an unexcused absence?

Any time a student is absent from a class, and they haven't been excused, a text and phone call will be sent out after the end of the day through our automated system, Bright Arrow. It is important that all students and any parents/guardians sign-up to receive Bright Arrow messages.

To sign-up for Bright Arrow messages, text OPT IN to 79041

ANY TIME a student isn't at school by 9:15 am, a staff member will make a personal phone call to the student. The student's parent/legal guardian will be contacted if we are unable to reach the student. *If a student's parent/legal guardian would ALWAYS like to be contacted when their student isn't at school by 9:15, please let our front desk know (509-606-7888).*

After 3 unexcused absences in a month, a letter will be sent home to the parent/guardian letting them know and a conference will be scheduled with the student and parent/guardian to identify the barriers to attending school and develop a support plan to overcome the barriers.

After 7 unexcused absences in a month (or 15 in a school year), one or more of the following will occur, the student will be referred to the Community Engagement Board (CEB), a truancy petition will be filed with juvenal court, and/or staff will make a home visit (scheduled or unscheduled).

At Lumen, we work hard to meet each student where they are, which often results in creative strategies to engage students and help them overcome barriers to their success. With that in mind, the above is not a comprehensive list of attendance interventions that may be attempted.

School Delays and Closures

GLOW Classroom Closure:

If a GLOW classroom is closed for any reason, GLOW will communicate directly with students, families, and Lumen by 6:30 am regarding:

- Reason for closure
- Expected length of closure
- Any documentation or steps needed prior to child's return

If a student's GLOW classroom is closed and a Lumen student does not have alternative childcare, they will be marked excused from classes for the day.

Weather Related Impacts

Snow Days/Cancellation of School: Due to the well-established practices and partnership of Spokane Public Schools (SPS) and the City of Spokane, Lumen will try to align with SPS for any snow-related closures. For other weather events, **Lumen may have different circumstances and not close**. Therefore, if SPS is delayed or canceled due to weather, Lumen will most likely also be delayed or canceled and if our decision is different than SPS, we will get information out to families as noted below. Student safety is very important to us. Please communicate with us if you can't arrive safely at school due to weather.

Closure and delay information will be:

- broadcast by the local media at approximately 6 a.m.
- posted on the LHS Facebook and Instagram accounts
- Shared via automated call and text
- Available on Lumen's website: www.lumenhighschool.org

With safety of families and staff in consideration, inclement weather may cause school schedules to be adjusted as follows:

- 2-Hour Delay - School start time is delayed 2 hours and would start at 10:30 am (Breakfast will be served as grab and go)
- School Closure - School is closed for the day and will be rescheduled during the school year on a date to be determined as necessary.

While safety is the primary concern, state law requires schools in Washington to be in session 180 days each year. If LHS closes school, days must be made up at a later time during the school year unless granted a waiver by the Governor due to a declared state of emergency as has been the case in previous years.

Creating a Culture of Belonging

We know many of our students may go through difficult times during their high school years. The staff at Lumen is committed to creating a safe and welcoming school environment for all of our students and their children. We will help work through any obstacles that students and families may encounter. We will also

work to keep our school free of tobacco, vaping, alcohol, drugs, weapons, or other safety concerns. We appreciate your assistance and participation in making our school safe and welcoming to everyone.

Schoolwide Expectations

To uphold our school values of belonging, flexibility, tenacity, discovery, and empowerment, all members of the Lumen community will strive to adhere to the following expectations:

Classroom Expectations

The classroom is a safe environment for learning

Respect Physical Space	● Maintain personal space. ● Clean up after yourself. ● Keep community items in good working order (furniture, writing utensils, laptops).
Participate in Class	● Listen to the instructor. ● Actively engage in material. ● Positively contribute to the classroom environment.
Show up on Time and Stay in Class	● Come to class prepared to learn. If you need space to regulate before you participate, let your teacher know. ● If you leave the classroom, you are responsible for making up your work.
Use Respectful Language	● Speak positively about, and to, one another. ● Derogatory language will not be tolerated.

