



LAKE
SIDE
S C H O O L

Family Handbook

2023-2024



The Lakeside School family handbook is designed to provide a clear statement of the school's policies, practices, and expectations for students and families. As part of their enrollment contract with the school, students and families agree to abide by the policies outlined in the family handbook and the Statement of Community Expectations.

The Lakeside School family handbook is updated annually each summer. Lakeside reserves the right to interpret, change, modify, add, delete, or not apply all or part of the provisions of this manual at any time.

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BACKGROUND

Lakeside School is a coeducational, nonsectarian, independent day school, established as a nonprofit corporation in the State of Washington under the direction of a board of trustees. The school is accredited by the Northwest Association of Independent Schools (NWAIS), an accrediting body recognized by the Washington State Board of Education and is a member in good standing of the National Association of Independent Schools (NAIS).

MISSION

The mission of Lakeside School is to develop in intellectually capable young people the creative minds, healthy bodies, and ethical spirits needed to contribute wisdom, compassion, and leadership to a global society. We provide a rigorous, dynamic academic program through which effective educators lead students to take responsibility for learning. We are committed to sustaining a school in which individuals representing diverse cultures and experiences instruct one another in the meaning and value of community and in the joy and importance of lifelong learning.

NONDISCRIMINATION POLICY

Lakeside School's nondiscrimination policy prohibits discrimination on any basis prohibited under federal, state, or municipal law. This policy applies to all areas of the school, whether student-related, such as admissions, athletics, educational policies, financial aid, and other school-administered programs; or employee-related, such as hiring, compensation, promotion, discipline, and termination. Lakeside School is an Equal Opportunity Employer.

JURISDICTION

The policies in this handbook apply to students while on campus, in school vehicles, and immediately adjacent to school grounds, whether or not school is in session. When students attend or participate in school-sponsored events, activities, athletic contests, and off-campus trips, they are also subject to the policies in this handbook. These policies apply to on- or off-campus actions taken online and taken using school-owned or personal technology. When school is in session, students who leave campus, whether signed out or not, remain subject to school rules.

Under certain circumstances, the school may respond to misconduct that takes place off-campus when students are not in the school's care, to protect the members of our community and to maintain the integrity of the institution. The school's response may include disciplinary action (including but not limited to suspension or expulsion).

In particular, Lakeside School may respond when off-campus student conduct:

- Impacts a Lakeside student's safety or ability to obtain their education.
- Jeopardizes the safety or physical welfare of a Lakeside student or others or constitutes a clear and present danger to others.
- Involves law enforcement or other civil authorities.
- Damages private or public property or is illegal.
- Constitutes a violation of the school's policy on Bullying, Harassment, Discrimination and Sexual Misconduct.

REPORTING REQUIREMENTS

The administration of Lakeside School shall make required reports—statistical, legal, and/or academic—to the appropriate state agencies or accrediting organizations annually or within any other time period prescribed by the agencies or organizations. Such agencies and organizations include but are not limited to the Washington State Board of Education, Washington State Office of the Superintendent of Public Instruction, Northwest Association of Independent Schools, and the National Association of Independent Schools.

POLICYMAKING

Lakeside School policies are established and reviewed regularly by the Board of Trustees. Practices and procedures may originate in many constituencies of the school but must be supportive of and consistent with board-established policies. Members of the school community should submit proposals for making or revising policies to the head of school for consideration by the appropriate board committee. The Board of Trustees approves policy statements.

ACADEMIC PROGRAM

The majority of information about Lakeside's academic program is located in the Middle School Curriculum Guide and Upper School Curriculum Guide. The curriculum guides are located on the parents and guardians' webpage (lakesideschool.org/parentsguardians), under "Handbooks/Guides."

MIDDLE SCHOOL ACADEMIC POLICIES

ACADEMIC STANDING

Lakeside School believes that each student will demonstrate academic achievement, as well as act in a manner that is considerate, supportive, inclusive, and respectful of others. To support and encourage students in realizing these goals, parents/guardians, students, teachers, and administrators must have a clear, common understanding about the terms of academic good standing. This includes both performance that indicates intellectual accomplishment and a good-faith, consistent effort toward mastery of curricular goals. On occasion, the academic match between student and school is not realized, and continued enrollment may not be in the best interest of the student or the school. If a student is not meeting academic expectations, they will be considered for academic support and/or academic concern, triggering an ongoing process involving progress evaluations, communication with the student's family, and consideration by teachers and administrators to determine contributing factors and appropriate next steps.

Grades 5 and 6

In 5th and 6th grades, students receive narrative comments and are also assessed using Markers of Student Growth. Both are taken into consideration to determine a student's academic standing. If a student's mid-semester or end-of-semester report indicates a significant number of areas for growth, and comments from teachers clarify academic concerns, the student will receive more formal academic support and/or study skill support and a parent/guardian conference will be convened to develop a comprehensive plan to assist the student. When a 5th- and 6th-grade student formally receives academic support, study hall time will be spent in the Brain and Learning Lab (BLL) until the next grading period.

Grade 7

In 7th grade, students receive letter grades for certain classes, as well as narrative comments and Markers of Student Growth. All three are taken into consideration to determine a student's academic standing. If a student earns a grade or multiple grades of C or lower on a mid-semester report or semester report, they will be placed on academic support. The student will spend study halls and free periods in the BLL to assist in improving academic acquisition and performance. A parent/guardian phone call will be made by the Middle School assistant director when the student is placed on academic support. A student will return to good academic standing at the next semester end point if all grades are C+ or higher. If a student does not achieve C+ or higher at the next semester end point after being on academic oversight they will be placed on academic concern and a conference with the assistant director, department head of student support team, and parents/guardians, will be scheduled. A formal letter outlining expectations will be sent home and time in the BLL, as well as possible outside tutoring, will continue to be required. The student will need to achieve all C+ or higher at the next semester end point to be removed from academic concern. When a student is on academic concern, all study halls and free periods are spent in the BLL.

If a student has two or more C- grades or lower at a semester end point, or any grade of D+ or lower they are placed directly on academic concern which will follow the above protocol. The student must have C+ grades or higher at the next semester end point to be removed from academic concern.

Grade 8

In 8th grade, students receive letter grades for certain classes, as well as narrative comments and Markers of Student Growth. If a student earns a grade or multiple grades of C- or lower on a mid-semester report or semester report, they will be placed directly on academic concern. The student will spend study halls and free periods in the BLL to assist in improving academic acquisition and performance and a conference with the assistant director, department head of student support team, and parents/guardians, will be scheduled. A formal letter outlining expectations will be sent home and time in the BLL as well as possible outside tutoring will continue to be required. The student will need to achieve all C+ or higher at the next semester end point to be removed from academic concern.

If a student cannot achieve the grades required to be taken off academic concern during the 8th grade year, a discussion with the parents/guardians, Middle School assistant director and Middle School director will be scheduled to determine if Lakeside is the proper school placement for the student. Students must show the ability, during 8th grade, to be in good academic standing to be a candidate for the Upper School.

UPPER SCHOOL ACADEMIC POLICIES

This section describes some of the major policies related to Lakeside's academic program in the Upper School. For a more extensive explanation of the school's course offerings and academic policies, please see the Upper School curriculum guide.

COURSE LOAD AND GRADUATION REQUIREMENTS

Students at Lakeside enroll in a minimum of five courses and a maximum of seven courses each semester. Independent studies and courses taken through the Global Online Academy both count towards the seven-class maximum. Student activities taken for credit (such as Tatler, Numidian, Assembly Committee, and Student Government) do not count towards the minimum or maximum course load. Students are expected to pass a minimum of five classes every semester while at the Upper School.

Students may only be awarded a Lakeside diploma after completing four academic years of high school study (some of which may be completed elsewhere) and fulfilling Lakeside's distribution requirements, which are outlined in the curriculum guide. To graduate from Lakeside, students are expected to be enrolled here for 12th grade.

ACADEMIC STANDING

To ensure a productive match between student and school, it is important that there be clear understandings about the terms of academic good standing and about the efforts the school will extend to support and encourage students to achieve good academic standing. Upper School students are considered in "academic good standing" if they receive a letter grade of at least a C- or higher in every course. Academic good standing is determined four times annually, after grades and comments have been received at the midpoint and end of each semester. On occasion, the academic match between student and school is not realized, and continued enrollment may not be in the best interest of the student or the school. If academic

expectations are not being met, an ongoing process involving progress evaluations, probation, communication with the student's family, and consideration by teachers and administrators will be instituted to determine contributing factors and appropriate next steps.

A student who receives any grade lower than a C- in any one school report period will be considered by the student support team for academic probation. A student who receives two or more grades below a C- in any one school report period will automatically be placed on academic probation. If the student is placed on academic probation, a parent/guardian conference will be convened to communicate any action to be taken and to discuss the probation criteria to be met for the student's continuance at Lakeside. A letter documenting this meeting will be sent home. Those criteria will be constructed by an Upper School administrator in consultation with the student's advisor, teachers, and the student support team and subject to the Upper School director's review. If at the end of the next semester grading period (January or June) the student has not achieved good standing, they will usually be required to withdraw either immediately or at the end of the current school year or will be placed on academic probation for the next grading period. Any student who is on academic probation for more than one grading period during their years in Upper School may be required to withdraw.

TEXTBOOKS

Textbooks for Lakeside Upper School classes can be purchased through the online bookstore eCampus.com. Families can find the textbooks for their students' classes by visiting the portal lakesideschool.ecampus.com. Families can choose to purchase texts from eCampus's bookstore or from other vendors listed on the site. Middle School textbooks are purchased through the school and billed to student accounts. Information about purchasing textbooks and calculators, and financial support from the school, is emailed to families in August. For additional questions about the textbook purchasing process, contact the coordinator of books and instructional materials at 206.440.2795 or books@lakesideschool.org.

ADMISSIONS, RE-ENROLLMENT, FINANCIAL AID

ADMISSIONS

The purpose of Lakeside's admissions process is to determine to what extent students exhibit the qualities, characteristics, and behaviors that suggest the student will thrive academically, socially, and emotionally at Lakeside and contribute to or extend the vibrancy of the school community.

The admissions committee evaluates applications across three distinct areas: academics; evidence of/willingness to engage in Lakeside School competencies; and potential contribution to Lakeside. Additionally, the admissions committee considers the school's ability to an applicant's educational needs.

Lakeside seeks to enroll highly qualified students. The admissions committee grants some preference to families who have connections to the school community, including siblings of past and current students, and the children of employees and alumni. All pieces of a student's admissions file are considered confidential records.

RESIDENCE REQUIREMENT FOR ENROLLMENT

All students are expected to live with adult members of their immediate family in the Seattle area during the school year. The adult with whom the student lives will be considered their legal guardian, will be the primary contact, and will have full responsibility for all school-related issues, including but not limited to issues of academic difficulty, disciplinary situations, advisor concerns, and emergency procedures. Any exceptions to this expectation must be discussed with and approved by the school administration.

RE-ADMISSION

Lakeside School's administration reserves the right to allow students who have been asked to leave for any reason to apply for re-admission. The re-admissions process will be outlined by the head of school in consultation with the assistant head of school/chief financial officer, appropriate division director, and director of admissions and financial aid.

RE-ENROLLMENT

Re-enrollment for the next academic year begins in March. This process must be completed, and the place-holding deposit sent to the business office by March 14, 2024. Tuition payments must be up to date by the end of January, and a student must be in academic good standing for a family to receive their re-enrollment materials.

If a family wishes to withdraw a student from Lakeside School, they must do so in writing before the date listed in the enrollment contract in order to avoid a penalty. The enrollment agreement states “...if for any reason (whether voluntary or involuntary) a student does not attend, withdraws, is absent, arrives late or leaves the school early (including separation, suspension, or expulsion), Lakeside will not refund any tuition or other charges and parent(s)/guardian(s) remain(s) responsible for the entire school year tuition, and any other charges or fees accumulated on the student’s account (whether identified in this agreement or otherwise). The only exception is if parent(s)/guardian(s) notify Lakeside of the student’s withdrawal, in writing, received by Lakeside on or before June 14, 2024.” Information on the privately sponsored Dewars Tuition Insurance program is posted as part of the re-enrollment process and is available through the business office, 206-440-2763.

The first tuition payment for families on the July-through-February payment schedule is July 25 of each year. Information on various payment plans may be found on the enrollment contract.

FINANCIAL AID

Lakeside School’s financial aid program follows national standards set by the National Association of Independent Schools and School & Student Services (NAIS and SSS).

The financial aid program exists to enable the full implementation of the admissions policy, ensuring access to the most qualified students by addressing the need for financial assistance as an obstacle to admission, re-enrollment, and/or full participation in the Lakeside program.

The director of admissions and financial aid oversees financial aid in consultation with the school’s financial aid committee. Assistance is based on Lakeside’s financial resources,

allocated funds, and documented family need, which are assessed annually. The confidentiality of information provided by families is carefully maintained.

FINANCIAL AID APPLICATIONS

Financial aid applications will be posted online in September on the School and Student Services website (solutionsbyss.com). Families not currently receiving financial aid that intend to apply for the 2024-2025 school year must contact the admissions and financial aid office at financialaid@lakesideschool.org. Completed financial aid applications include the Parents' Financial Statement (PFS) and current and prior-year tax returns and all schedules (2022 and 2023), W2s (2022 and 2023), and records of all untaxed income from this period. From time to time, depending on a family's financial situation, additional documentation may be necessary, including business returns; the financial aid committee will be in touch with you at the appropriate time if additional information is needed.

The PFS and all required documentation is due on or before Feb. 1, 2024.

Please note: These early filing deadlines may require estimating income on the PFS using year-to-date information on the most recent pay stub and guidance from the previous year's records or tax return.

GRANTS FOR BOOKS, LAPTOP, AND OTHER FEES (STUDENT AID)

Each family receiving need-based financial aid for tuition also receives help with the cost of books, transportation, athletics, and grade-level activities. Financial assistance with the purchase of the laptop computer required in grades 7 through 12 is available to new students in the 7th grade and Upper School and returning students who have not purchased a laptop in three years. Help with meal expenses is available to families with the greatest need, generally those who qualify under the eligibility scale for free and reduced-price meals used by Seattle Public Schools. Assistance with the cost of school-recommended and approved academic tutoring is available to qualifying families as is help with the cost of participation in Global Service Learning trips and other Lakeside-sponsored activities. More specific information on student aid is sent to families before the start of school each year.

PRIVATE MUSIC LESSONS FOR FAMILIES RECEIVING FINANCIAL AID

If a student is enrolled in a music class or an ensemble and the student's family is receiving tuition aid from Lakeside, Lakeside will contribute to the cost of private lessons at a percentage commensurate with their tuition aid grant, not to exceed the full cost of one 45-minute lesson a

week for 30 weeks. All financial aid questions regarding private music instruction should be directed to the financial aid office.

ATTENDANCE AND RECORDS

ATTENDANCE

SCHOOL HOURS

The Middle School building is open at 7:30 a.m. with the school day running from 8 a.m. to 3:20 p.m. Students on campus between 3:40 to 6 p.m. must report to the study hall in the library. Students may not stay at school past 6 p.m. unless directly supervised by an adult such as a coach, adult sponsor for a school activity, or instrumental music teacher, or in the case of gap care for a school-sponsored event.

At the Upper School, classes run from 8:30 a.m. to 3:10 p.m. every day. Teachers are available to meet during office hours between 8 and 8:30 a.m. and between 3:10 and 4 p.m. The Wright Community Center (WCC) is open from 7 a.m. to 6:15 p.m.; Pigott Memorial Library is open from 7:45 a.m. to 6 p.m. (4 p.m. on Fridays); and The Paul G. Allen Athletics Center is open from 6:45 a.m. to 6 p.m. Most other buildings on campus are locked at 4 p.m.

ATTENDANCE PROCEDURES

Parents/guardians must notify the school when a student will be absent for all or part of a school day. Parents/guardians should log into the Veracross family portal and submit an attendance request detailing the date, time, and reason for the absence. Parents/guardians who are unable to access the portal may call the Middle School office at 206-440-2047 or the Upper School office at 206-726-2047. Students are expected and encouraged to speak directly with their teachers about absences, however, the school must also have confirmation of the absence from a parent/guardian.

Middle School Attendance

Attendance is taken during every class period. All Middle School students are expected to be on the Middle School campus for the entire school day. Students are not permitted to leave campus at any time without parent/guardian authorization. If an appointment cannot be scheduled before or after school, or if a parent/guardian-authorized activity necessitates a late arrival or early dismissal, the parent/guardian must complete an absence request in the Veracross family portal. Students must sign in and out at the front desk when arriving late, leaving early, or leaving and returning during school hours.

To be excused from PE for health reasons, the student needs to give the teacher and the school nurse a written note from a parent/guardian or physician explaining the circumstances. The note should include information about the student's condition and its expected duration. A student who does not participate in PE because of health reasons will not be eligible to participate in athletics that day.

Upper School Attendance

Attendance is taken during every class period. If a parent/guardian provides written permission, Upper School students in grades 9-11 may come to school late on mornings they do not have a first-period class and may leave early if they do not have a last period class. Permission from the parent/guardians may be granted for the entire year, semester, or daily. Students may not come and go during the day without prior permission, and students are expected to attend all assemblies, class meetings, and advisory meetings.