Hallway Expectations

The hallway is a safe environment for getting to and from class.

Respect Physical Space	● Maintain personal space. ● Clean up after yourself. ● Keep community items in good working order (furniture, art supplies, cubbies). ● Keep conversation quiet. ● Keep activities and conversation away from the front desk.
Go Back to Class	● Quickly do what you need to get done in the hallway—it's not a place to hang out during class.
Use Respectful Language	● Speak positively about, and to, one

	another. • Derogatory language will not be tolerated.
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Bathroom Expectations

The bathroom is a safe environment for personal hygiene and to change diapers.

Respect Physical Space	• Maintain personal space. • Clean up after yourself. • Keep community items in good working order (toilet paper, sanitary items, changing table, towel dispenser). • Keep conversations quiet. • If you need to smoke or vape, please leave Lumen—the bathroom needs to be safe for all of the Lumen Community.
Go Back to Class	• Quickly use the bathroom—it's not a place to hang out. If you need to continue a private conversation, you may use the Peace Room or leave Lumen, but you will be marked absent and will need to make up missed work on your own.
Use Respectful Language	• Speak positively about, and to, one another. • Derogatory language will not be tolerated.

Cafeteria Expectations

The cafeteria is a safe place to gather, work, have fun, and eat.

Respect Physical Space	• Maintain personal space. • Clean up after yourself. • Keep community items in good working order (furniture, art supplies, utensils, cupboards).
Use Respectful Language	• Speak positively about and to one another. • Derogatory language will not be tolerated.

Discipline

LHS primarily uses **collaborative conversations** and **restorative practices**—peaceful, nonpunitive strategies that build community, promote accountability, and strengthen skills to address the conflict. We will use

collaborative conversations to address the root cause of behavior, and have our students and staff walk through restoring relationships after conflict has occurred.

Collaborative Conversations are designed to increase understanding and empathy, and to build skills. The goal of Collaborative Conversations is not to impose one's will, but rather to come to a place of shared understanding and agreement. This approach aims to:

- Anticipate potential problems
- Recognize there is more than one side/point of view
- Create a strong sense of team
- Bring out the best in each other
- Find a solution that works for everyone
- Promote growth as individuals and as an organization
- Foster both individual and organizational learning

At Lumen High School, we believe that staff and students deserve school environments that are safe, supportive, and conducive to learning. LHS will incorporate a variety of strategies to maintain a safe learning environment, including utilizing restorative practices for conflict resolution and positive interventions. Our discipline approach, classroom management, and school culture all start with the belief that students will do well if they are able. If a skill is lacking, time needs to be dedicated to find out what supports are needed to build their abilities.

The Restorative Discipline model is the main tool for addressing student discipline incidents at LHS. Appropriate Restorative Discipline is determined at LHS's discretion based on the specific circumstances. The majority of student behavior issues would be addressed at the classroom level by teachers. Behavior that cannot be addressed at this level should receive more intensive interventions. Staff are responsible for using the intense interventions in a fair, consistent and non-discriminatory manner.

If a student refuses to participate in the Lumen restorative practices, we have to move to a more traditional model of discipline.

LHS will use a three-tier model of Restorative Discipline:

The **first tier** comprises school-wide preventative practices. These include strong relationships among staff and students, trust building and a culture that embodies our core values of belonging, discovery, tenacity, empowerment, and flexibility. As a part of our school culture, setting and maintaining positive and clear expectations, offering a high level of emotional, mental and community support, and practicing procedures and routines will create a safe and supportive environment for all. Part of our first tier is a commitment to continued learning, and to teaching bell to bell. Instructional time will not be used for catching students up on missed work, but the "credit retrieval" block will be an opportunity several times a week for students to get caught up.

The **second tier** is for disruptions and emerging conflicts that do not require intensive intervention, yet without response, could develop into third-tier crises. A restorative approach represents a shift in thinking

for the school community: behavior issues provide students with teachable moments. This approach will make it possible for a student to engage in conversations with one another to understand the impact of their actions and will provide for self-reflection as well as and growth in the areas of emotional intelligence, secure attachment and resolution of trauma/prevention of additional trauma.