Seniors must sign in before 9:50 a.m. each day; they otherwise have the privilege of an open campus, if they sign out and in and do not miss any obligations. Students must sign in and out at the attendance kiosks when arriving late, leaving early, or leaving and returning during school hours.

ABSENCES (SEE ALSO LEAVES OF ABSENCE)

In the event of an absence, students are responsible for conferring with each of their teachers, who will help them arrange to make up missed work. Students who are away from school for any reason should check their teachers' Canvas pages for homework assignments and other class information. Middle School families are encouraged to contact a student's advisor if a student misses a day; Upper School families should notify advisors if a student misses more than one day in a row.

For planned absences of one full day or more, Middle School students should pick up a planned absence form at the Middle School main office; or online on the [parents and guardians webpage](#). In addition, parents/guardians must complete an absence request for all absences in the family portal of Veracross. Upper School Students should fill out the online Planned Absence Form, which is published daily in The Bull.

See LEAVES OF ABSENCE for information about sustained educational leave and medical leave.

Religious Holidays

We make every effort not to schedule all-school events on major religious holidays. While we cannot promise that school events for a particular division, grade level, or class will not be scheduled on a religious holiday, we will try to avoid it. Families should note that our athletics competition schedule is determined by the leagues in which the school competes, and therefore student athletes may have competitions scheduled on religious holidays.

Students may miss school on major religious holidays and should go through the planned absence process above. It is incumbent on students to inform their teachers in advance of their planned absence and to arrange to make up any work missed.

Illness

A student who is not well should be kept at home; please fill out an absence request in the Veracross family portal if you know your student will be staying home with an illness. If a student becomes ill during the school day, the school will call parents/guardians to pick the student up as soon as possible. If parents/guardians cannot be reached, the designated emergency contact will be called. (See also HEALTH.)

To protect the health of our students and community, please report any communicable diseases that your student has to the divisional main office. Specific infectious diseases such as COVID, measles, rubella, pertussis, chicken pox and mumps need to be reported to local public health authorities by health care providers; but with your assistance, we can identify and potentially prevent outbreaks of these and other infectious diseases. (See also Communicable Diseases/Pandemics.)

ATTENDANCE THRESHOLDS

If a student misses eight classes in a given yearlong course or four classes in a semester course (10% of a course), a meeting will be scheduled with the student, the division's assistant director, and the student's advisor to consider how best to support the student's attendance. Parents and guardians will be notified of the meeting. If a student misses more than 16 classes in a given yearlong course or eight classes in a semester course (20% of a course) for any reason, a grade and credit will not be granted except in extenuating circumstances, as determined by administrators. All class absences, for any reason, count toward the threshold except for absences for a required Lakeside School event such as a Lakeside athletic competition or field trip.

ABSENCES AND CO-CURRICULAR ACTIVITIES

For students to be able to participate in co-curricular activities such as athletics practices and competitions, rehearsals, and after-school club meetings, they must attend all classes and be present at all required school meetings (advisory, assembly, class meetings, etc.). If students miss a class or required meeting or are tardy more than 15 minutes, they are ineligible to participate that day. If students miss a class or required meeting due to an appointment that is reported by a parent/guardian and confirmed by the Upper School or Middle School office, then they can participate; however, please note that students who miss a class or required meeting because they are resting or not feeling well will not be eligible for participation that day, even if the student's parent/guardian communicates about the absence. For more information about how this policy applies specifically to student athletes, see the Lakeside Athletics, Time Commitment for Upper School Athletes and Financial Commitment for Families document on the parents and guardians webpage.

ACADEMIC SUPPORT DURING AND AFTER AN ABSENCE

Lakeside teachers, advisors, and members of the student support team work closely with students and families to support students academically when they are absent. This includes making reasonable accommodations for deadlines as well as helping students keep up with content. On some occasions, especially after a prolonged illness, the Student Support Team may decide it is appropriate for the student to have a reduced workload for a specific period of time. Students have access to many resources through Canvas which can include lecture slides, videos, readings, and class notes. As always, the student is expected to take the lead in coordinating make-up work with teachers. In general, Lakeside does not provide access for students who are absent to attend class remotely.

EXTENDED DISCRETIONARY ABSENCES

We recognize that, on occasion, family circumstances or a commitment to an outside pursuit such as athletics may require a student to be away for an extended period either for a multi-week stretch of time or for repeated shorter absences. In such cases, the school will do its best to accommodate students, however these absences do not generally exempt students from the attendance threshold required to receive a grade and credit for a course. For extended discretionary absences, the assistant director will coordinate communication with classroom teachers, who will outline clear instructions for makeup assignments. The student and family are responsible for that work and for hiring tutors as necessary.

If a student's extended discretionary absences are incompatible with our attendance policy, the student will generally be required to withdraw from Lakeside. Students whose circumstances will lead to extended discretionary absences should reach out to the assistant director.

LEAVES OF ABSENCE

SUSTAINED EDUCATIONAL LEAVE

Lakeside students can study off campus during their junior year of high school. Leaves of absence are intended to give students the opportunity to enhance their education through meaningful alternative experiences. Sustained educational leave (off-campus study) lasts for at least a semester and up to a full school year and occurs because the student wishes to attend school in a different location during that time. Contact the director of experiential education for a list of junior year pre-approved off-campus programs.

Lakeside has pre-approved a number of off-campus programs whose curriculum is generally compatible with Lakeside's course of study. In general, Lakeside does not make exceptions to graduation requirements for students who participate in off-campus study; therefore, students should consult with their advisor and the academic dean to plan their course of study before, during, and after participating in an off-campus program to ensure they will meet their graduation requirements.

Lakeside can only sustain a limited number of students on sustained educational leave in any given year. If there are more leaves requested than we can grant, we will make decisions based on the potential for the program to enhance the student's Lakeside experience.

The purpose of a sustained educational leave is for the student to participate in an educational opportunity that offers something Lakeside does not, such as cultural and language immersion. Leaves are not intended for students who wish to attend a program similar to Lakeside such as public school or boarding school. If a student does leave Lakeside for one of these options, but decides they want to return, they must reapply to Lakeside through the normal admissions process with no guarantee of re-admission.

Students must apply for sustained educational leave (off-campus study) in January of the school year prior to the desired period of leave. Students are generally only allowed to apply for leave in their junior year. Contact the director of experiential education for specific deadlines.

Students who receive official approval for sustained educational leave will receive a tuition accommodation. Semester leaves receive a tuition reduction of 40 percent; yearlong leaves are required to submit a nonrefundable enrollment deposit for the year following the leave in order to hold the student's place in their Lakeside class.

MEDICAL LEAVE

A student who requires significant physical and/or mental health treatment may need to be away from school for an extended period. In such cases, the student and their parent/guardian should contact the division assistant director about medical leave. A medical leave may also be recommended by the school when it feels it is in the best interests of the health of the student. The determination to grant medical leave will be made by the student support team and school administration, in conjunction with a student's family and outside medical professionals. The length and parameters of the leave will be part of this determination. While on medical leave, a student must be actively seeking treatment from a licensed healthcare professional who maintains contact with the school. Once the parameters of a medical leave have been established, whenever circumstances will allow, the school will give the student permission to complete academic work, in consultation with the student's provider(s). A student should not email their teachers directly about academic work unless they have been instructed to do so by a member of the student support team. While on medical leave, a student may not be on campus or participate in school activities unless granted permission in advance from the division's assistant director.

There is no guarantee that a student will be able to receive a grade and credit for all courses in the event of a medical leave, but every avenue will be explored to see if it is possible. There is no tuition reduction for medical leave.

Return from medical leave will only be granted by the student support team after appropriate communication from the student's medical provider(s). Prior to their return, the student and their parents/guardians will participate in a return to school meeting with their advisor and members of the student support team. The student support team will coordinate appropriate academic support options upon the student's return.

If during a medical leave it becomes clear that the student cannot complete the school's academic requirements, school administrators will determine whether the student can remain enrolled at Lakeside.

STUDENT RECORDS

Lakeside School maintains files and records related to individual students throughout and after a student's enrollment. Student records include grades and comments; transcripts; and other correspondence pertinent to the student's academic performance, including transcripts of approved junior year study-away programs.

Permanent records include:

- Official transcript.
- Those related to student medical clearance that disclose risk or liability, and that are signed by a legal guardian; contain information about school injury programs or safety policies and training (especially those that are sports related), or records that show that Lakeside acted proactively in relation to student safety and that are signed by a legal guardian.
- Those related to employee/student appropriate behavior, employee training and policies regarding appropriate behavior, or disciplinary actions related to employee/student appropriate behavior.

All student records are the property of Lakeside School. While some offices and programs retain files containing information about students after graduation (e.g. the college counseling office retains SAT/ACT scores and recommendations), they are not part of the student's official record and are maintained for varying lengths of time.

TRANSCRIPTS

Middle School: End-of-term reports, and other student records may be requested at the Middle School main office, 206-440-2775 and Sheila.gatlin@lakesideschool.org.

Upper School: Transcripts and other student records may be requested from the Upper School registrar, 206-440-2795 and books@lakesideschool.org.

Transcripts and other records will be supplied only to students whose families' financial obligations to Lakeside School have been fulfilled. Families should anticipate that it could take up to two days to complete a request (one day for college applications). Lakeside will submit a

final transcript to the college the student is attending only after the families' financial obligations have been fulfilled.

STUDENT AND FAMILY SUPPORT

Student support (the monitoring of the academic, social, and emotional life of individual students) goes on continuously. Our teachers and advisors offer strong support for our students and families, but there are times when more specific expertise and support is needed. This section will discuss those various resources.

MIDDLE SCHOOL

Middle School teachers and advisors continuously review the academic, emotional, and social experience of students. The Middle School student support team – including the Middle School assistant director, counselors, learning resource coordinators, director of family and student support, associate director of admissions/financial aid programs director, family support liaison, school nurse, and 5-12 human development and health department head – meet regularly to review students experiencing difficulty. Strategies used to support students range from setting up weekly meetings, sending home weekly check-ins, or providing space to study in the Brain and Learning Lab. Middle School teachers and advisors meet regularly in grade-level teams to review student progress formally.

UPPER SCHOOL

The Upper School student support team – including an Upper School assistant director, counselors, director of family and student support, learning resources coordinators, associate director of admissions/financial aid programs director, family support liaison, head of Upper School student support, 5-12 human development and health department head, school nurse, and head athletic trainer – meet regularly throughout the year to review students experiencing difficulty. In the fall, the faculty and administration are particularly sensitive to the experience of 9th graders and other new students. Strategies used to support students range from setting up weekly meetings with a teacher to providing extra help through learning resources or peer tutors.

BEST RESOURCES AND PRACTICES FOR HELP OUTSIDE OF CLASS

Lakeside teachers are committed to providing students with instructional help in and out of the classroom. Please encourage your student to access teachers outside of class as much as possible; teachers are the experts on course material, methods, and objectives and are responsive to your student's learning needs. If you choose to access help from family members, friends, or tutors (peer or outside), be sure they understand that “less is more.” Too much

intervention can get in the way of a student's internalization of concepts and skills, as well as a teacher's ability to know how much of the work comes from the student and what the student needs for support. Outside resources such as tutors are best used when they provide additional questions and explanations, practice, or act as a second set of "eyes and ears," guiding a student in a "hands-off" manner. Ultimately, to master the concepts and skills fully, a student must do the work on their own.

ADVISING

Each student at Lakeside has an individual advisor who is responsible for monitoring the academic experience and general growth of that student and who serves as the student's advocate. The advisor is available to students' families, as well as to students themselves, and usually serves as the first line of communication between families and the school. Students regularly meet with advisors in advisory groups to check in and share information about upcoming events. Advisors also meet with advisees individually to read over and discuss quarterly grades and comments reports.

STUDENT SUPPORT TEAM

The student support team is led by the director of family and student support, who works with the head of Middle School student support and the head of Upper School student support. Each divisional team is made up of the director of family and student support, the head of Middle School student support or the head of Upper School student support, an assistant director, learning resource coordinators, counselors, family support liaison, 5-12 human development and health department head, associate director of admissions/financial aid programs director, school nurse, and the head athletic trainer (US only).

The student support team is the safety net that identifies students having academic or social/emotional difficulty and designs appropriate support mechanisms for them, in consultation with the student, advisor, teachers, and parents/guardians, as appropriate.

The student support team comes up with strategies and support plans that include (a) coordination with advisors to track more closely a student's progress and/or communicate more

closely with teachers and parents/guardians; (b) student staffings, which most often include all teachers, the student, and their parent or guardian and advisor; and (c) coordination with outside professionals such as psychologists or tutors.

LEARNING RESOURCES PROGRAM

Through its faculty and its facilities (the Middle School's brain and learning lab and the Upper School's learning resources center), the learning resources program provides a wide variety of services designed to support students in their learning, academic growth, and success in Lakeside course work. These programs are offered on both campuses. Services include access to study areas, initial screening for learning differences, short-term skills instruction, academic counseling, tutoring referrals, and support for teachers and students in meeting the academic expectations in a particular class and of the school as a whole. Services are available to all students and may be accessed by advisors, teachers, counselors, parents/guardians, or student self-referral.

MIDDLE SCHOOL

Learning resources coordinators manage reasonable accommodations in classes and manage student cases and documentation. They work with students, families, advisors, teachers, and other student-support faculty to provide a range of supports that are developmentally appropriate for students in grades 5-8. They can offer initial screenings for learning difficulties and differences, provide referrals for educational and other professional assessments, and serve as liaisons between outside professionals and the school and between families and teachers when assessment recommendations by outside professionals have been made and/or when there are learning differences issues.

Learning resources coordinators work with faculty on issues related to teaching and learning. They are available to consult with parents/guardians and students to support academic expectations. Students may drop by the Brain and Learning Lab during lunch or free periods or may schedule an appointment. Drop-in support is also available some afternoons during study hall.

UPPER SCHOOL

The Upper School learning resources center, located in the library, provides students with structured academic support. During free periods, students can use the center to work on their own; collaborate with classmates; or get help from the learning resources coordinators or peer tutors in specific subjects and/or general study skills. Access to assistance in specific subjects is based on staff and tutor availability during a particular period; however, typically there are sufficient resources so that a student may find help most any period. Students may access learning resources center services on a drop-in basis or as recommended by their advisor or teacher. Textbooks for all required subjects are available for in-center use. The learning resources center is open during school hours.

PEER TUTORING

Supervised and consistent help from a fellow student in a specific subject is available at the Upper School subject to peer tutor availability. Referrals are available upon request from the testing center and tutoring coordinator at the Upper School.

CONTRACTED OUTSIDE TUTORING

Learning resources coordinators maintain a list of available independent tutors, most of whom can work during specific hours of the school day. Referrals are available upon request from the learning resources coordinators at the Middle School and the testing center and tutoring coordinator at the Upper School. Lakeside provides referrals and tutoring space only, and in the Middle School, tutoring space is provided only when a student is referred for tutoring by the Middle School learning resource coordinators. Lakeside does not administer or supervise arrangements with contracted tutors.

The family contracts directly with the tutor of its choice and is responsible for arranging payment and contract options, as well as maintaining all communication with the tutor. Billing for outside tutoring taking place on Lakeside's campus is billed through Veracross; the business office will place all tutoring charges on the household statement on a monthly basis in Veracross.

Families currently receiving financial aid are eligible to receive assistance with the costs of tutoring that result from a student support team referral. Financial arrangements may be made with the associate director of admissions/financial aid programs director.

If a student has a documented learning difference, mental health condition, or health impairment that may require accommodations to facilitate the student's academic success, parents/guardians should contact a learning resources coordinator, counselor, school nurse, or, at the Upper School, the head athletic trainer (see ACCOMMODATIONS). Lakeside does not offer a special education program or modifications to the curriculum; however, we are committed to working with each family to provide their child with the opportunity to learn up to their potential and to enjoy academic achievement within the Lakeside program.

FAMILY SUPPORT PROGRAM

The primary responsibility of the family support program is to help ensure that all families are met with ample guidance throughout their Lakeside experience. We hope to serve as a liaison between families and the school in the areas listed below. We aim to promote inclusion, ensuring that all families can fully participate in the life of the school which leads to heightened student success. Some of the services offered through the family support program include but are not limited to:

- Advocacy, resources, and community referrals for all Lakeside families.
- Crisis support for immediate concerns/needs.
- Consultation for family transitions that may impact your student (divorce, homelessness, etc.).
- Transportation needs.
- Translation and interpreter services (繁體中文, አማርኛ, Español, Tiếng Việt and more).

For additional information contact the family support program at familysupport@lakesideschool.org or 206-440-2901.

COUNSELING PROGRAM

The counseling program is a confidential resource, with some exceptions outlined below, for Lakeside students and parents and guardians. Counselors are trained mental health professionals who can assist students with a wide variety of developmental, social, and mental health issues and are available to consult with parents and guardians as needed.

Lakeside counselors work with students on a short-term basis and there is no fee for counseling. Referrals to counselors in the community are made if the student would benefit from a counselor with specialized knowledge or if a student would prefer to be seen by someone outside of school. Lakeside counselors are well-acquainted with a variety of mental health professionals in the region and are able to provide tailored referrals to individual students and families.