The **third tier** is for behavior that is so severe that the entire school community is affected. The focus at this level is threefold: repairing the damage done to the community, rebuilding relationships and reintegrating a student back into the community. This is a whole staff and student process where school personnel, the student, and family/support people come together to engage in reflection and repair, review strengths and challenges, create a safety plan, and organize resources to address needs and concerns.

Restorative practices are actions expected to be used by the students who engage in misconduct, the student's parent/guardian, or other impacted members on the school community in order to:

- Understand the harm caused by the misconduct
- Identify and respond to the needs of the person harmed and the person who caused the harm
- Encourage accountability and responsibility to the school community
- Foster rich learning opportunities
- Build trust, respect and relationships
- Establish mutual understanding
- Strengthen school culture
- Increase family partnerships
- Strengthen conflict resolution skills and other related life skills

Restorative practices should be considered in all circumstances and should be used as alternatives to or interventions in lieu of corrective action, and/or supplemental action taken along with corrective actions.

Corrective action at LHS is a form of tier 3 corrective intervention. Corrective action includes: a restorative reentry process, suspension, expulsion and emergency removal from a class or activity.

Please note that the legal language required by schools can be found at the end of the Student Handbook.

The following items are prohibited at Lumen, regardless of age:

Tobacco, Vaping, Cannabis, Drugs and/or Alcohol: None of these items are allowed on school property. You may not bring any of these items to any school event, whether it is at our school or at a school-led community event, or on any school vehicles. If you are of legal age to smoke, vape, or drink alcohol, you still must leave all of these items at home.



Weapons: No weapons of any kind are allowed in school, on campus, in school vehicles, or on any school-led community events.

By law, guns are not permitted anywhere near a school or school-led activity. If you bring a gun to school or a school function for any reason, you will immediately and automatically be expelled from Lumen. Neither Mace nor Tasers are allowed at Lumen. If they are discovered, they will need to be checked-in at the main office and returned once you are ready to leave for the day.

Bullying, Cyberbullying, Intimidation, and/or Harassment: One of our core values at Lumen is Belonging. We will work hard to help every person at Lumen feel a sense of belonging. We strongly encourage all students and staff to uphold this value with our Lumen community inside and outside of school. Any incidences of participation (verbally, written, or nonverbally) in non-belonging will be addressed immediately at school. At any time, the school may hold a meeting with the impacted Lumen community members to determine next steps.

Harmful Group Alliances: Lumen must be a safe and healthy environment for all of our students. While at school, in school vehicles, or at school-led community events, no student may display or show participation in any organized group that promotes harm to another group of people. Lumen staff will monitor for this activity and make determinations as a staff about if the expression is disruptive to the learning environment and/or violates the rights of others.

If a student displays any of these items at school (such as clothing, hats, stickers, etc), those items will be confiscated and not returned. At any time, the school may hold a meeting with the impacted Lumen community members to determine next steps.

Student Searches: In order to keep our school safe, it is important to remember that school staff may search any property brought to or at school. This includes desks, backpacks, purses, lockers, etc.

Any items found that are in violation of our Safety Concerns will be confiscated and not returned. At any time, the school may hold a meeting with the impacted Lumen community members to determine next steps.

Technology: The use of and access to technology at school is a powerful and helpful tool but it is not required to complete school work. There is no expectation of privacy while using school technology and equipment. Students: Please remember that ANYTHING you do on school technology will be tracked and monitored. Do not access sites that are not directly school-related or use school technology in any way that is not directly school-related. Do not allow any other people to use your school technology.

Lumen staff has the right to monitor, search or remove the rights to any school technology at any time for any concern.



At any time, the school may hold a meeting with the impacted Lumen community members to determine next steps.

Suspension and Expulsion: While LHS strives to avoid exclusionary discipline and to keep students in school, there are some instances that will require it. See Lumen's Discipline Procedure for examples of offenses for which students may be suspended or expelled.

Rights of Students with Disabilities: A manifestation determination review will be held if a student with an IEP or 504 is recommended for suspension or expulsion. If it is determined that the behavior was not a manifestation of the disability, then the student will receive discipline in accordance with the school policy. If it is determined that the behavior was a manifestation, then the IEP team will convene to determine appropriate services and supports. See a list of the procedural safeguards that LHS will follow when disciplining students with disabilities in the Discipline Procedure.

Due Process, Appeals and Compensatory Services: If a student is suspended or expelled because of a code of conduct violation, LHS will follow a due process procedure that includes an appeal process and ensure that students receive coursework and support while out. See the Discipline Procedure for a detailed description of these processes.

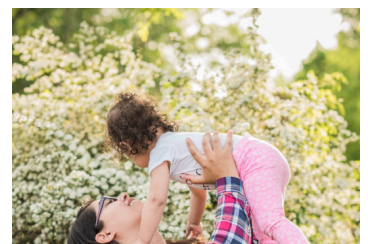
Cell Phone Expectations

Lumen recognizes the importance of staying connected with the outside world, especially as a young parent, and is committed to providing high academic standards while supporting the layered needs of our students. In order to prepare our students for graduation, contribution to their community, and advancement into higher education and future careers, Lumen has thoughtfully developed our Cell Phone Expectations as follows:

- No cell phone use during class. If a student is tempted to use their cell phone they will be asked to put it away.
- Students will silence all notifications (turning off vibrations, flashes, and sounds) prior to checking in phones.
- Cell phones will not be permitted at G.L.O.W. Early Learning Center. This is to help our students and their children focus on continuing to develop healthy and secure attachments while maintaining confidentiality and safety for all students and their children.
- If cell phones are getting in the way of learning, the restorative tiered process will begin.

Students are asked to coordinate essential phone calls outside of the school day or during school passing periods (where phones will be permitted). Parents/guardians are encouraged to call Lumen's main office to share important messages or to contact their student (Lumen Office: 509.606.7888). G.L.O.W. Early Learning (or personal/private care providers) will communicate and contact students through Lumen's main number or in person in case of an emergency or feeding necessity. **G.L.O.W. will not contact students on their personal cell phones during the school day.**

If a student has an urgent appointment that requires a cell phone, the



student should speak with staff at the front desk to create a plan for the appointment prior to the start of the school day. The office will pull the student from class based on the pre-arranged appointment time and designate a space where the phone call can be received. When students return to class after the appointment, they will put their cell phone back in the designated container. (Examples of these types of appointments might be housing assessments, counseling appointments, and/or medical appointments.)

Transportation

All Lumen students will receive a monthly smart card bus pass to get to and from school. Smart cards will be distributed to students during the enrollment process. For students who enroll mid term, they may pick up their smart card prior to their first day or on their first day of classes. Students must be present to pick up their smart card bus pass.

If a student loses their smart card bus pass there is a \$5.00 replacement fee to obtain a new smart card bus pass. A student should report to the office as soon as they lose their smart card bus pass so the card can be deactivated and a new one can be issued.

Wrap Around Service Supports

To remove barriers pregnant and parenting students often face, Lumen's Student Support Team (SST) works hard to connect students and their children to community resources on-site, such as: medical, dental, mental health, and state resources. The SST team includes the School Social Worker, Counselor, Student Support Specialists, Student support TOSA of Restorative Justice and the Lumen Communities in Schools Site Coordinator.

Lumen will collaborate with various community partners in an attempt to offer access to on-site preventative dental and cleanings, well checks, WIC appointments, mental health visits, legal aid and other acute services to our students and their children.

All students and their child(ren) will participate in regular screenings to see which services they qualify for. Students and families are empowered to bring up questions and make requests regarding which services or resources may be helpful to them.