Students can make an appointment at the Middle School by dropping by the counseling office (room 204) or by emailing mscounseling@lakesideschool.org. At the Upper School, students may drop in at the counseling center in St. Nicholas Hall or email uscounseling@lakesideschool.org. Parents and guardians can email or call an individual counselor's extension.

CONFIDENTIALITY

Lakeside School counselors follow the ethical guidelines of the American School Counselor Association regarding confidentiality. Counseling sessions with students are confidential between the student and counselor, with some exceptions discussed below, and notes are not part of a student's educational record. In the state of Washington, children 13 years of age and older have the legal right to confidentiality, including from their parents and guardians. Counselors discuss the right to confidentiality and its exceptions at the beginning of each counseling relationship and students are given the opportunity to ask questions and raise concerns. The exceptions to confidentiality are as follows:

- Counselors share information with one another regarding students for the purpose of professional consultation. Lakeside counselors may also conduct professional consultation with mental health professionals outside of Lakeside but will not share identifying information about students in this situation.
- Counselors are members of the student support team and, if they deem it necessary to best support a student, they will share pertinent information with that team. Members of the student support team are trained in issues of confidentiality.
- If students miss appointment(s) with counselors and/or do not respond to emails or other communication, counselors may share relevant information with someone who can help them get in touch with those students.

- Washington state law requires counselors to make a report to Child Protective Services in situations of (current or past) suspected child, elder, or other vulnerable adult abuse or neglect.
- If a student indicates that they are at serious risk of causing grave bodily harm and/or death to themselves or others, counselors will break confidentiality in order to ensure the safety of the student and others (see SAFETY ASSESSMENT PROTOCOL below for more information).
- Counselors may release confidential information in the case of a court-ordered subpoena.

SAFETY ASSESSMENT PROTOCOL

If it is revealed, either during a counseling session or through some other means, that a student may be at serious risk of causing serious bodily harm and/or death to themselves or others, a safety assessment will be conducted by one of the counselors. If a student indicates that they are unable to ensure their ability to remain safe, the following protocol will be enacted:

- A counselor will call the student's parent/guardian and the parent/guardian will need to come to campus for a meeting with the student and counselor.
- During the meeting, the counselor will discuss the current risk to the safety of the student and/or others.
- If the student has indicated that they are at serious risk for causing serious bodily harm and/or death to a specific intended victim(s), the counselor has a duty to protect the intended victim(s) and may warn the intended victim(s) and/or persons and/or agencies able to protect the intended victim(s).
- The parent/guardian will bring the student to a hospital emergency department for a safety evaluation. Counselors are able to provide information about local emergency departments to parents/guardians and can let the emergency department know that the student and parent/guardian are on their way.
- The counselor will inform the student support team and members of the administration that the student has been required to undergo a safety evaluation outside of school.
- If the student is admitted to the hospital following the safety evaluation, the counselor will consult with the student support team and members of the administration to assemble a plan for the student's re- entry and/or continued support services at school and outside of school. The student and parent/guardian will be asked to sign a release

of information for the counselor and student support team to communicate with hospital staff to prepare for the student's discharge and school re-entry.

- If the student is discharged from the hospital following the safety evaluation, the parent/guardian must submit documentation of the results of the evaluation and written confirmation that the student is safe to return to school. The student will be able to return to school following a re-entry meeting.
- The re-entry meeting will include, at a minimum, the student, a parent/guardian, and a counselor. When appropriate, other members of the administration, student support team, and student's advisor and teachers may also be invited. During this meeting, a release of information will be signed so that the appropriate school personnel can communicate with relevant mental health professionals. A plan of action will be created to help the student reintegrate back into the school community. Follow-up meetings will be planned as needed.

ACCOMMODATIONS

We recognize that learning differences, certain medical conditions, and mental health issues can have a significant impact on a student's experience at school. When such a condition is diagnosed, we strive to treat the student with concern, respect, consistency, professionalism, and transparency. Students with certain kinds of learning, psychiatric, and/or medical conditions may be eligible for reasonable accommodations at Lakeside and on national standardized tests administered by the Educational Testing Service, College Board, and ACT Universal Testing Service. These tests include the PSAT, SAT, ACT, and Advanced Placement exams.

PROCESS FOR REQUESTING/RECEIVING IN-SCHOOL ACCOMMODATIONS

The process for requesting in-school accommodations begins when a learning resources coordinator, counselor, school nurse, or, at the Upper School, the head athletic trainer, receives documentation from a qualified outside professional that identifies a learning difference or medical situation affecting a student's learning and/or test taking in a significant way. Upon receiving this information, the coordinator, counselor, school nurse, and/or trainer will consult with the student and their parents/guardians. In order to seek official accommodations, the family must agree to share this information with relevant school adults.

A learning resources coordinator, counselor, or head athletic trainer (US) will be designated as the case manager and, in consultation with the family, will design a student support plan that outlines the diagnosis, its manifestations, the student's strengths and challenges, and the accommodations. When a short-term issue exists (such as some forms of depression or hospitalization for a medical condition), the team will determine a date on which the accommodations should reasonably be reviewed, given the situation. Long-term issues (such as chronic health conditions or dyslexia) will be shared with teachers each year (and in the spring term if a new course and teacher come on board).

Once complete, the case manager will send a confidential copy of the student support plan to the advisor(s), current teachers, and college counselor (once assigned at the Upper School).

Please note that the meeting process can be modified as needed at the discretion of members of the student support team.

STANDARDIZED TESTING ACCOMMODATIONS

For those with documented learning, physical, or psychiatric differences, testing accommodations may be available. The student must have on file at Lakeside current documentation of the difference from a qualified outside professional. For learning and physical differences, "current" means that the documentation was completed within five years of the request for accommodation. For psychiatric differences, "current" means within the past 12 months. This documentation must include cognitive, ability, and academic achievement testing that substantiate limitation to learning and test taking. Letters from physicians or other care providers are insufficient for this purpose. While Lakeside uses the outside professional recommendations to inform the accommodations included in a student support plan, Lakeside's student support team makes the final determination about what reasonably can be offered by the school. Lakeside does not offer modifications to the curriculum and is unable to provide more than 50% extended time or readers for assessments.

The College Board, Educational Testing Service (ETS), ACT Universal Testing Service, and other national testing agencies have strict criteria regarding access to accommodations on national tests, and the granting of accommodations rests solely with the testing services and other institutions and cannot be guaranteed by Lakeside. Lakeside School will assist families with the process of submitting documentation to outside agencies but is limited in the services that it is able to provide. If your student has or may have a documented health impairment or learning or

psychiatric difference that would require such accommodations on these exams, please contact a learning resources coordinator, counselor, school nurse, or the head athletic trainer (US) for details as early as possible.

GENDER IDENTITY

This policy sets out guidelines and practices for Lakeside School to address the needs of transgender students, nonbinary students, and students of all gender identities, and clarifies state and local policies and laws that should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This document does not anticipate every situation that might occur, and the needs of each student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of all students while creating conditions where all students feel accepted, empowered, supported, and affirmed. A glossary of terms follows this policy. (See also NONDISCRIMINATION policy and STATEMENT OF COMMUNITY EXPECTATIONS.)

PRIVACY/CONFIDENTIALITY

Students and families have the right to keep certain personal information confidential. To ensure the safety and well-being of the student, school personnel should not disclose a student's gender identity to others, including the student's parents/guardians and/or other school personnel, unless (a) legally required to do so, or (b) the student has authorized such disclosure.

NAMES/PRONOUNS

Students have the right to be addressed by the name and pronouns they want to use. Students are not required to obtain a court-ordered name and/or gender change as a prerequisite to being addressed by their correct name and pronouns. The student's correct name and pronouns shall be included in the electronic student record system to inform teachers of the name to use when addressing the student.

If a student wishes to change their name in Lakeside's databases, they will work with the director of student and family support (familysupport@lakesideschool.org) to ensure that their name is changed properly and in all the necessary systems. The director of student and family support will make every effort to ensure a smooth transition. Name changes will be populated to

student email, school websites, teacher gradebooks and rosters, Google Drive, etc. This process will take a minimum of 48 hours and a maximum of one week.

FORMS/OFFICIAL RECORDS

Lakeside will change a student's official records to reflect a change in legal name or gender upon receipt of documentation, such as a court order or an amendment to identification issued by the state or federal government. The student or family should contact the director of student and family support (familysupport@lakesideschool.org) to initiate the change. To the extent that Lakeside is not legally required to use a student's legal name and gender on school records or documents, Lakeside will use the name and gender by which the student identifies. In situations where school staff or administrators are required by law to use or report a student's legal name or gender, such as for standardized testing, school staff will do what is necessary to avoid the inadvertent disclosure of such confidential information.

RESTROOM ACCESSIBILITY

Students should use the restroom that is most comfortable for them. All gender bathrooms are available at the Middle and Upper schools and are available to all students. No student will be required to use a specific restroom because of their gender identity.

Locations of all gender restrooms at the Middle School:

- 1st floor corridor.
- 2nd floor corridor.

Locations of all gender restrooms at the Upper School:

- 1st floor of Bliss Hall.
- 2nd floor of Moore Hall.
- 2nd floor of Allen-Gates Hall.
- 1st floor of The Paul G. Allen Athletics Center.

LOCKER ROOM ACCESSIBILITY

In the Middle School, gym lockers are located in the all gender restrooms in addition to lockers in the Middle School gym locker room. The Paul G. Allen Athletics Center at the Upper School provides boys, girls, and all gender locker rooms. All student locker rooms are unlocked all day so students are able to change in an appropriate space without need of a key. When a student is using the space, they will be able to lock it for privacy. Any student who has a need or desire for increased privacy, regardless of the underlying reason, will be provided with a reasonable

alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects student privacy.

OVERNIGHT ACTIVITIES AND OFF-CAMPUS TRIPS

On overnight activities or off-campus trips, students will be able to request accommodations in a space that aligns with their gender identity or in a private space. All students will be asked to respect the privacy of their roommates if they have them. When changing clothes, all students are asked to use a bathroom with the door closed, rather than changing in a shared bedroom space.

Students are also reminded that they should not touch other people or other people's belongings without asking permission, and that they should be mindful that other students may have different personal physical space needs that should be respected.

CLASSES AND GENDER-SEGREGATED ACTIVITIES

When gender-segregated activities are necessary, students may participate in activities in a manner consistent with their gender identity.

INTERSCHOLASTIC SPORTS

The school will work with its interscholastic associations and organizations to provide transgender students with opportunities to participate in interscholastic athletics consistent with their gender identity. Taken from the WIAA handbook:

“PHILOSOPHY OF GENDER IDENTITY PARTICIPATION: The WIAA encourages participation for all students regardless of their gender identity or expression. Further, most local, state and federal rules and regulations require schools to provide transgender and other gender-diverse student-athletes with equal opportunities to participate in athletics. The purpose of this policy is to offer clarity with respect to the participation of trans and gender-diverse student-athletes. Additionally, this policy encourages a culture in which student-athletes are able to compete in a safe and supportive environment, free of discrimination.”

“18.15.0 GENDER IDENTITY PARTICIPATION - All students should have the opportunity to participate in WIAA athletics and/or activities in a manner that is consistent with their gender identity.”

ASKING FOR NAMES AND PRONOUNS

Students will be asked for their name and pronouns at various times throughout their time at Lakeside, and they are encouraged to answer in a way that is safest and most appropriate for them, including not answering. Students may also be asked to share their name and pronouns privately and are welcome to explain what name and pronouns are appropriate for different situations, such as when communicating with parents and guardians, other school personnel, other students, and in private. Lakeside will endeavor to use a student's preferred pronouns in a given situation but cannot guarantee that parents/guardians or others will not be informed of the pronouns a student uses at school.

GLOSSARY OF TERMS

Terms used in this policy are defined below. This section aims to provide up-to-date definitions; language describing identity is imperfect and ever-evolving.

- **Cisgender.** An identity term that describes a person whose gender identity aligns with the gender they were assigned at birth. The prefix “cis-” comes from Latin, meaning “on the same side of.” (Source: GLSEN and Merriam-Webster.)
- **Gender.** A set of social and cultural norms and expectations about roles, behavior, appearance, and attitudes that shape a society's understanding of what it means to be female, male, a blend of both, or another label beyond the female-male binary. The norms and expectations vary over time, place, and community. (Source: World Health Organization.)
- **Gender identity.** A person's internal sense of self as female, male, a blend of both, or another label beyond the female-male binary; how individuals perceive themselves and what they call themselves. A person's gender identity can correspond to or differ from the gender they were assigned at birth and can develop and change over time. Gender identity cannot be determined by appearance, anatomy, social norms, or stereotypes. (Source: Human Rights Campaign and Gender Spectrum)
- **Nonbinary.** An identity term that describes a person whose gender identity exists between or beyond the dominant Western gender system that revolves around gender as consisting solely of two identities in opposition: man and woman. (Source: Oxford Languages, PFLAG, and GLSEN.)

- **Pronoun.** Any of a small set of words (such as I, she, he, they, you, or we) in a language that are used as substitutes for nouns or noun phrases and whose referents are named or understood in the context. (Source: Merriam-Webster.)
- **Transgender.** An identity term that describes a person whose gender identity is not aligned with the gender they were assigned at birth. Often shortened to “trans,” from the Latin prefix for “on a different side as.” The word is also used as an umbrella term encompassing a large number of identities of people who transcend conventional expectations of gender identity or expression. (Source: GLSEN and PFLAG.)

ETHICAL BEHAVIOR AND DISCIPLINE

Lakeside School's Statement of Community Expectations is a core document that guides students and adults in determining their daily actions. At its heart, the statement expresses what it means to live in a community guided by the principles of honesty and respect. Because Lakeside is a school guided by principles rather than rules, we work hard to come to a shared understanding of those principles. In addition to these community expectations, students and adults (parents and guardians and employees) are expected to understand and respect the policies in the family handbook.

All parents/guardians with responsibility in the life of the student are asked to acknowledge a Statement of Community Expectations as part of enrollment or re-enrollment materials. A statement of acknowledgment is required for a student's enrollment at Lakeside School.

STATEMENT OF COMMUNITY EXPECTATIONS

Mission: The mission of Lakeside School is to develop in intellectually capable young people the creative minds, healthy bodies, and ethical spirits needed to contribute wisdom, compassion, and leadership to a global society. We provide a rigorous and dynamic academic program through which effective educators lead students to take responsibility for learning. We are committed to sustaining a school in which individuals representing diverse cultures and experiences instruct one another in the meaning and value of community and in the joy and importance of lifelong learning.

Values: We believe that the actions of each Lakeside student must reinforce our school's commitment to what we value: academic excellence, diversity and inclusion, global citizenship, and the ethical spirit needed to contribute selflessly to the world. The expectations that follow reflect the commitment each member of the Lakeside community makes to themselves, to each other, and to supporting and living the mission of Lakeside School.

We believe that honesty is the foundation of trust and integrity in the Lakeside community and provides the backdrop for all learning.

Lakeside community members hold themselves and one another accountable for their actions and take responsibility for how individual acts and behaviors work together to shape the community.

- All community members are expected to be honest in all communications.
- All community members are expected to be honest about their actions.
- All community members are expected to be responsive to inquiries into specific events about which they have knowledge.
- All community members are expected to do their own work, share original ideas, and behave with academic and professional integrity.

We believe that respect is the foundation of living and learning in an inclusive community.

Lakeside community members show respect for themselves, respect for others, respect for teaching and learning, and respect for the school and campus facilities.

- All community members are expected to conduct themselves in ways that affirm and contribute positively to the teaching and learning environment.
- All community members are expected to communicate and act in ways that promote the health and safety of all individuals.
- Lakeside School prohibits behavior that threatens or compromises the health and safety of any individual, including but not limited to hate speech, sexually inappropriate speech and behavior, and violations of personal boundaries; or that causes damage to school or another's personal property, whether by use without permission, theft, destruction, or defacement.

We believe that learning requires a willingness to be open, to be engaged, and to contribute positively to the learning environment.

Lakeside community members fully engage in the learning environment and seek experiences that foster a growth and learning mindset.

- All community members are expected to meet all their school obligations, including attending all classes, assemblies, class meetings, advisories, and meeting all scheduled appointments.

- Students in grades 5-11 are expected to be on campus at all times during the school day unless they have written permission from their parents/guardians and have signed out in the divisional office.
- Twelfth-grade students have the privilege of leaving the school grounds when they have no academic obligations or appointments to meet; and are expected to be on campus enough to take a reasonable part in the life of the school.

We believe that healthy bodies and minds are the foundation for building skills for lifelong learning.

Lakeside community members make choices that prioritize, foster, support, and model the conditions and behaviors necessary for wellness in development and learning.

- All community members are expected to adhere to Lakeside School's policy that prohibits community members from selling, being involved in the sale of, possessing, using, or being under the influence of marijuana, tobacco products, alcohol, and/or any illegal (under state and/or federal law) drugs. This policy applies while on the campus, representing Lakeside in the community, supervising students, participating in or attending off-campus school activities or trips, before attending or traveling to and from school activities on or off campus, or in any vehicle owned or rented by Lakeside School. The sole exception is for adults' moderate consumption of alcohol at school-sponsored events for adults and for employees and their families.
- The consequence for violation of these expectations, no matter how minor, will include attendance in an educational program about drug/alcohol use and/or community responsibilities; and a disciplinary response ranging from suspension to expulsion, as part of the Upper or Middle school disciplinary process, or termination.