G.L.O.W. Children Early Learning Center

Mission Statement: G.L.O.W. Early Learning Center (LELC) is a not-for-profit childcare center that serves children ages 1 month to 5 years old. Our mission is threefold: (1) to provide a safe and healthy early education program primarily for children whose parents attend Lumen High School, (2) to educate and advocate at the local and state level about the benefits of high quality early education programs and (3) to address the important issues of poverty, trauma and equity particularly within vulnerable populations, such as teenaged parents.

We **highly encourage** Lumen students to enroll their child(ren) in G.L.O.W. Children Early Learning Center (ELC) which is immediately next door to Lumen High School. Lumen students will have time in their daily schedule to see their child each day. Parenting and academic work are weaved together so that being a parent and being a student are not at odds with each other. Additionally, student-parents will have a close working relationship with their child's early learning teachers.

In a typical childcare center, there are many private pay spots and relatively few state pay spots. This is because state pay spots generally only reimburse about half of the actual costs of running a quality child care center. At G.L.O.W., nearly all of our spots will be for Lumen student's children (4 weeks through 5 years old) and therefore will be state pay spots. To have a workable budget, we will have programs for 3 to 12 years olds during most school breaks that will be private pay spots as well as continue to write grants and fundraise. We would appreciate support, help and volunteer hours from our Lumen partners to keep G.L.O.W.'s budget healthy and strong.

G.L.O.W. Children ELC has adopted the same **core values** as Lumen High School but shifted the definitions to match the younger age groups.

Belonging: At our foundation, G.L.O.W. is about fostering community. Each person has a place and something special to receive and offer. Each person is worthy and lovable. We each matter and we each can contribute.

Discovery: A person who feels secure in their environment will naturally explore their innate intelligence, will feel safe taking appropriate risks and will want to learn and grow. We will strongly encourage this

curiosity mentally, physically, emotionally, relationally, globally and academically. These opportunities will be presented repeatedly in various ways to meet all learners where they are at.

Flexibility: Systems with high expectations also need high support. G.L.O.W. children and staff will have access to a flexible structure and community connections so our system will accept and meet individual needs. We trust our staff's ability to connect with each other and each child and be able to maneuver within the system to offer enough support to help each person develop.

Tenacity: As a person grows and develops, challenges will present themselves. At G.L.O.W., our culture will support the hard work of failure and growth. We will meet each person where they are at and offer the level of support needed to encourage continued development. Through this process and within the zone of proximal development, we will build supported persistence.

Empowerment: We believe that the early years are critical in creating space for security, safety and success. We believe that any person who has a deep sense of themselves, their place and their people will innately want to learn and grow in a way that positively impacts themselves and their community. We believe G.L.O.W. staff and children will be given the foundation to become future leaders and contributors. Go light our world!

General School Policies

*All Lumen Policies and Procedures can be found on Lumen's website, these were just a few that were important to highlight with state regulations.

Mandated Reporting: All Lumen staff are required by law to be mandated reporters. If any child or vulnerable adult is being harmed, Lumen staff must report that information to the appropriate agency within 24 hours. Whenever possible, staff will speak with the student to let them know about the report before the report is made.

Protecting Students From Harassment Intimidation & Bullying:

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

What is HIB?

State law defines HIB in **RCW 28A.600.477(5)(b)(i)** as "any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in **RCW 28A.640.010** and **28A.642.010** (discrimination based on a protected class) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- (A) Physically harms a student or damages the student's property;
- (B) Has the effect of substantially interfering with a student's education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) Has the effect of substantially disrupting the orderly operation of the school"

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

How can I make a report or complaint about HIB?

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

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer, Aleisha Concepcion- aconcepcion@lumenhighschool.org , that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

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

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

For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the "aggressor" in a complaint:

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

For more information about the HIB complaint process, including important timelines, please see the district’s [HIB webpage](#) or the district’s *HIB Policy* [\[3207\]](#) and *Procedure* [\[3207P\]](#).

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district’s Nondiscrimination Policy [\[3210\]](#) and Procedure [\[3210\]](#), visit www.lumenhighschool.org.

What is sexual harassment?

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

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

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

To review the district’s Sexual Harassment Policy [\[3205\]](#) and Procedure [\[3205\]](#), visit www.lumenhighschool.org.

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination:

Civil Rights Coordinator: Shauna Edwards, Executive Director, sedwards@lumenhighschool.org, 509-606-7888

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Aleisha Concepcion, Principal, aconcepcion@lumenhighschool.org, 509-606-7888

Concerns about disability discrimination:

Section 504 Coordinator: Shanté Anderson, Unconditional Ed Teacher, sanderson@lumenhighschool.org, 509-606-7888

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Aleisha Concepcion, Principal, aconcepcion@lumenhighschool.org, 509-606-7888

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

What happens after I file a discrimination complaint?

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

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

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

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

If you do not agree with the outcome of your complaint, you may appeal the decision to the Lumen School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

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

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

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

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

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

Gender Inclusivity

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

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity

- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy [\[3211\]](#) and Procedure [\[3211\]](#), visit www.lumenhighschool.org . If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Aleisha Concepcion

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 31.

Informal Parent/Guardian Grievance Policy

Lumen's informal grievance process provides an opportunity to express and resolve grievances. The informal process provides neutral facilitation and mediation, with the goal of informal resolution, restitution and relationship repair within the context of Lumen's core values.

To encourage prompt resolution of grievances, community members are asked to address disputes directly with the other individual(s) involved and to allow reasonable time to reach a solution. If conflict resolution is not achieved, the grievance should be brought to the Principal for further mediation. Community members and school staff are expected to act in good faith to best resolve any conflict. Conflicts brought to the Principal that have not been addressed directly to the other party involved will not be addressed until the proper process has been followed.

Formal Parent/Guardian Grievance Policy

This policy is in place to address any grievance that is not resolved via the informal process or is significant enough, in the mind of the grievant, to require a formal investigative and resolution process that is documented in writing.

To initiate process, submit a signed and dated letter of grievance to the Principal, detailing:

- the allegations of dispute, breach of policy, or discrimination
- the contract, policy, or procedure that has been violated
- a summary of attempts to resolve the conflict through the informal process.

The Principal will acknowledge receipt of the written grievance within 5 work days and will provide a copy of the written grievance to the Lumen Executive Director and Board of Directors, to the individual(s)

named in the grievance and to their direct supervisors.

Within 30 workdays, Lumen will appoint a resolution team that include members of the school staff and the Executive Director. Any person who is directly named in the grievance or who is deemed to have a clear conflict of interest may not be a member of the resolution team. The team will conduct an internal investigation by conducting interviews with all relevant parties, reviewing pertinent documents and reviewing policies.

Within 45 work days of the formal grievance submission, the resolution team will issue a written resolution that may include plans for facilitated conflict resolution meetings, recommendations for change in policy or procedure, or suggested next steps.

If a grievant is not satisfied with the manner in which the resolution team handles the grievance, the matter should be brought to the attention of Lumen's Board of Directors by contacting the Board Chair or Vice Chair, who will formally respond to the grievant.

It is important to the integrity of our school that grievances be handled in an informed, direct, fair and equitable manner. The administration and the Board of Directors share responsibility for ensuring the integrity of the vision and its implementation through the system of due process as described in this policy. The final forum for conflict resolution, after a grievant has followed the steps outlined above, will be the Board of Directors who will deliver a written communication to the grievant.

If an individual or group initiates a complaint at a public meeting of the Board of Directors or to individuals on the Board, the Board is not required to respond to the substance of the complaint, but will instead thank the individual or group for their time and direct them to the grievance process outlined above.

Complaint to OSPI:

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: equity@k12.wa.us | Fax: 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit [OSPI's website](https://www.ospi.wa.gov/), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by email at equity@k12.wa.us.

Other discrimination complaint options

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | [OCR Website](https://www.ed.gov/office-for-civil-rights)

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](https://www.humanrights.wa.gov/)

Reports of discrimination and discriminatory harassment will be referred to the school's Title IX/Civil Rights Compliance Coordinator, Aleisha Concepcion (aconcepcion@lumenhighschool.org). Reports of disability discrimination or harassment will be referred to the school's Section 504 Coordinator, Shanté Anderson (sanderson@lumenhighschool.org)

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

Homeless Education (McKinney-Vento)

The goal of Lumen is to keep students in school when they find themselves in temporary or transitional housing during the school year.