We believe in fostering an inclusive and safe school environment where individuals of diverse backgrounds, cultures, and experiences share in the joy and value of community.

Lakeside community members demonstrate an interest in learning about, celebrating, and contributing to the rich diversity within our community.

- All community members are expected to adhere to Lakeside School's nondiscrimination policy, which prohibits discrimination on any basis that is prohibited under federal, state, or municipal law.

- Discrimination or harassment based on any of these attributes is considered a violation of the school's harassment, discrimination, and sexual misconduct policy and may result in suspension, expulsion, or termination.

Lakeside School will consider violations of these expectations on a case-by-case basis and will respond to such violations from two foundational principles.

- Lakeside School is an educational institution in which a high level of personal responsibility is expected of all students and adults. All members of the community should be able to assume that they teach and learn in and contribute to a community whose members are personally committed to abiding by this Statement of Community Expectations.
- Membership in the Lakeside community is earned. Unwillingness or incapacity to live by these expectations is reason to evaluate the appropriateness of one's membership in the community.

ACADEMIC HONESTY

Academic honesty is the cornerstone of education. The acquisition of Lakeside's competencies and mindsets as well as the curricular goals of each course rely on honesty and trust between students and teachers. Furthermore, real learning cannot happen or be assessed without academic integrity. To complete work that has academic integrity, students follow the instructions set out by their teachers, ensure that any use of outside resources or collaboration with others is done in accordance with the teacher's expectations, and cite any sources that influence the final product appropriately. Teachers provide instructions for what constitutes academic integrity either in the course syllabus or in the description of the assignment and provide grade-appropriate instruction on skills such as paraphrasing and citations. Lakeside librarians are available to help students with research, paraphrasing, citations, and bibliographies. It is incumbent upon students to familiarize themselves with the specific policies for each of their courses and to understand what reasonably constitutes academic honesty. When questions arise about whether a certain resource or form of collaboration is permitted, students must always seek advance permission from their teacher.

Plagiarism, cheating, and other kinds of academic misrepresentation are regarded as serious breaches of conduct. In general, students who give or share information or work with another student without advance permission will also be considered in violation of the academic honesty policy. Each case is treated individually and with the potential for learning in mind. In the Middle School, the Discipline Council is often used to determine the response to academic dishonesty. In the Upper School, most instances of academic dishonesty are handled by the Judicial Committee. Responses to academic dishonesty will depend on the severity of the incident.

In general, cheating is when a student takes credit for work that is not their own, thus depriving themselves of a learning opportunity and misrepresenting their skills to a teacher. The following is a non-exhaustive list of some examples of cheating:

- Copying from another student's assessment or assignment or collaboration on an assessment or assignment without specific, advance permission from the teacher. This includes information communicated via electronic methods like phone, text messaging, email, or any online messaging platform.
- Copying from, using, or consulting any outside resource including webpages or AI mechanisms such as ChatBots without specific, advance permission from the teacher.
- Submitting the same work in more than one course without permission in advance from all teachers.
- Falsifying or creating data used for labs or lab reports.
- Asking for, taking, or sharing copies of a homework assignment, paper, or any assessment without the teacher's permission in advance.
- Discussion of assessments between students who have not all completed the assessment or discussion during the assessment without the teacher's advance permission.
- Bringing notes, phones, note cards, course materials, textbooks, or anything else into an assessment or using notes, phones, translators, or other materials during an assessment or assignment without specific, advance permission from the teacher.
- Outsourcing the creation of any work, either for free or with payment, to another person, organization, or online platform such as an AI mechanism like a ChatBot.

Plagiarism is using the ideas, work, or words of another without credit or citation. Plagiarism of one line is still plagiarism. Some examples of plagiarism are:

- Citing information incorrectly or failing to cite all sources.
- Cutting and pasting, rewriting, or rewording without acknowledging the original source.
- Not citing any idea, fact, or data that is not common knowledge (as defined in the context of the course), even if it is reworded or paraphrased.

DRESS GUIDELINES

All students are expected to dress in a manner appropriate for an inclusive academic environment focused on learning. In keeping with the Statement of Community Expectations, students should avoid clothing or accessories with messages (words, signs, or pictures) that demean or degrade anyone on any basis prohibited under federal, state, or municipal law, or that advocate or promote sexual activity, violence, or the use of alcohol, drugs, or tobacco. These dress guidelines are in effect throughout the entire school day and on all school trips and during school events.

The following are guidelines to help students make appropriate decisions about what to wear:

- Clothing should be suitable for the tasks at hand and provide coverage so when bodies are in motion, they stay covered.
- Shirts and tops must have sleeves and/or straps and private areas must be covered.
- Students are expected to wear shoes at all times.

BIAS INCIDENTS

Lakeside School is committed to providing an educational environment, programs, and activities that are free from harmful bias incidents. The school has developed internal policies and procedures intended to provide a confidential, prompt, fair, and impartial process for those involved in an allegation of bias based on any basis protected under federal, state, or municipal law.

This policy is designed to provide an environment in which:

- Students and employees benefit from a supportive educational and work culture.

- Incidents of bias can more easily and quickly be reported, which can result in preventing further incidents and providing valuable growth opportunities for all involved. These opportunities include practice in self-advocacy and building trust with the school for those harmed; and practice in apologizing, repairing relationships, and learning for those causing harm.
- All violations and complaints of bias incidents based on the protected categories listed above are considered seriously and dealt with in a manner that is confidential, fair, urgent, and consistent.
- People who use the confidential bias reporting tool feel that their grievances are taken seriously and addressed.
- People who use the confidential bias reporting tool do not experience retaliation (negative repercussions as the result of reporting).

DEFINITIONS

We define bias incidents as including but not being limited to comments, aggressions, slurs, “jokes,” pictures, objects, threats, physical contact or gestures, intimidation, and other actions not aligned with our Statement of Community Expectations; institutionally or culturally racist and biased policies, practices, and norms; and unequal or biased treatment based on any of the protected categories listed in this policy. This includes intentional behaviors and actions, as well as those that are not intentional but result in harm.

Bias incidents generally do not rise to the level of harassment or discrimination. If an incident is determined to rise to such a level after an investigation, the incident will be handled under Lakeside School’s harassment, discrimination, and sexual misconduct policy.

Expression of ideas or points of view that may be offensive or inflammatory to some may not be a bias incident. As an educational institution, Lakeside School values freedom of expression and the open exchange of ideas. This value protects controversial ideas, but it does not protect harassment or expression of biases that violate the Statement of Community Expectations or policies in the employee policy manual and family handbook. (See BULLYING, HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT).

Bias incidents may take place on or off the premises of Lakeside School. If they impact students’ ability to obtain their education or represent a health or safety issue to the school or members of the school community, Lakeside School reserves the right to address not only

actions that occur on school premises or at school sponsored or affiliated activities, but also actions that occur off campus or virtually (social media, etc.).

REPORTING

Any Lakeside student who believes they have experienced a bias incident should take the following steps. In all instances, please complete the confidential bias incident reporting form. This will help the school plan community education on bias and refine this policy. Please see the flow chart of the reporting structure for students that follows this section.

If you feel safe and willing to address the person who committed the offensive behavior:

- Communicate directly with the person committing the bias incident. You may choose to have another person with you when addressing the person directly.
- Name the behavior or activity and how it impacted you. Explain that their behavior or activity is against Lakeside values and policies.
- Give the person a chance to correct their behavior or the activity.
- If you feel the situation **has** been resolved, please connect with a trusted adult (advisor, teacher, coach, administrator, family member, etc.) to complete the confidential bias incident reporting form.
- If you feel the situation **has not** been resolved, please bring your concern to a trusted adult. They will support you and help you complete the confidential bias incident reporting form.
- If you have not yet formed a trusting connection with an adult, please review the list below of employees who are trained to support students in incidents of bias. Connect with one of them and they will support you and help you complete the confidential bias incident reporting form.
- The bias incident response team will receive the information from the form and will initiate steps to respond, as described in the investigation procedure below.

If you do not feel safe or willing to address the person who committed the offensive behavior:

- Bring your concern to a trusted adult (advisor, teacher, coach, administrator, family member, etc.) They will support you and help you complete the confidential bias incident reporting form.

- If you have not yet formed a trusting connection with an adult, please review the list below of employees who are trained to support students in incidents of bias. Connect with one of them and they will support you and help you complete the confidential bias incident reporting form.
- The bias incident response team will receive the information from the form and will initiate steps to respond, described in the investigation procedure below.

If you observe a bias incident:

- First, check in with the person to learn how they experienced the incident. Ask what support they might need and what course of action would be most helpful to them. Together, determine next steps for addressing or reporting the bias incident.
- **If you have** the permission of the person who experienced the incident and you feel comfortable doing so, address the person committing bias (see steps above). Then, bring your concern to a trusted adult (advisor, teacher, coach, administrator, family member, etc.) They will support you and help you complete the confidential bias incident reporting form.
- **If you do not have** the permission of the person who experienced the incident to address the person committing bias, you should still bring your concern to a trusted adult (advisor, teacher, coach, administrator, family member, etc.). They will support you and help you complete the confidential bias incident reporting form.
- If you see another person address a bias incident, offer them support and acknowledge their action to continue to build solidarity and community around interrupting bias.

EMPLOYEES WHO ARE TRAINED TO SUPPORT STUDENTS THROUGH BIAS INCIDENTS

If a student has not yet formed a trusting connection with an adult, they are encouraged to contact one of the following people, who are trained to support students in incidents of bias.

Middle School

- Middle School Director
- Middle School Assistant Director
- Middle School Student Equity Programs Coordinator
- Middle School Faculty Equity Coordinator
- Middle School Learning Resources Coordinator/Head of Middle School Student Support

Upper School

- Upper School Director
- Upper School Assistant Directors
- Upper School Faculty Equity Coordinator
- Director of College Counseling

All School

- Director of Student and Family Support
- Director of Equity and Inclusion
- 5-12 Academic Dean
- Director of Athletics
- Associate Director of Admissions/Financial Aid Programs Director
- LEEP Director/Family Support Liaison/Upper School Student Equity Programs Coordinator
- Director of Experiential Education
- Assistant Head of School/Chief Financial Officer

ROLE OF PARENTS AND GUARDIANS

Parents and guardians can use the confidential bias incident reporting form to submit a report on behalf of their student, or they can speak directly to the Upper School director or Middle School director. The form is for use only for incidents of bias related to current Lakeside students and employees. The bias incident reporting form is located on the parents and guardians webpage, under “Important Documents.”

Parents and guardians will be contacted by an administrator if a bias incident involving their student progresses beyond a preliminary investigation or if a student has submitted multiple incidents (two or more) using the confidential bias incident reporting form.

INVESTIGATION AND RESOLUTION

Reports are received by a bias incident response team that includes the head of school, Upper School director, Middle School director, and director of equity and inclusion. Other members of the incident response team may involve, if appropriate, the director of human resources, Upper School or Middle School assistant directors, director of student and family support, director of college counseling, director of experiential education, and director of athletics.

After an initial review of the information submitted through the confidential bias incident reporting form, the appropriate members of the incident response team will begin a preliminary investigation. This preliminary investigation is to determine whether a bias incident can be substantiated (enough evidence exists to support or prove that it occurred) and/or if it should be referred to the Upper School Judicial Committee or the Middle School Discipline Council or if it rises to the level of discrimination or harassment.

The school's goal is to fully investigate reports in a confidential, fair, urgent, and consistent manner. Once a bias incident is substantiated (in a preliminary investigation), a more complete investigation will proceed. In this investigation, both the person experiencing bias and the person allegedly responsible for the bias will be interviewed. All individuals will be informed of campus resources such as student and family support, and outside support. Assistance will be given in accessing those resources, if requested.

At the conclusion of the investigation, the bias incident response team will determine an appropriate consequence and will communicate that consequence to the person who committed the bias incident. Repeated incidents of bias involving the same individual will result in escalating consequences.

Consequences to bias incidents may include:

- No further action if it is determined that no institutional values or policies were violated.
- Conversation with the person who committed the bias incident.
- Mediation program or referrals for mediation between the individuals involved, pending approval of the person experiencing the bias.
- Verbal reprimand of the person responsible for a bias incident.
- Written warning of the person responsible for a bias incident.
- Mandatory counseling and/or training for the person responsible for a bias incident.
- Disciplinary action may be merited under certain circumstances and when institutional policy is violated. Disciplinary actions may include:
 - Student suspension for a specified period of time.
 - Student expulsion.
 - Employee probation.
 - Employee dismissal.

DOCUMENTATION

All reports of bias will be treated as confidential to the extent possible, while addressing the incident. Details will be confined to the incident response team and others necessary to address the incident.

For students, bias incidents — including those that are escalated to the Upper School Judicial Committee or the Middle School Discipline Council, as well as incidents that rise to the level of discrimination or harassment — will be tracked in a student's confidential record.

For employees, records of serious incidents (as determined by the bias incident response team) of two or more incidents of substantiated bias, will be placed in the personnel file of the employee responsible for bias. No records of bias reporting will be placed in the personnel file of an employee reporting an incident.

Retaliation, including threats or other forms of intimidation, against a person reporting a bias incident or any other person involved in implementing the bias reporting policy are violations of the school's policy and may be grounds for disciplinary action. Retaliation is any materially adverse action taken against a person because of that person's participation in a protected activity such as providing information relevant to an investigation of bias.

The incident response team will track all reported bias incidents and present them as aggregated, de-identified data (without identifying characteristics of the individuals involved) in an annual report to the Board of Trustees and the community. Additional information will include the category of the individual reporting the incident (student, staff, faculty, etc.); the category of the individual identified as causing the incident; if the incident was substantiated or unsubstantiated; and the institutional consequences (if any).

School administrators (the directors group) will meet quarterly with the diversity, equity, and inclusion team and director of human resources (when appropriate) to review the de-identified data on bias incidents to ensure that appropriate steps were taken. If a bias incident involves anyone in that group, that individual will not participate in the review.

STUDENT BEHAVIOR AND ACCOUNTABILITY, MIDDLE SCHOOL

The learning and growing implicit and explicit in the Statement of Community Expectations take place daily in interactions between a student and their teachers and advisor. Our community functions on the assumption that we are each dedicated to our own positive growth and to supporting the growth and integrity of others. Usually students respond to faculty/staff feedback by moderating their own behavior. Most disciplinary issues are handled on the spot (classroom, hallway, gym) with the advisor being informed by the teacher or staff member. An advisor will typically meet with the advisee to follow up on such a report. A pattern of inappropriate behavior or a more serious single event will result in an intervention by the assistant director with the advisor present and a follow-up communication with a parent or guardian.

Incidents that may violate the Statement of Community Expectations will be discussed by the Middle School Discipline Council, a small group of faculty determining a course of action for the student. See also DISCIPLINE COUNCIL.

Any behavior that threatens the safety of any member of our community will be brought immediately to the Middle School director. (Refer to Statement of Community Expectations.) Possible responses to this type of behavior include, at a minimum, a parent/guardian contact but also could include suspension or expulsion. See also SUSPENSIONS and EXPULSION POLICY.

DISCIPLINE COUNCIL

Purpose and Aims

Lakeside Middle School has a Discipline Council in order to:

- Affirm Lakeside Middle School's commitment to its community expectations and to respond to violations of that document.
- Highlight the legitimacy and accountability of the disciplinary process.
- Provide multiple voices in the disciplinary process.
- Clarify expectations with regard to student behavior.

Structure

The council is composed of the four grade-level deans and the Middle School assistant director. The council meets on a regular basis and may meet at additional times to respond to issues of student conduct in a timely manner. Members of the Discipline Council are trained in confidentiality and professionalism best practices.

Protocol

- After an incident occurs, the Middle School assistant director gathers information, interviews people involved, and creates a written “statement of fact.”
- The Middle School assistant director communicates with the parent or guardian of involved student(s) of their connection to the incident.
- The Middle School assistant director convenes the Discipline Council and discusses the incident.
- The Discipline Council asks clarifying questions of the assistant director.
- The Discipline Council discusses and makes a decision about the following three questions, in this order.
 - Does the incident violate the Statement of Community Expectations?
 - If so, does it merit a consequence?
 - If so, what should that consequence be?
- The Middle School assistant director writes a summary of the decision.
- Immediately following the Discipline Council meeting, the Middle School assistant director consults with the Middle School director.
- The Middle School director can approve, disapprove, or send back a Discipline Council decision for reconsideration.
- The Middle School assistant director communicates the consequence to the student, parents/guardians, and advisor.

Communication

The Middle School assistant director handles all discipline communication with student, parent/guardians, relevant teachers, and advisors before, during, and following the Discipline Council meetings.

STUDENT BEHAVIOR AND ACCOUNTABILITY, UPPER SCHOOL

When Upper School students fail to meet their commitments or behave in a way that is counter to the Statement of Community Expectations, teachers, coaches, advisors, and administrators intervene in an effort to help students shift their behavior in positive ways. Many minor behavior incidents are addressed directly between the student and teacher or coach with the adult determining the appropriate response to the situation.

For repeat or more significant conduct concerns, the process generally starts with a conversation between the student, their advisor, and the assistant director to determine what happened. To gain clarity about the events, the assistant director may speak to other students or adults with relevant information. Students are expected to participate in any conversation with a Lakeside administrator in which their presence is requested and are expected to be honest and forthright. Parents/guardians are generally alerted about a student conduct issue as soon as there is sufficient information and clarity about the situation. Usually, the school will encourage students to inform their parents/guardians of the situation first before an administrator makes contact. When all available and relevant information about a student conduct issue has been collected, the school will begin a resolution process to address the incident. The following are some of the formal processes used in the Upper School to address student conduct.

ADMINISTRATOR MEETING

Many behavior incidents are resolved with a meeting between the student, their advisor(s) and the assistant director or another administrator. In these meetings, the underlying cause of the incident is addressed. There may be a specific response to the incident such as a loss of privileges, an educational component, required participation in a project to make amends for one's actions, or meetings with affected individuals. Parents/guardians are contacted after an administrator meeting and a letter may be sent documenting the meeting.

JUDICIAL COMMITTEE

Incidents of confirmed, significant violations of the Statement of Community Expectations or other school policies are regularly resolved through the use of the Judicial Committee.

Committee Membership

The committee will generally consist of two student representatives from each class, three or four faculty members, and an assistant director. The chairs of the committee will be the representatives from the senior class. In general, four student members and two faculty members will be present for the review of each incident. Student committee members will serve for one academic year. If reselected, they may serve for more than one year. Faculty committee members generally serve multi-year terms and every effort is made to ensure there is some carry-over of the adult members from year to year. The assistant director is always a nonvoting member.

Committee Process

Normally, incidents of significant violations of the Statement of Community Expectations in which the relevant facts are not in dispute are reviewed by the committee. Prior to the committee convening, the assistant director will investigate the incident and collect all relevant information. At the conclusion of the investigation, the Upper School director and the assistant director will determine if the matter should be referred to the Judicial Committee.

If an incident is referred to the Judicial Committee, the assistant director will meet with the student and their advisor. The student's parents/guardians will also be notified. The assistant director will work with the student to write a statement of fact that is reviewed by all involved parties. The statement of fact summarizes what happened and which community expectation(s) were violated. The final version of the statement is provided to the Judicial Committee shortly before the meeting.

The student's advisor or another trusted Lakeside employee will accompany the student during the Judicial Committee meeting. In line with Lakeside's mission of students taking responsibility for their own learning, and because a Judicial Committee meeting is a venue in which students must reflect on their actions, parents/guardians are not allowed to be present in Judicial Committee proceedings. In addition, the student may not be represented or accompanied by an attorney or other counsel. In addition to the student, their advisor/trusted adult, and the members of the committee, the school may also ask that other individuals relevant to the incident at hand attend committee proceedings, such as the student's classroom teacher in instances of academic dishonesty.

The role of the advisor/trusted adult is best stated by words from the mission statement: they help the student “take responsibility for learning.” They contribute information and perspectives that will help the committee make the most appropriate decision given the situation. Before the meeting, they talk with their advisee to help the advisee understand the choices they made and the ramifications of those choices. They also assist the student in revising the statement of fact and writing the statement the student will read during the committee meeting.

Generally, a Judicial Committee meeting begins with a review of the statement of fact. The student then reads their statement and the committee has the opportunity to ask questions of the student and any other participants, such as the classroom teacher. The advisor is given the opportunity to share their perspective on the incident as well. After the committee has asked all of its questions and the student has shared any additional information they feel is relevant, the student and their advisor are excused.

During its deliberation, the Judicial Committee will discuss the most appropriate response(s) to hold the student accountable for their actions and promote continued learning and growth. Where appropriate, the committee will also consider the impact of the student’s actions and how to encourage healing and repair. The committee will recommend responses to the Upper School director. The director will accept the recommendations or make amendments to the responses recommended by the committee. If amendments are made, the committee will be informed of the director’s decision.

After the director has accepted or amended the Judicial Committee's response, the assistant director will inform the student and the student’s parents/guardians. A letter summarizing the incident and the response will be sent to the student and their parents/guardians with a copy to the advisor and other relevant individuals.

Expectations for confidentiality by committee members

Committee members may not discuss incidents that come before them outside the confines of committee meetings, nor will discussions with individuals not part of the Judicial Committee about the specifics of a judicial proceeding be tolerated. Expulsion from the committee and possible disciplinary action may result from any committee members not adhering to this expectation.

Communication

The Judicial Committee may inform the Upper School community on a periodic basis about the issues it has dealt with and the responses that have been given. This is to educate the Upper School community about the community expectations and the sincerity with which they are upheld, as well as to give them a sense of the range of issues and consequences that take place at school. Every effort is made to maintain the confidentiality of the particular students involved.

ADMINISTRATIVE JUDICIAL PROCESS

An administrative judicial process is used in lieu of the student-faculty Judicial Committee in certain circumstances. This includes incidents of extraordinary sensitivity, such as sexual assault, and incidents where the material facts are in dispute. In addition, an administrative judicial process may be used when it is not possible for the student-faculty Judicial Committee to convene. The Upper School director, in consultation with the assistant director, decides when to use an administrative judicial process.

An administrative judicial process consists of a meeting between the student, their advisor or trusted Lakeside adult, and a small group of administrators appointed by the Upper School director. Students who appear before an administrative judicial process may not be represented or accompanied by their parents/guardians, an attorney or other counsel. The administrative judicial process is similar to the one described above. If the Upper School director is part of the administrative judicial process, then the decision of the group is final. If the Upper School director is not part of the administrative judicial process, the group will make a recommendation for a response to the Upper School director, who will approve or amend it.

BULLYING, HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

Lakeside School is committed to providing an educational environment as well as access to other benefits, programs, and activities that are free from all forms of bullying, harassment, discrimination, and sexual misconduct. To ensure compliance with federal and state laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of its educational enterprise, Lakeside School has developed internal policies and

procedures that will provide a prompt, fair, and impartial process for those involved in an allegation of bullying, harassment, discrimination, and sexual misconduct. Behavior that constitutes bullying, harassment, discrimination, and sexual misconduct is prohibited.

BULLYING

Bullying is unwanted, aggressive behavior that involves the use of a real or perceived power imbalance (such as physical strength, access to embarrassing information, or popularity) to control or harm another person. The behavior is generally repeated over time. Bullying can be electronic, written, verbal, or physical.

Examples of bullying include:

- Verbal. Teasing, taunting, threats of harm.
- Social. Spreading rumors, purposeful exclusion of someone with the intent to harm, telling others not to be friends with someone.
- Physical. Hitting, tripping, pushing, taking, or breaking someone's things.

HARASSMENT

Harassment means any unwelcome intentional electronic, written, verbal, or physical conduct that include:

- Physically harming a student or damaging the student's property.
- Has the effect of substantially interfering with a student's education.
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.

Conduct that may rise to the level of harassment, intimidation, or bullying may include, but is not limited to slurs, rumors, jokes, drawings/cartoons, ostracism, physical attacks or threats, or other written, oral, physical or electronically transmitted messages or images. If harassment, intimidation, or bullying is based on an individual's membership in a class protected by state, federal, or municipal law, it may rise to the level of discriminatory harassment. See Discriminatory Harassment, below.

DISCRIMINATION

Discrimination is the adverse treatment of an individual based on a personal characteristic protected by federal, state, or municipal law.

DISCRIMINATORY HARASSMENT

Discriminatory harassment constitutes a form of discrimination that is prohibited by legally protected categories. Discriminatory harassment is defined as unwelcome intentional electronic, written, verbal, or physical conduct by any member or group of the Lakeside School community on the basis of actual or perceived membership in a protected class as identified by the Lakeside School policy. Discriminatory Harassment can be electronic, written, or verbal.

Examples of discriminatory harassment:

- Verbal abuse, slurs, and jokes. This includes oral or written remarks and slurs and comments that stereotype individuals based on their legally protected status or characteristic.
- Graffiti, cartoons, or other graphic materials. This includes written materials, pictures, and other depictions that are demeaning or hostile and that are based on the legally protected status or characteristic of an individual or group.
- Threats, pranks, or vandalism. This includes unwelcome and/or intimidating comments and/or conduct directed at individuals based on their legally protected status or characteristic.

SEXUAL MISCONDUCT AND CONSENT

For the purposes of this policy, consent is defined as knowing, voluntary, and clear permission by word or action to engage in sexual activity. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to determine that the other has consented before engaging in the activity. For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct.

Consent is not valid when one person coerces another. Coercion includes prolonged convincing or attempts to persuade. A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including by alcohol or other drugs. A person violates this policy if they engage in sexual activity with someone they know to be, or should know to be, physically or mentally incapacitated.

FORMS OF SEXUAL MISCONDUCT

Sexual Harassment

Sexual harassment is unwelcome verbal, written or physical conduct directed at another that implicates sex, sexual orientation, gender identity, or gender expression and which has the

purpose or effect of creating an intimidating, hostile or offensive environment. Sexual harassment is a specific form of discriminatory harassment, as an unlawful discriminatory practice.

Hostile environment sexual harassment is severe and/or persistent and/or pervasive. Hostile environment sexual harassment is also objectively offensive, such that it unreasonably interferes with, denies, or limits the ability to participate in or benefit from Lakeside School's educational or employment opportunities or other benefits or activities.

Quid Pro Quo sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's work or educational development or performance.

Non-Consensual Sexual Contact

Any intentional sexual touching, however slight, with any object by one person upon another person that is without consent or done by force.

Non-Consensual Sexual Intercourse

Any sexual intercourse, however slight, with any object by a person upon another person that is without consent or done by force. Sexual intercourse includes genital penetration by a penis, tongue, finger, or mouth to genital contact.

Sexual Exploitation

Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another person for their own benefit or for the benefit of anyone other than the person being exploited.

Sending or Exchanging Sexually Explicit Images ("Sexting")

Lakeside School prohibits students from sending or exchanging sexually explicit images of themselves, Lakeside students, or any minors; a practice commonly known as "sexting."

Sending, possessing, or exchanging sexually explicit images of minors is a crime in the state of Washington that can subject perpetrators to serious criminal charges. If school officials or employees who are mandated reporters become aware of "sexting" involving a minor student, it may trigger their obligation to report the conduct to Child Protective Services and/or law enforcement, as well as the parents of the involved students. This policy applies regardless of whether the "sexting" conduct is consensual or non-consensual and irrespective of the age of

the participants, including between students who are eighteen years old or older. Participation in “sexting” by Lakeside students may also result in disciplinary action for the involved student(s), up to and including expulsion.

Stalking

Repetitive and menacing pursuit, following another, harassing and/or interfering with the peace and/or safety of another.

Physical/Sexual Abuse and Negligence

Physical/sexual abuse and negligence include physical injury (including bruising); sexual abuse or crimes (molestation, rape, statutory rape, exploitation); cruel/inhumane treatment; and persistent neglect.

Sexual Abuse - Statutory Issues

Statutes in this area change with some frequency. A school’s role is not to verify but to report reasonable suspicions; Child Protective Services and law enforcement are charged with monitoring current law and investigating reports for substantiation.

COMPLAINT PROCEDURE

Any student or employee who feels that they have been subjected to conduct prohibited by this policy should immediately report the incident to the appropriate division assistant director (if a student) or human resources (adults). If the student or employee is not comfortable reporting the matter to the division assistant director or human resources, they should report the matter to another member of the administration.

The appropriate division assistant director or human resources will initiate appropriate steps upon receipt of a complaint. Regardless of the source of the information or the avenue used to raise the issue, complaints will be promptly and appropriately investigated. At a minimum the investigation will include interviews with the person bringing the complaint and with the alleged offender.

To the highest degree possible, allowing for an appropriate investigation, the school will treat all complaints in as confidential a manner as possible, and will disclose information only as necessary to investigate and act on the information. No student or employee will suffer retaliation or intimidation as a result of bringing a complaint under the provisions of this policy or of assisting in the investigation of such a complaint.

In certain circumstances, or at the request of law enforcement, Lakeside School will defer conducting an internal investigation until the conclusion of any law enforcement investigation.

REPORTING

The appropriate division director provides the oversight of the implementation of this policy and has the primary responsibility for coordinating Lakeside School's efforts related to the investigation, resolution, and implementation of corrective measures and the ongoing monitoring to stop, remediate, and prevent harassment, discrimination, and retaliation under this policy. The appropriate division director acts with independence and represents the integrity of the process and oversees all investigations under this policy.

Reporting Allegations of Potential Violations of this Policy

Allegations of potential violations of this policy or inquiries regarding this policy and the accompanying procedures may be made to:

- Upper School Assistant Director Whitney Suttell. Bliss 216.
USstudentexp@lakesideschool.org. 206-440-2968.
- Middle School Assistant Director Robert Blackwell. Room 160.
MSassistantdirector@lakesideschool.org. 206-440-2856.

Mandated Reporting to Child Protective Services (CPS)

Each adult employed by the school is a mandated reporter. Any school official or employee who has reasonable cause to know or suspect that a child under age 18 has been subjected to physical or sexual abuse or neglect, or who has observed the child being subjected to circumstances or conditions that would reasonably result in physical or sexual abuse or neglect, is legally required to inform Child Protective Services (CPS). Statute protects individuals from liability for making such reports to CPS.

Faculty, administrators, and staff have no privileged communications involving students; only school counselors have a legally established right to confidentiality involving student communications. However, school counselors are also mandated reporters in instances involving abuse or neglect.

A report must be filed with CPS within 48 hours by a mandated reporter following knowledge of or a reasonable suspicion of child abuse or neglect.

Members of the Lakeside community who are nonmandated reporters, including parents and students, may make a report of suspected child abuse or maltreatment by calling the CPS hotline at 1-866-363-4276.

CPS Reporting Implementation Practices

CPS on-campus interviews are permitted to provide students a safe haven for such disclosure. Our practice is to have an adult in the room with the student during the interview unless the parents/guardians express a wish otherwise, or law enforcement denies the request for a school representative to be present.

If neither custodial parent/guardian is the reported offender, the school will notify the home that the interview has occurred.

All CPS contacts will be documented in the office of the director of student and family support.

All employees are trained at the time of hire and receive biennial in-service training in their responsibilities as mandated reporters under this policy.

RESOLUTION PROCESS

Behavioral issues that fall under this policy will be addressed in the following manner.

When Lakeside School is put on notice by a student, an employee, or by a third party of an allegation of a violation of this policy by another member of the Lakeside community, the appropriate division assistant director will immediately commence a preliminary investigation. This preliminary investigation is to determine the level of potential harm to the recipient of the unwelcome or unwanted conduct as well as to other members of the Lakeside School community.

The division assistant director will take immediate and appropriate action to stop the reported behavior if there is a risk of it continuing, and to provide assistance and support to the individual alleged to have been harmed. These interim actions may include implementation of a no-contact order; referral to counseling or medical support; academic assistance; necessary safety measures; reports to law enforcement; and may involve an interim leave of absence of the employee or student from the school grounds. Employees will be paid during any administrative leave imposed and students will be provided with off-premises academic resources to enable the student to maintain academic progress while away from school premises.

Students placed on an interim leave, based upon the severity of the allegation or the risk posed by the student's continued presence during the investigation, will be sent classwork to continue their learning during their absence. The student may complete course work during the period of the investigation and interim leave but may not attend school events on or off campus; may not participate in athletics practices or arts productions; and may not participate in outdoor or Global Service Learning trips. The appropriate division assistant director will be the point of contact for the student and the student's parents/guardians during the period of the interim leave.

Following the preliminary review of the facts presented, the division assistant director will determine if the allegations would fall under this policy. If not, the matter may be referred to the Upper School Judicial Committee or the Middle School Discipline Council for appropriate action or will be resolved as determined by the division director. If the allegations do fall under this policy, the division assistant director will either engage in an informal/education-based resolution between the parties or refer the case to a third-party investigator.

In the interest of student safety and upholding community values, all students are expected to participate in any investigation in which their presence is requested, whether the investigation is conducted by school employees or a third-party investigator. As in all other instances, students are expected to be honest and forthright during any investigation. Dishonesty during an investigation or refusing to participate is a violation of community expectations and could lead to disciplinary action.

The assigned investigator will conduct a thorough, reliable, prompt, fair, and impartial investigation of the allegations; make a recommendation for a finding of fact according to the evidentiary standard of "more likely than not"; and develop a report detailing the evidence and the analysis of the evidence. The investigator will present this report to division assistant director, division director, and head of school.

If it is determined that an individual has violated the above policies, the school will take prompt and appropriate corrective action. Because we are a school, at a minimum that action will include an educational component. The nature of the corrective action will be commensurate with the nature of the offense and the frequency of the behavior, and the corrective action may include disciplinary sanctions up to and including termination of enrollment or employment.