Based on the federal McKinney-Vento Act "[children and youth] who lack a fixed, regular, and adequate nighttime residence" are considered to be experiencing homelessness and/or housing instability and are eligible for additional school-based services if they are:

- Sharing housing due to loss of housing, economic hardship or a similar reason (ie, "doubled up")
- Living in motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations
- Living in emergency or transitional shelters
- Abandoned in hospitals
- Staying at a primary nighttime residence not ordinarily used as a regular sleeping accommodation (e.g., park benches, etc)
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory children and youth living in any of the above situations

Students living in the above situations have the choice of remaining in the school they have been attending at the time they began experiencing homelessness (their "school of origin") or enrolling in a school near their temporary housing (their "neighborhood school"). In either case, these students are guaranteed transportation to/from school (even between districts), and are eligible for additional supports related to current and future educational pursuits.

For enrollment and transportation support, please contact our Social Worker, Tracie Fowler at tfowler@lumenhighschool.org.

School Discipline Information

[3241 Discipline Policy](#)

[3241 Discipline Procedure](#)

Tiered Interventions

Lumen Definitions:

"Collaborative conversation" means a purposeful, outcome-driven conversation aimed at solving interpersonal issues in order to foster feelings of understanding and compassion.

“Community service bank” is a list of community service items that students choose from after committing a community rule violation related to the physical environment at Lumen (ie if the student doesn’t clean up their own mess and is then absent for a period of time, before returning to class they would need to select and carry out a task from the community service bank).

Options are:

1. Wipe down 10 desks
2. Tidy and disinfect Peace Room (wipe down surfaces, organize fidgets and pillows)
3. Wipe down front desk and conference table
4. Clean up student kitchen area - tidy and disinfect

“Culturally responsive” has the same meaning as “cultural competency” in RCW 28A.410.270.

“Culture Camp” is an orientation process every student takes part in before they begin attending classes at Lumen. Student Handbook is reviewed and the student agrees to the Lumen Code of Conduct by signing the Student Handbook.

“MTSS”: Multi-Tiered System of Supports. A tiered approach in intervention and Restorative Justice model.

“MTSS app” is the Multi-Tiered System of Supports Application. A phone and computer application which alerts the RJT to the need for support in a specific area of the school. It will record data which allows users to identify patterns of behavior, behavior cycles, and interventions in individuals and groups. This data allows users to be uniform in Restorative Justice actions as well as proactive as patterns emerge.

“RJT”: Restorative Justice Team. A group of staff members whose job it is to respond to requests for assistance when there is a discipline issue that reaches beyond Tier 1, and to track data

“Restorative Justice” is a model of repair that centers responsibility on individuals and groups within a community to solve their own issues with the guidance of trusted adults. The purpose is to help students recognize their roles and responsibilities within conflicts and work together as a community to solve the issue. It is not punitive, rather seeking to grow empathy, restore relationships, and take responsibility for one's own actions. The goal is to repair relationships and reintegrate into the community.

Suicide Prevention

A. Prevention

Suicide prevention strategies may include, but are not be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with the school and each other, and is characterized by caring staff and harmonious interrelationships among students.