In addition to educational components, sanctions for violation of this policy may include:

- Written warning.
- Probation for a specific period of time. Probation will have conditions placed as a part of the probation that may include specific no-contact directives; limitation on attendance at school events; limitations on participation in school athletics, social or other school-sponsored activities; restitution; letter of apology.
- Suspension for a specified period of time.
- Expulsion. (See also EXPULSION POLICY)

Once a disciplinary matter has been referred to an investigator the allegation will be fully investigated to a conclusion, even if the student withdraws during the investigation. If the student fails to continue to participate in the investigation process following their withdrawal, the investigator will gather all relevant evidence and will make a recommendation for a finding based on the evidence available. Lakeside School will make a final determination regarding if this policy has been violated. As with all other circumstances, Lakeside School reserves the right to inform a college or other institution about the circumstances of a student's departure if asked. (See "Withdrawal During a Disciplinary Proceeding")

RETALIATION

Retaliation is any materially adverse action taken against a person because of that person's participation in a protected activity such as reporting an alleged violation of any school policy or participating as a witness or assisting in providing information relevant to an investigation. The school will not tolerate retaliation against anyone who makes a good-faith report or participates in an investigation or follow-up process concerning any policy in this handbook. Examples of prohibited retaliatory conduct may include, but are not limited to, gossip, threats, intimidation, social exclusion, and targeting on social media. Even if a good-faith report cannot be substantiated, retaliation against the reporter is still considered retaliation.

FALSE REPORTS

If the reporting person knows that information they reported is false or reports recklessly without regard for the truth of the information, their report is considered a false report. If the reporting person has a reasonable basis for believing the reported information may be true, that report is considered a good-faith report. False reports will not be tolerated, and a student found to have made a false report may be subject to disciplinary action.

DISCIPLINARY RESPONSES

In determining the appropriate resolution to an incident of student misconduct, Lakeside is guided by our mission to develop ethical spirits and the role of educators to help students take responsibility for their learning. Responses to violations of community expectations or school policies can include an educational or reflective project, required meetings with adults, a grade penalty (for academic dishonesty), and a formal apology. Significant instances of student misconduct may also result in one or more of the following responses.

ACCOUNTABILITY PERIOD

Students who have had a significant violation of community expectations often complete an accountability period for a semester or calendar year from the date of the incident (or until graduation in the case of seniors.) The accountability period is meant to help them think carefully about their behavior and provide opportunities to reflect on their actions, repair harmed relationships, and take concrete steps to prevent similar behavior in the future. During the accountability period, the student might also be required to participate in meetings with adults or to complete educational or reflective assignments. At the end of the accountability period, the student will meet with the assistant director and parents/guardians will be contacted. During the accountability period, another significant violation of community expectations is likely to result in more severe consequences, including the possibility of expulsion.

SUSPENSION

Suspension for a period of days serves to give a student time away from the community to reflect on their actions and make plans to change their behavior. It also signals to the student and

family that the incident was serious and that it requires removal from the school for a period of time. During the period of suspension, the student may not be on campus or participate in school events, such as athletic contests, theater performances, field trips, or any other Lakeside School-related gathering or activity on- or off-campus. Students may make up academic work missed during the suspension for full credit. Upon return, the assistant director, in conjunction with the advisor and other appropriate adults, will help the student create a plan for completing work in a timely manner.

EXPULSION

There can be instances in which a student's behavior clearly demonstrates either unwillingness or inability to live within the community expectations. This is most often demonstrated by repeat, cumulative incidents that lead to disciplinary action. However, there are isolated infractions that can qualify for expulsion, including, but not limited to, carrying a dangerous weapon to school; significant stealing; major violations of the bullying, harassment, discrimination, and sexual misconduct policy; major violations of the drug and alcohol policy; or egregious dishonesty. For all students, expulsion cases will most frequently be handled by the appropriate disciplinary process according to each division, such as the Middle School Discipline Council or the Upper School Judicial Committee. The ultimate decision on expulsion will be subject to review, approval, rejection, and/or modification by the head of school.

In general, consequences of expulsion may include but are not limited to the following conditions: An expelled student is no longer a member of the Lakeside community and relinquishes the privileges of its membership. They will not be allowed to complete coursework; work with Lakeside counselors or support staff; participate in ceremonies such as graduation or baccalaureate; or receive a diploma from Lakeside School.

The notation "expelled" will be entered on the student's transcript and/or in the student's comments, along with the month/day/year the expulsion was finally determined. Depending on teachers' evaluations and the stage of class instruction at the time of the expulsion, a student may receive accrued credit up to the point in the semester at which the student was expelled (i.e. 0.25 credits per quarter).

The family's contractual obligation to the school to complete payment of the year's tuition is unaffected by the timing or duration of an expulsion during the school year in which it occurs. No refunds are applicable. (See current Lakeside School enrollment agreement).

Lakeside School reserves the right to notify or share disciplinary information with a school or college to which an expelled student seeks to enroll. (See also College Counseling.)

WITHDRAWAL DURING A DISCIPLINARY PROCEEDING

Families may choose to withdraw their student from Lakeside School prior to a disciplinary meeting, such as with the Middle School Discipline Council or with the Upper School Judicial Committee. In such cases, the student's transcript will list the date of withdrawal. The student will be eligible for accrued credit up to the point in the semester at which the student withdrew. A student may not withdraw once a disciplinary meeting has been scheduled. At that point, the disciplinary proceeding will occur and any responses will be carried out and noted as per the policies above. As with all other circumstances, Lakeside School reserves the right to inform a college or other institution about the circumstances of a student's departure if asked.

VISITING CAMPUS OR ATTENDING SCHOOL EVENTS AFTER EXPULSION OR WITHDRAWING FROM SCHOOL PENDING DISCIPLINARY ACTION

Former students who have been expelled or who withdraw from school pending disciplinary action may not return to campus or attend school events for one year. A student who was expelled or withdrew pending disciplinary proceedings may petition to visit campus or attend a school event before a year has elapsed in exceptional circumstances (e.g., to attend the graduation of a sibling), and may only do so after obtaining specific permission from the head of school.

In some cases, depending on the nature of the disciplinary infraction and related circumstances, a former student may be barred from visiting the campus or attending school events for a longer period of time, indefinitely, or even permanently. The head of school will make this determination.

RE-APPLICATION FOR STUDENTS IN GRADES 5-11

In cases of expulsion of students in grades 5-11, the school reserves the right to offer reapplication and re-enrollment to a student whose interval away from Lakeside, in the sole discretion of the school administration, provides clear and convincing evidence that a material change in the student's attitude, behavior, and character is such that the student qualifies for return to the Lakeside community.

STUDENT CONTACT BY LAW ENFORCEMENT (OR ADULTS OTHER THAN PARENTS/GUARDIANS)

If a Lakeside employee or student is contacted by law enforcement with a request that a student be interviewed on Lakeside School's campus or while participating on a school-sponsored activity or trip, we will act in what we judge to be the best interest of the student. When possible, at least two school officials will be involved in that decision-making.

Our practice is to have an adult in the room with the student during the interview unless the parents/guardians express a wish otherwise, or law enforcement denies the request for a school representative to be present.

CO-CURRICULAR PROGRAMS

ATHLETICS

Lakeside Athletics is guided by a vision and mission approved by the Lakeside Board of Trustees in October 2010. That vision and mission reads: Lakeside interscholastic athletics will be an integral part of the Lakeside student experience. The program will consistently display broad-based participation; strive for competitive success; and develop athletic skill, leadership, and sportsmanship in all our student athletes. In so doing, it will build enthusiastic community support and create a legacy of achievement.

Lakeside Athletics serves the mission of the school and the vision for athletics by providing our student athletes with:

- A progression from participation to development to high levels of achievement.
- Coaches who are highly effective and committed to engaging in the life of the school.
- Facilities and equipment that attract, serve, and inspire students, coaches, and fans.
- Active promotion and celebration of the program within the school community.

For information on the interscholastic athletics program, contact the director of athletics; assistant director of athletics (Upper School); or assistant director of athletics (Middle School).

MIDDLE SCHOOL ATHLETICS

Middle School athletics is focused on promoting the values of widespread participation and intentional development articulated in the vision and mission above. Over 85 percent of Lakeside Middle School students participate in at least one sport, and most sports at the Middle School are no cut. With the exception of sculling (rowing), which has limited spaces in boats, any student who wants to participate on a team is able to do so. Coaches work with their student athletes to foster their love for sports while developing sport-specific skills and general athletic ability. While teams do strive for competitive success, the focus at this level is on participation and development, with wins coming as a byproduct of individual and team improvement. When multiple teams are needed to satisfy student interest and those teams are competing in the same league, we seek to balance the teams as evenly as possible in terms of

skill level. Teams are differentiated by skill only when there are different leagues available that are appropriate for the different levels of play.

Most Middle School teams compete in leagues sponsored by the Seattle Catholic Youth Organization (CYO), with competitions held one weekend day each week. Teams in sports not sponsored by the CYO compete in various other local leagues with slightly different competition schedules. Parents/guardians are responsible for transporting their student athletes to and from these competitions.

UPPER SCHOOL ATHLETICS

The Upper School program continues the focus on participation and development, with a stronger emphasis on competitive success. Each of the three sports seasons features at least one sport that is officially no cut, and we make efforts to field teams that accommodate all student interest whenever it is reasonable to do so. All sports field teams at the varsity level, with most fielding junior varsity teams and some fielding JVC, freshman, or novice teams as well. Teams are differentiated at the discretion of coaches, who take into account individual skill level, commitment, and team needs (among other factors). Student athletes participating on varsity teams can expect an increased intensity in their athletic experience in terms of time commitment, level of competition, and emphasis on winning. Those participating on subvarsity teams are guided toward future varsity participation in a developmentally appropriate fashion.

Upper School teams practice or compete every weekday, with most sports requiring attendance at practices or competitions on weekends. Most fall sports also require attendance at preseason practices beginning in mid-August. Practices range in length from 90 to 150 minutes, with most lasting approximately two hours. We make every effort to schedule practices starting as close to 3:30 p.m. as possible on weekdays; occasionally, space limitations force us to schedule practices in later time slots. Many teams schedule optional summer activities to help athletes hone their skills in preparation for the upcoming year. We also expect all student athletes to participate in our strength and conditioning program, which provides participants the opportunity to train under the supervision of our certified strength and conditioning coaches, both during the school year and through the summer. Competition schedules vary widely by sport and by sport level. For more information, see the [Time Commitment for Student-Athletes, Financial Commitment for Families document](#) available from Lakeside Athletics and posted on the [parents and guardians webpage](#).

REQUIRED FORMS

All Lakeside students are required to submit a physical update form every year. Prior to participating in their first practice, all Upper School and Middle School student athletes must have all required health, medical, and emergency-treatment forms completed. This includes materials that are included in enrollment and re-enrollment and, for Upper School students, the WIAA Pre-Participation Physical Examination form (which is good for two years). Student athletes will not be eligible to begin formal practices until all required forms are processed and on file. For more information on health and physical examination requirements for participating in physical education and athletics, see HEALTH AND SAFETY.

COMMUNICATION PROTOCOLS

General information about Lakeside Athletics can be found on the athletics webpages of the school's website. Schedules, outcomes from competitions, and news about teams and athletes are updated regularly. When a student joins a team, families can expect to receive emails throughout the year from the program head and head coach. Families who have questions about specific teams are encouraged to speak directly with the program head for that sport. All general questions should be directed to the athletics offices (general email athleticsdept@lakesideschool.org).

When student athletes or parents/guardians need to communicate concerns to coaches, we ask that they do so with the goal of working collaboratively towards a mutually satisfactory resolution. We find that the best outcomes occur when the student athlete and coach work through the issue. If the student athlete does not feel comfortable approaching the coach on their own, we encourage the student athlete to seek out an independent advocate (faculty advisor, school counselor, director of athletics) for support in initiating such communication. If a parent/guardian wants to have a direct conversation with a coach about any concern or issue, we ask that they not approach coaches before, during, or after competitions or during practices. Out of respect for the work the coach needs to do with the team, parents/guardians are asked to email the coach with a request to meet. If any of the parties need further assistance resolving the concern after these conversations have occurred, they should contact the director of athletics. If a decision in the matter is called for, the director of athletics has the discretionary authority to make such a decision.

UNIFORMS AND SPECIALTY EQUIPMENT FOR SPORTS PARTICIPATION

Lakeside provides most of the uniforms and equipment each student needs to participate in the sports program. However, there may be additional costs passed on to families when student athletes participate in certain activities; our goal is to limit these costs and not allow cost to be a barrier to participation.

All purchases and billing are handled by the school. No cash or checks will be collected by coaches, parents/guardians, or student athletes for the purchase of these items. Additionally, all products, colors, logos, etc., must be approved in advance by the director of athletics. Purchases may only be made by an athletics office staff member. For the Middle School policy on team apparel, see Team and Club Attire Policy in the STUDENT CLUB section.

For detailed information about equipment and sport-specific clothing, shoes, and equipment, see the [Time Commitment for Student-Athletes, Financial Commitment for Families](#) document available from Lakeside Athletics and posted on the [parents and guardians webpage](#).

COLLEGE COUNSELING

Lakeside's college counselors work closely with students to identify post-secondary opportunities appropriate for students' interests and abilities; assist students with building applications that will most effectively communicate the students' academic and personal narrative; and keep families informed of the evolving trends and admission policies of colleges. By offering college counseling to students Lakeside does not guarantee any student admission to any college or university.

BEGINNING THE COUNSELING PROCESS

College counselors engage with second semester sophomores through presentations and advisories and begin to meet individually with students in January of junior year. Only after the junior has met with the college counselor will the family be invited to schedule a meeting with the counselor. Because college counselors devote their time to seniors and second-semester juniors who are currently in the admissions process, they are unable to meet individually with students and families prior to second semester of 11th grade. However, the college counseling office hosts regular events for 9th- and 10th-grade families, and all Lakeside families can access up-to-date college counseling resources through a link on the Veracross family portal.

Ninth and 10th grade students who are being actively recruited by Division I athletics programs, or who will be on leave from Lakeside for all or part of junior year, are encouraged to contact the college counseling office to determine if an earlier meeting is appropriate.

RESPONSIBILITIES OF PARENTS AND GUARDIANS

Parents and guardians are important partners in the college process. In order for them to effectively support their student in the college process, at least one parent/guardian of every junior must attend an introductory presentation by the college counseling office in the winter and the spring Deans and Directors Admissions Panel. These presentations usually occur in December and May, respectively; even if the parents/guardians had an older child participate in Lakeside's college process, they are still required to attend. In addition, all parents/guardians are required to complete a questionnaire about their student for the college counseling office. Only after at least one parent/guardian attends the introductory presentation and submits the questionnaire will a college counselor meet individually with students and their parents/guardians.

COMMUNICATION ETIQUETTE

The college counseling office values respectful communication with students and parents/guardians. If a student or parent/guardian has questions or concerns, they should first reach out to their assigned counselor and share their perspective. Afterward, if the concerns remain, the student or parent/guardian should contact the director of college counseling; the director will address their concerns only after the parent/guardian has communicated directly with the assigned counselor.

Disagreement and constructive feedback are welcome, but only when approached respectfully. College counselors reserve the right to disregard communications – including but not limited to phone messages and emails – from parents and guardians that fail to meet Lakeside's Statement of Community Expectations.

RELEASING SCHOOL RECORDS TO COLLEGES

Lakeside School requires students to indicate the institutions to which they are applying by adding those schools to their "Applying" list in SCOIR. By adding a college to this list, a student authorizes Lakeside School to release their Lakeside transcript, school report, and recommendations to that institution, as well as other transcript(s) reflecting credits counted toward the student's graduation requirement from Lakeside (e.g. transcripts from School Year

Abroad, The Mountain School, High Mountain Institute, The Chewonki Semester School, and The School for Ethics and Global Leadership, and from any other secondary schools attended in grades 9-11).

EARLY DECISION AND EARLY ACTION POLICIES

Students are required to be familiar with and follow the application policies and procedures of every institution to which they apply. If a student applies under an Early Decision (ED) or Restrictive Early Action (REA) plan, the student is bound to the terms of the plan outlined by the college. Lakeside has additional requirements for applicants that apply ED or REA (listed below). Should a student fail to follow the application policies outlined by a college and by Lakeside, the college counseling office may inform all the colleges to which that student has applied of their failure to comply.

EARLY DECISION (ED)

Students are required to withdraw applications to other institutions within one week of being admitted under an ED plan. Additionally, after a student is admitted ED and has informed that college in writing that they plan to attend, Lakeside will not release school reports, transcripts, and recommendations to any other colleges. If Lakeside has already submitted those materials, the college counseling office reserves the right to contact the other institutions to withdraw all school reports, recommendations, and transcripts.

RESTRICTIVE EARLY ACTION (REA)

REA offers students an opportunity to apply to California Institute of Technology, Harvard, Princeton, Stanford, or Yale by an earlier deadline and receive a decision sooner without a commitment to enroll. Students cannot apply early action or early decision to other private universities; they can apply early action to public universities. Because the majority of Lakeside students admitted to a REA school enroll there, Lakeside restricts students from applying to and maintaining outstanding applications at more than one additional private institution. This allows students to explore another private option while also preserving spaces at these highly selective colleges. A student admitted to a REA school is required to withdraw all other applications to private institutions, with the exception of one, within one week of receiving an admissions offer from an REA school.

TEST SCORES

Standardized test scores do not appear on the Lakeside transcript and are not disclosed by the school. Students decide what scores they want to disclose, if any, and are responsible for reporting their scores to colleges.

ATHLETIC RECRUITING

Students are required to honor any commitments they make throughout the college process. If a student informs Lakeside in writing that they have committed, verbally or in writing, to a college coach that they will enroll at that institution if admitted, Lakeside expects the student to uphold the agreement and will send a final transcript to that college only. Lakeside reserves the right to withdraw materials already sent to colleges (e.g. transcripts, recommendations) after being notified, in writing, that the student has committed. See also BEGINNING THE COUNSELING PROCESS.

RECOMMENDATIONS

Students may request a maximum of two teacher recommendations (this is in addition to the recommendation written by the college counselor). This meets the application requirements of all colleges and universities. Students may not view recommendations; even though all recommendations are letters of advocacy, colleges view recommendations with greater credibility if they have not been read by students and families. Lakeside will send counselor and teacher recommendations to colleges only after students have chosen to sign a waiver to their rights in this regard under the Family Educational Rights and Privacy Act (FERPA).

COLLEGE ESSAYS

Seniors are encouraged to seek feedback from their counselor on their application essays. The college counseling office believes that the content of essays, and any feedback provided, is private information between the student and counselor. The office is unable to discuss the content of and feedback on college essays with parents and guardians.

ADMISSIONS DECISIONS

Students are required to share admissions decisions with the college counseling office within one week of notification for every institution they added to their lists in SCOIR. Failure to do so will result in the withholding of college counseling services and a student's final transcript.

ENROLLING IN COLLEGE

Because Lakeside will send a final transcript to only one college or university the summer after senior year, a student may tell only that college that they intend to enroll. A student may not put down a deposit at more than one institution at a time or inform in writing more than one college at a time that they intend to enroll. If a student that has committed to one school is admitted off a waitlist after May 1 and chooses to enroll at the second school, Lakeside will send a final transcript to the second institution, but only after the student has informed the first college in writing within 24 hours that they are withdrawing their intent to enroll. If a student fails to comply with this policy, Lakeside will notify both institutions of the student's failure to comply.

Additionally, once a student tells a college they intend to enroll, Lakeside will not submit any documentation supporting applications to other colleges (e.g. transcript, recommendations), unless the student first notifies the college that they no longer plan to attend. For example, if a student takes a year off after graduation and reapplies to college, Lakeside will send supporting documentation only after the student has notified the college to which they are committed that they will no longer enroll the following year.

REPORTING UPPER SCHOOL SUSPENSIONS TO COLLEGES

Students must report honestly and fully any suspensions to colleges when appropriate (e.g. when colleges request this information) as determined by Lakeside School. This includes suspensions from Lakeside Upper School, as well as any suspensions or probations enforced by other institutions at which a student studies during Upper School, including, but not limited to The Chewonki Semester School, The School for Ethics and Global Leadership, High Mountain Institute, Kings Academy in Jordan, The Mountain School, and School Year Abroad. There will be space in the application for the student to explain the event and what they learned from it. If the suspension occurs after the student has submitted the applications, the student will inform the colleges in writing within 10 days of the start of the student's suspension. Lakeside may also share this information in writing with the colleges. Students and families will not have access to any written documentation that Lakeside sends to colleges. This policy on reporting suspensions is considered a "best practice" by the National Association for College Admission Counseling. While the college counseling office will serve as a resource to the student in communicating the suspension to colleges, the college counselors will be unable to have conversations with the student and family about reporting the suspension until the disciplinary process has been completed.

REPORTING WITHDRAWALS TO COLLEGES

If a student withdraws after Lakeside has submitted transcripts, school reports, or recommendations to colleges, Lakeside will notify those colleges of the withdrawal. If the withdrawal occurs prior to disciplinary proceedings (e.g. Judicial Committee), Lakeside reserves the right to disclose honestly and fully the potential violations of the community expectations or other school policies. Students and families will not have access to any written documentation that Lakeside sends to colleges. In all cases of withdrawals, Lakeside reserves the right to retract any recommendations already submitted to colleges and to notify or share disciplinary information with a school or college at which a student seeks to enroll.

REPORTING EXPULSIONS TO COLLEGES

Lakeside School reserves the right to notify or share disciplinary information with a school or college at which a student seeks to enroll. Students and families will not have access to any written documentation that Lakeside sends to colleges.

STANDARDIZED TESTING

There are a variety of standardized tests that students take during their time at Lakeside Upper School. While Lakeside does not provide review sessions for these tests, teachers and college counselors can suggest additional materials for students who wish to practice on their own.

- Preliminary SAT (PSAT): Lakeside administers the PSAT to juniors in October as an opportunity to practice for the SAT. The PSAT is the test with which juniors qualify for the National Merit Scholarship Competition. The school automatically registers all juniors for the PSAT.
- Mock PSAT: Lakeside offers a mock PSAT every fall to sophomores as an opportunity to practice for the SAT.
- Mock ACT: Lakeside offers a mock ACT every fall to sophomores and juniors as an opportunity to practice for the ACT.
- SAT and ACT: Lakeside will offer on-campus testing for each (SAT and ACT) in the fall and spring. Fall testing is intended for seniors, and spring testing is intended for juniors. To learn more about these tests, including which classes prepare students for SAT Subject Tests, review the college counseling resources page section on standardized testing, which can be accessed through the Veracross family portal.
- Advanced Placement (AP) exams: While Lakeside School does not follow an AP curriculum, some students choose to take AP exams. These subject-area exams are

administered on a fixed schedule each May. With qualifying scores, some colleges will grant students credit or placement into upper-level classes. While some of Lakeside's courses prepare students fully for an exam, others only cover some or none of the test material in a particular subject. Lakeside administers only the AP tests for which our curriculum substantially prepares students. If students wish to take additional tests, they can arrange these tests on their own through other local schools. Students should discuss with their teachers and advisor which exams, if any, are appropriate for them; AP exams are not a required component of college applications in the United States.

For exams on Lakeside's campus, Lakeside School sets the timeline and policies. Those policies include but are not limited to:

- All students may be required to attend a pre-administration session prior to the start of exams. If a student fails to attend, their exam registration(s) will be canceled and there will be no registration fee refund.
- For students with documented accommodations, Lakeside requires at least one-week notice if they choose to forgo accommodations.
- There are strict requirements to qualify for late testing. Students who believe they meet the requirements must make a request to Lakeside's AP coordinator for late testing at least two weeks before the first scheduled AP. If the student becomes ill within the two-week window and can't test on the original day, they should notify the testing coordinator immediately who will arrange for a late test. Traffic delays do not qualify a student for late testing.
- Students must arrive promptly at the time specified by Lakeside. If a student arrives after the arrival time, they may not be allowed in the testing room and they will not be able to make up the exam.
- If an AP exam is not usually offered at Lakeside but is a requirement for admission to college (i.e. international universities), Lakeside will offer that exam on-campus only to those seniors impacted by the requirement.

While Lakeside will cover the cost of one AP exam for students who receive financial aid, some students opt to take more. Those students should speak with the associate director of admissions/financial aid programs director to see if additional funds may be available.

Students and families receive information in the fall about how to register for AP exams through the AP website.

DRIVER'S EDUCATION

Driver's education is offered at Lakeside three times during the school year and is provided by ABC Driving, an outside vendor. Behind-the-wheel sessions are scheduled directly with the instructor. Students should keep in mind that the driver's education sessions coincide with the three athletics seasons. Students must be at least 15 years old by the first day of class and able to obtain a learner's permit. Lakeside is not liable for any claims arising from families signing up for this outside service. More detailed information is emailed to families at the beginning and end of each school year. For more information, see the bulletin board outside Bliss 208 or email usattendance@lakesideschool.org.

EXPERIENTIAL EDUCATION

Lakeside's Experiential Education Program is a defining feature of a Lakeside education, fostering global citizenship and active participation within local communities through its curriculum, partnerships, and trips. The program has three components: Global Service Learning, Service Learning, and the Outdoor Program.

Global Service Learning (GSL)

The Global Service Learning program sends students abroad and throughout the Pacific Northwest. The goals of the program are to foster local and global awareness through values of mutual respect, cross-cultural understanding, equity, and justice; inspire and empower students to be engaged both in their local communities and globally; establish reciprocal relationships with local people and communities by collaborating on community projects; and develop students' intercultural competence. For more on the philosophy and program, visit the [GSL webpages on Lakeside's website](#).

Middle School

The Middle School GSL program is required of all students and includes:

- A seven-day/six-night trip in the early fall to one of six communities in the Pacific Northwest.
- A pre- and post-trip curriculum integrated into students' classes.

Because the costs of the program are covered by Lakeside's endowment, there is no extra charge for students.

Upper School

At the Upper School, the GSL summer program includes:

- A three-day pre-trip orientation directly preceding the trip.
- Four-week on-site summer service learning. Recent sites have included Morocco, Ecuador, Fiji, French Polynesia, Costa Rica, and Thailand, mostly in rural areas.

The program also offers school-year courses with a GSL component (see the [Upper School curriculum guide](#) for more information).

Affording Global Service Learning

All GSL trips are subsidized by the school's endowment. However, there is an additional cost for Upper School trips, amounting to about one-quarter of the actual cost. Financial assistance is available to those who need help with this fee. Questions may be addressed to the associate director of admissions/financial aid programs director at 206-440-2773 and financialaid@lakesideschool.org.

OUTDOOR PROGRAM

The Outdoor Program is a significant part of the Lakeside experience. All students are required to participate. Detailed information about the Middle School and Upper School Outdoor Program philosophy and requirements are listed in each division's curriculum guide.

Middle School

A major goal of the Middle School Outdoor Program is to give students a deeper understanding of and appreciation for the Pacific Northwest. Students gain firsthand knowledge of Washington state's geography, ecology, and natural beauty. Group bonding activities and discussions are paired with quiet reflection and journaling.

Students in grades 5 through 7 are required to participate in grade-level outdoor trips every spring, with the length of the trips increasing over time. Trips are led by Lakeside faculty and staff, along with experienced outdoor educators. The 5-12 Outdoor Program coordinator works with families to ensure that students are able to take part in the program.

Upper School

Through the Upper School Outdoor Program, students learn new skills, gain self-confidence, reflect on their responsibility to the natural world, and build meaningful relationships in a way rarely possible in a traditional classroom setting.

Students have a wide range of trips from which to choose, including backpacking, cross-country skiing, whitewater rafting, canoeing, sea kayaking, and mountaineering. The majority of trips take place within driving distance of Seattle, providing students with a deeper understanding of and appreciation for the Pacific Northwest. Lakeside also sends students to notable locations in the West, including the Grand Canyon in Arizona, and Grand Gulch in Utah. Groups of 10 students are led by Lakeside faculty and experienced outdoor educators, and typically include students from multiple grades.

Trips typically take place during school vacations and last one week or longer. All Upper School students must complete an outdoor trip to graduate. Students who are unable to participate in the outdoor program due to a chronic medical condition may request an exemption. The cost of most trips is included in tuition; trips that involve flight and hotels do involve additional costs. Financial aid is available.

SERVICE LEARNING PROGRAM

Lakeside School's Service Learning Program seeks to develop in students the ethos of service—of giving back to their communities locally, nationally, and globally—and to ensure that, as students serve others through the program's activities, they come to appreciate the unique challenges others face and the contributions they can make to our local community and world. More information about service learning requirements can be found in the Middle School and Upper School curriculum guides.

SUMMER PROGRAMS

Lakeside offers a variety of summer programs. Visit Lakeside's website (lakesideschool.org/summer) for more information.

BRIDGES PROGRAM

The Bridges program provides structured support for rising Lakeside 9th graders transitioning to high school. The one-week program is designed to help students prepare for coursework and student life at the Lakeside Upper School.

LAKESIDE EDUCATIONAL ENRICHMENT PROGRAM (LEEP)

LEEP is an educational enrichment program for students at local public schools serving rising 6th and 9th graders. Since 1965 LEEP has served more than 3,600 students who have demonstrated academic potential but whose family financial situations have limited their opportunities for summer experiences. LEEP is funded entirely from private donors, which includes annual support from the Lakeside School Parents and Guardians Association.

SUMMER AT LAKESIDE

Summer at Lakeside provides opportunities for both Lakeside and non-Lakeside students to continue learning in the summer. The camps and classes begin at the end of June and run into the beginning of August.

Athletics Camps are designed for students entering grades 5-9. The camps focus on athletics fundamentals in a fun, supportive atmosphere.

Investigative Learning Camp (Gr.5-8) and Investigative Learning Camp Jr. (Gr. 3-4) is a day camp based at Lakeside Middle School. Campers choose from a variety of hands-on, project-based classes in science, technology, engineering, art, and math. Families may sign up for one week of camp at a time, and camp is offered for four weeks every summer.

High School Academic Courses for students entering grades 9-12 are offered for credit and for enrichment.

STUDENT CLUBS AND ACTIVITIES

MIDDLE SCHOOL

Faculty/staff work with Middle School students to provide a range of activities and social opportunities. All school rules and expectations apply to these school-sponsored events.

Student committees are formed each year to organize and plan activities ranging from all-division community meetings, such as the annual talent show, to 8th-grade closing exercises, to diversity education and awareness. The Middle School offers an array of clubs. Clubs typically meet once a week either during lunch periods or after school. For each club there is a Lakeside employee who serves as the advisor or sponsor of the club. If a club is not offered, but there is student interest, students should contact the Middle School assistant director to create a club proposal. Clubs run for either the whole year or a single semester.

UPPER SCHOOL

In addition to opportunities in the arts and athletics, Lakeside Upper School offers student programs and clubs, each of which is approved by a different institutional body and supported by the school at different levels and through different means.

All programs and clubs in the Upper School must follow the policies regarding student activities including fundraising and chaperone policies. School resources available to programs and clubs include use of the school network, bulletin boards, classrooms and other meeting spaces, and vehicles. Student groups that are not official programs or clubs cannot expect resources or other forms of support from the school.

Programs

Programs are enduring student groups or activities that serve the academic program or the overall community in meaningful ways. If an activity is designated as a program, the school will work with students to designate advisors and provide time and space in the schedule and campus for meetings. Funding is provided for some programs, through a discretionary process based on budget and program need, for travel, advisor transportation, room and board, and other program expenses. Programs are approved and sponsored by the Upper School administration.

Clubs

Clubs are episodic student groups that arise out of student interest. They may change from year to year. Funding for clubs is allocated from a club fund managed and overseen by Student

Government. Clubs are approved and sponsored by Upper School Student Government and require an adult advisor and, where appropriate, an insurance review.

HEALTH AND SAFETY

HEALTH

The Medical Advisory Board, composed of trustees, medical professionals, administrators, and staff, operates as a committee of the Board of Trustees and meets regularly to advise administrators and to review and revise policies related to health and safety.

REQUIRED HEALTH/MEDICAL/EMERGENCY TREATMENT FORMS

Every year, Lakeside parents/guardians are asked to review and/or fill out a variety of forms and agreements. Lakeside contracts with Magnus Health for the collection and storage of student health information. All parents/guardians must ensure that information, agreements, and forms are completed in a timely fashion. Students will be allowed to attend school and/or interscholastic sports practices only after all information has been entered into the family portals of Veracross and Magnus Health and completed, signed forms are returned to Lakeside.

All Lakeside students are required to submit a physical update form, signed by their doctor, every year. The permission to treat authorization allows the school to get help immediately for a student involved in an accident or suddenly taken ill. Faculty and staff, including coaches, are briefed on procedures to be followed in case of illness or accident. In case of emergency, the student is transferred at once to the emergency room of Northwest Hospital or the nearest alternative if the student is participating in an off-campus school activity. A vigorous effort will always be made to reach a parent/guardian before treatment is sought. For less serious illnesses, parents/guardians are generally asked to accompany the student home.

Information required during enrollment and re-enrollment include: health care provider and insurance information; life-threatening allergies/medical conditions; current and allowed medications; family and emergency contact information; pickup authorizations; Lystedt Law compliance form (regarding the management of concussion and head injury in youth sports); Sudden Cardiac Arrest (SCA) acknowledgement; assumption of the risk and waiver of liability relating to coronavirus/COVID-19 and testing; acknowledgement and assumption of risks and release and indemnity agreement; and medical permissions and authorization. In addition to information and agreements that are part of enrollment and re-enrollment, Lakeside parents/guardians must complete and return the forms described below, if applicable.

In addition to these forms, parents/guardians will be asked to fill out and sign an activity permission form for students going on an off-campus field trip.

Any students with serious medical conditions, such as life threatening allergies, asthma, or diabetes will be required to provide an action plan within the Magnus Health portal.

PRE-PARTICIPATION PHYSICAL EXAMINATION FORM

All Upper School students participating in a sport sponsored by Lakeside must have a physical examination completed by a doctor every two years. The examination must be documented with the WIAA Preparticipation Physical Evaluation Form and submitted to the athletics office. The WIAA Preparticipation Physical Evaluation Form is valid for two years from the date of the physical examination. When the physical examination date documented on the WIAA Preparticipation Evaluation Form is over one year old, the Physical Update Form is required for continued participation in athletics at Lakeside. The Physical Update Form requires a doctor's signature, but not a physical examination.