- a. Student Health Education Program

The school's comprehensive health education program will promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills and self-esteem. Developmentally appropriate suicide prevention instruction will be incorporated into the health education curriculum and designed to help students: Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy and anxiety can lead to thoughts of suicide;

- i. Identify alternatives to suicide and develop coping and resiliency skills;
- ii. Learn to listen, share feelings and get help when communicating with friends who show signs of suicidal intent; and
- iii. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse and/or suicide prevention services.

b. Student Responsibility

The school will encourage students to notify a teacher, principal, counselor or other adult when they are experiencing depression or thoughts of suicide or when they suspect or have knowledge of another student's despair or suicidal intentions. Where appropriate, the school will use students to help educate their peers to identify the warning signs of suicidal behavior and to get a suicidal student adult help.

c. Staff Training

The school's suicide prevention training will help staff identify and respond to students at risk of suicide. The training will be offered under the direction of a school counselor/psychologist and/or in cooperation with one or more community mental health or public health agencies and may include information on:

- i. Identifying risk factors such as previous suicide attempts, history of depression or mental illness, substance use problems, bullying and harassment, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability and other factors;
- ii. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality or behavior;
- iii. School and community resources/services; and
- iv. School procedures for intervening when a student attempts, threatens, discloses the desire to commit suicide or displays other indicators.

d. Principal/Designee Prevention Planning

School administrative teams will designate specific individuals to be promptly contacted regarding a suicide threat including the school counselor, psychologist, nurse, executive director, the student's parent/guardian and, as necessary, local law enforcement or mental health agencies. The principal or counselor will develop a reentry plan, including a student/staff support plan for use after a suicide attempt.

B. Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions he/she will take proper steps to support the student, promptly notify the principal or school counselor and request that appropriate school staff conduct an initial risk interview. The principal or counselor

will then notify the student's parents/guardians as soon as possible, unless notification of the parents will jeopardize the student's safety. The school may also refer the student to mental health resources in the community. Additionally, the principal or designee will ensure the student's physical safety by one of the following as appropriate:

- a. Secure immediate medical treatment if a suicide attempt has occurred;
- b. Secure emergency assistance if a suicidal act is being actively threatened;
- c. Keep the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene;
- d. Document the incident and disposition in writing as soon as feasible;
- e. Follow-up with the parent/guardian and student, in a timely manner, to provide referrals to appropriate services as needed;
- f. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident; or
- g. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used and make recommendations for future actions.

C. Parent Responsibility

If a student is determined to be at risk, the principal or designee will contact the parent/guardian and:

- a. Ask the parent/guardian whether he or she is aware of the student's mental state;
- b. Ask the parent/guardian how he/she will obtain mental counseling or appropriate support for the student;
- c. Provide names of community counseling resources, if appropriate, and offer to facilitate the referral;
- d. Determine the parent's/guardian's intent to seek appropriate services for the student; and
- e. Discuss the student's reentry into school.

D. Post-Event

In the event that a suicide occurs or is attempted, the principal or designee will follow the crisis intervention procedures contained in the school safety plan. After consultation with the executive director or designee and the student's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling and/or referrals to community agencies as needed. School administrators may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students and staff. Following a suicide, the school will also assess the impact within all schools and the local community and provide appropriate information and support.

E. Communications

The school's suicide prevention policy and procedure and the crisis intervention plan will be available for all staff, students and community through the student, staff, volunteer and parent/guardian handbooks and in school and district offices. All requests for specific information regarding an incident will be directed to the building principal or designee.

F. Resources

The school will utilize school counselors, the crisis telephone hotline, physician/health care providers, mental health specialists, coaches and youth leaders, parents and clergy as resources for prevention and intervention. The school will also develop partnerships with community organizations and agencies and a memorandum of understanding with at least one of these programs for referral of students to support services. Community resources include:

- a. Prevention Resources:
 - i. Excelsior Wellness Center 509-559-3100 excelsiorwellness.org;
 - ii. Washington Youth Suicide Prevention Program, 206-297-5922;
 - iii. Washington State Department of Health, www.doh.wa.gov/preventsuicide; 360-236-2800;
 - iv. Suicide and Crisis Lifeline 988
 - v. Frontier Behavioral Health 24/7 Regional Crisis Line, 877-266-1818; and
 - vi. 211 System – This is an information referral service, it assists with providing resources in your community.
- b. Crisis Response Resources:
 - i. Emergency Response: 911
 - ii. Frontier Behavioral Health 24/7 Regional Crisis Line, 877-266-1818;
 - iii. National LifeLine: 1-800-273 and Talk (8255);