If a student is planning on participating in athletics for the upcoming school year, their WIAA Preparticipation Physical Evaluation Form must be valid through the end of the athletics season. If the date of the physical exam document on a student's WIAA Preparticipation Evaluation Form on file is older than one year, the Physical Update Form is required before the first day of practice.

MEDICATIONS AT SCHOOL

Parents and guardians have ultimate responsibility for the health of their children, including arrangements for the definitive diagnosis and treatment of health problems. While the school does not regularly participate in treatment of health-related conditions, under certain circumstances there may be need to assist in providing oral, inhaled, or injected medication. Through the medical permission and authorization form, families acknowledge that Lakeside provides regular over-the-counter medications for minor illness (headaches, cramps, cold and flu, etc.) and also stocks epinephrine. Signing the form provides Lakeside staff permission to administer over-the-counter medications and epinephrine, including but not limited to acetaminophen, ibuprofen, Benadryl, Tums, anti-diarrheal, hydrocortisone anti-itch cream, and cold and flu medicines.

Orders for injection of epinephrine to prevent anaphylaxis following exposure to a known allergen must include: (A) the statement that the student suffers from an allergy that may result

in an anaphylactic reaction; (B) identification of the drug, mode of administration, and dose; (C) indications for administration; (D) recommendations for follow-up after administration; and (E) requirements for reporting to the physician and record-keeping recommendations.

Division directors will designate staff members to administer the medication only after they have been instructed in the proper procedure by appropriate medical staff. For students requiring epinephrine injections to prevent anaphylaxis in an emergency situation following exposure to a known allergen, a staff person will be trained to administer the injection and will take the medication and syringe when the student leaves school premises but is under the supervision of school staff.

911 will be called in any emergency situation. Parents/guardians will be notified after emergency medication is administered.

Middle School Policy

A prior written request from the parent(s) or guardian(s) and from the student's health care provider must be on file for all medications that will be given at school on a regular basis, on a field trip or campout, during any extracurricular activity, or in an emergency. Medications will be stored in a locked cabinet in the Middle School's main office. Parents/guardians must pick up all medications by the end of the school year. After the last class day, all medications will be discarded.

The medication must: (A) be in a suitable container; (B) be clearly marked with the child's name, the name and strength of the medication, the time and method of administration, the health care provider's contact information, and the length of time the medication is to be given (e.g., all school year, two weeks, etc.); (C) include necessary further instructions.

Staff training will be carried out on a routine basis and will include: (A) the process of administration of medications, including the requirements that (1) the identification of the student be verified by asking the student their name or having the student identified by a staff person who knows that student, (2) the student's name is cross checked with the name on the medication container, and (3) the dosage ordered is cross checked with the strength of the medication as noted on the label; (B) observations to be made by staff; (C) actions to be taken; and (D) the processes for reporting and recording. Written records must be maintained for

regularly administered medication. The record must show date and time given, the name of the person who gave it, and any reaction or side effects.

Upper School Policy

Upper School students may carry and self-administer their own prescription and nonprescription medications. Parents/guardians are asked to inform the school if their student is taking a prescription drug, particularly if there is a condition that may affect school performance. Students may not share prescription or non-prescription medications with other students.

IMMUNIZATION REQUIREMENTS

Immunization Forms

Current immunization information must be on file before a student’s first day of school. The Washington State Immunization Law states that every child attending a public or private school must have completed immunization forms on file to show proof of compliance with the law no later than the student’s first day of attendance (no grace period) every year; families who have already submitted a form do not need to send in another, but all new families must provide an immunization record.

Immunization forms are available online in your Magnus Health portal. The same website also has the form to apply for a certificate of exemption from immunizations. Please upload your immunization records to your Magnus Health portal. Questions on this process can be sent to billing@lakesideschool.org or 206-440-2763.

Washington state vaccination requirements that must be current for all Lakeside students in 2023-2024 are as follows. See Appendix A for the 2023-2024 Vaccine Catch-Up Schedule.

Vaccine	Number of vaccine doses to be current
DTaP	5 doses within the correct timeframes
Tdap	1 if student is in 7th grade or higher within the correct timeframes
IPV or OPV	4 doses within the correct timeframes
MMR	2 doses within the correct timeframes
Hepatitis B	3 doses within the correct timeframes

Varicella (chickenpox)	2 doses within the correct timeframes or verification of past disease from healthcare provider
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All eligible Lakeside students are strongly encouraged to be vaccinated against COVID-19.

While not a state requirement, Lakeside's Medical Advisory Board strongly recommends that students receive COVID-19, Hepatitis A, Meningococcal, and HPV vaccines as well as a flu shot.

Vaccine	Number of vaccine doses to be current
Hepatitis A	2
Meningococcal	2
HPV	3 (2 if 6 months apart and first dose given before 15 years age)
Flu	1 (yearly)
COVID-19	Administer 1-2 doses, depending on specific vaccine requirements and availability for student age; administer booster as available and recommended by the CDC.

COMMUNICABLE DISEASES/PANDEMICS

When serious communicable diseases begin to circulate in the community, Lakeside will make use of expert medical and public health consultation to guide the formulation of policies that will afford protection of its students, faculty, and staff. In all such policies, there shall be the intent to preserve, to every possible extent, the rights, including that of privacy, of individual students, faculty, and staff.

Administrative responsibility for implementing this policy is assigned to the directors of the Middle School and Upper School. The directors will be advised by the Board of Trustees' Medical Advisory Board, which serves as an emergency medical consultation. Members of that group will closely monitor any developments in the potential emergence of new strains of COVID-19 or other potential pandemics and may call upon other members of the Lakeside School community or appropriate experts within the larger Puget Sound region for assistance as necessary.

SEXUAL HEALTH AND PROPHYLACTICS

As part of our belief that healthy minds and bodies are the foundation for building for lifelong learning, Lakeside School is committed to providing education, resources, and support for sexual health. The availability of prophylactics (ex: condoms, dental dams) is intended to encourage open and honest communication about health issues related to sexual behavior. To acknowledge the primacy of the family in advising adolescents on a suitable decision-making process regarding sexual activity, we strongly encourage Lakeside parents/guardians to discuss appropriate behaviors and attitudes regarding sexual behaviors with their adolescents. The school provides options for students to access prophylactics in each division according to the following:

Middle School

Lakeside counselors and the school nurse are authorized to give a Lakeside student prophylactics following a student-initiated consultation. As is true of other communications between students age 13 and older and counselors, discussion about the distribution of prophylactics is confidential. Parents/guardians who wish to state that their student may not receive prophylactics from a Lakeside counselor may express that preference in writing, addressed to the Middle School Director.

Upper School

Lakeside counselors and the school nurse are authorized to give a Lakeside student prophylactics. A student-initiated consultation may follow. As is true of other communications between students and counselors and between students and the athletic trainers, discussion about the distribution of prophylactics is confidential.

In addition, students may access prophylactics in a variety of areas on campus including bathrooms and some offices. In all of the Upper School spaces where prophylactics are available, there is information provided about their safe use, safer sex practices, and resources for support.

SAFETY

ACCIDENT INSURANCE

All students are covered by school-purchased accident insurance while on the school campus, going to or from school, and while participating in school-sponsored, directly supervised activities including athletics, field trips, and domestic Global Service Learning trips. This is a zero deductible, 100% coverage policy that is secondary to your primary medical insurance. This insurance is provided to fill in the gaps that may exist in other insurance programs and to provide coverage where no other insurance exists. When an accident occurs, therefore, the bills for any necessary medical care must first be submitted to any other applicable insurance company, medical service plan, or pre-payment program. Any unpaid balance should be submitted, along with a copy of the other company's explanation of benefits, for processing under this secondary insurance. More detailed information on student accident insurance can be found in the Veracross family portal.

In the event of a student accident, parents/guardians must inform the business office immediately (206-440-2763 or billing@lakesideschool.org) to receive an insurance claim form.

ANIMALS ON CAMPUS

In support of Lakeside School's efforts to take steps intended to enhance indoor air quality, and mindful of personal allergies, pets may not be kept in Lakeside buildings. If an activity involves bringing pets to campus, it must be approved by the divisional administration and

pets should be kept outside leashed or otherwise secured. Animals are not allowed on the turf fields or the track. The use of a trained service animal by a person with a disability is permissible as an accommodation.

ASBESTOS

Lakeside School has complied with the requirements of the U.S. Environmental Protection Agency (EPA) with respect to asbestos and has on file a complete asbestos management plan. This file may be inspected during business hours, and questions may be addressed to the maintenance department foreman, the designated Asbestos Hazard Emergency Response Act (AHERA) person for both campuses. Lakeside School is in compliance with certified AHERA inspections, conducted every three years.

AUTOMATED EXTERNAL DEFIBRILLATORS

Life-threatening medical emergencies at a school can involve students or adults. The American Heart Association's Infant and Child and Adult chains of survival prescribes the following steps to reduce deaths: (1) prevention of injury and other causes of cardiac arrest; (2) early (immediate) bystander CPR; (3) early activation of the emergency medical response system; and (4) early advanced care (use of automated external defibrillator or AED). Lakeside School's Medical Advisory Board has developed a protocol dealing with the response to sudden cardiac arrest in youths and adults at Lakeside School. This protocol prescribes placement of AEDs in various sites on both campuses: in the Middle School main lobby; the Middle School gymnasium; St. Nicholas Hall lobby; Bliss Hall main floor hallway; The Paul G. Allen Athletics Center upstairs lobby, training room, and outside the PE office; and the boathouse. There are also several portable AEDs. Selected staff and faculty will be trained in their use on adults and on children over a specified body weight.

CONCUSSIONS

While Lakeside School employees will exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, and athletic trainers receive training to recognize the signs, symptoms, and behaviors consistent with a concussion. Any student exhibiting signs, symptoms, or behaviors associated with a possible concussion while participating in a school-sponsored class, cocurricular activity, or interscholastic athletic activity will be removed from the game or activity and be evaluated as soon as possible by an appropriate healthcare professional. Students will not be able to continue participation in any activity until they are cleared by a medical professional.

Lakeside's head athletics trainer, in consultation with the Middle School learning resource coordinator, manages the school's protocols for concussion. In the Upper School, the head athletics trainer will notify the student's parents or guardians and recommend appropriate monitoring. In the Middle School, the main office personnel notify the learning resources coordinator and the parents/guardians.

If a student sustains a concussion at a non-school affiliated time, the school expects the parent or guardian to report the condition to the head athletics trainer (Upper School) or the learning resources coordinator (Middle School) so that Lakeside can support the appropriate management of the condition. There will be an initial meeting for the student and head athletics trainer/learning resources coordinator for an academic assessment and the process will continue with required steps for returning to class and returning to activity. For more information, contact the head athletics trainer or the learning resources coordinator. All accommodations in the Middle School are handled by the learning resources coordinator.

EMERGENCY ASSESSMENT/PREPAREDNESS (SEE ALSO SCHOOL CLOSURES)

Lakeside is committed to providing safety and care for children in the event of a natural disaster. Our work to make Lakeside safe for students is an ongoing effort, but the school already has vital equipment and procedures in place. Every year, a group of employees reviews the school's safety procedures and priorities. Earthquake, fire, and lockdown drills are held regularly on both campuses.

Emergency Equipment

In an emergency, adults will stay with students at school for the duration and make every effort to provide a safe environment, providing food, water, warmth, and shelter. Appropriate emergency equipment is stored in various locations throughout both campuses.

Student Release and Transportation

Parents/guardians arriving at campus to pick up a student during an emergency will need to complete a parent/guardian check-in form and student release form before departing. Lakeside will communicate with parents/guardians regarding the location of student release stations. Parents/guardians fill out emergency contacts and pickup authorization information in the Magnus Health portal as part of (re)enrollment.

Depending on the nature and severity of an emergency situation, the emergency response team will decide if students should be permitted to leave campus by whatever transportation means may be available to them. Students must check in with the main office or an adult in charge before leaving campus during any kind of an emergency, including bad weather conditions.

Communications

Lakeside's administration will make every effort to send out timely voice messages, text messages, and emails to parents and guardians in the event of an emergency, unless it is made impossible by circumstances. It is vital that the school has your most up-to-date contact information: see COMMUNICATIONS – EMERGENCY ALERTS about how to sign up for emergency alerts. Information may also be posted on Lakeside's website, lakesideschool.org.

Medical Care

Employees at both divisions have first aid/CPR training and can help stabilize people needing first aid until further help can be obtained. In most emergencies the school will use UW Medical Center - Northwest, or the nearest alternative if the student is participating in an off-campus school activity. For injuries or emergencies during athletic/outdoor activities, all coaches/wilderness trip leaders have first aid, CPR, and AED training.

Emergency First Aid and Illness

See MEDICATIONS AT SCHOOL.

FIREARMS AND WEAPONS

Firearms and any other dangerous weapons as defined in Washington state [RCW 9.41.280](#) are not permitted in buildings, on the grounds, or in vehicles on either campus; in any vehicle owned by Lakeside; or at any off-campus Lakeside activity.

FOOD ALLERGIES

While the school endeavors to assist in dietary matters, it is the responsibility of parents/guardians, not of the school, to ensure that students conform to any dietary restrictions and avoid any foods to which they may be allergic. Nuts are used consistently in our kitchen and elsewhere on campus. The school expects students with nut and other food allergies to monitor their own food choices. Parents and guardians must provide the school with accurate and timely information about students' food allergies each year when they

register their students in the Magnus Health portal. Staff are informed of students' food allergies as needed to provide appropriate care and guidance. Students possessing Epi-Pens prescribed by a doctor are required to have a duplicate pen at school or on their person. The school also has generic Epi-Pens available in various locations. However, these Epi-Pens are not intended to replace Epi-Pens prescribed by a doctor.

SCHOOL CLOSURES

When the Puget Sound region has snowfall, high winds, or other weather conditions that make driving conditions hazardous—particularly for student drivers—or that affect the ability of the school to provide light, heat, and food service, a decision will be made as early as possible in the day about whether or not the campus will be closed and if classes and activities will happen remotely.

Announcements to this effect will be sent via text and/or email alerts through Lakeside's emergency alert system. To receive an alert, make sure each individual who wishes to receive an alert has their cell phone and contact information entered in Veracross. Parents and guardians must also agree to receive notifications through Titan HST; the privacy disclosure and agreement is shared at the beginning of the school year through Magnus Health.

Please do NOT call the main school phone number for snow information.

If school is not closed, use your discretion in deciding whether conditions are too risky between your neighborhood and the school to attempt transportation to Lakeside. On snowy days, do not park on First Avenue Northeast; this road must remain clear for buses on their snow routes.

When snow or ice creates a travel challenge, Metro bus routes with hills will be affected; some stops may be eliminated and service will be slowed. For specific information on weather-related Metro service changes, go to the Metro weather page at metro.kingcounty.gov/alerts/adverse-weather.html.

SECURITY ON CAMPUS

Contracted security staff circulate on both campuses 24 hours a day, seven days a week. In addition to helping reduce theft of personal property and car vandalism, security officers

lock buildings after school and escort people working late or attending evening events. Security can be reached at 206-730-8299.

The Upper School will provide a supervised environment after dances in case parents/guardians are not able to arrive on campus by 11 p.m. to pick up their students. The security guard will be positioned in Red Square until midnight, by which time all students should have been picked up.

INSTITUTIONAL POLICIES AND PROCEDURES

ADMINISTRATIVE ROLES AND RESPONSIBILITIES

HEAD OF SCHOOL

The head of school is appointed by and accountable to the Board of Trustees, which sets broad goals and objectives for the head in accordance with the mission of Lakeside School. The head of school is responsible for all aspects of school operations, including leadership and management of curriculum, communications, budget, facilities, development, planning, and faculty/staff supervision. Appointments with the head may be made through the head's executive assistant. Questions or concerns related to the Board of Trustees should be directed to the head's associate/board secretary.

DIVISIONAL LEADERSHIP

The Middle School director is responsible for the overall management of the Middle School division, including faculty, staff, hiring, and curriculum. The Middle School assistant director oversees student matters, including student support, discipline, student activities and clubs, and grade-level deans.

The Upper School director is responsible for the overall management of the division, including faculty, staff, and hiring. The Upper School assistant directors oversee student matters, including student support, discipline, and student life.

The 5-12 academic dean oversees the overall academic program and curriculum in grades 5-12, course selection, scheduling, and works closely with the division directors.

Main Office/Upper School Office

The main floor of Bliss Hall includes the main office for Lakeside School (head of school's office), Upper School administrators' offices, and the registrar's office. Services available through these offices include appointments with administrators, emergency messages for students, lost and found, trip permission slips, and all general inquiries. Visitors to Upper School campus must check in and out at the main office.

Middle School Main Office

The main office of the Middle School is located at the north side of the building. Services available include general reception, attendance, appointments with administrators, first aid,

illness, messages for students, trip permission slips, and all general inquiries. Visitors to the Middle School campus must check in and out at the main office.

CONSERVATION BASED SCHOOL

Lakeside School aims to be a conservation-based school, operating in ways that conserve and improve human well-being, the school's resources, and the health of the earth's systems and communities of life.

COMMUNICATIONS

COMMUNICATING WITH FAMILIES

Accurate contact information is important for the school to run smoothly. To ensure that the school can get in touch with you, make sure that all family data is entered into the Veracross family portal, including home or work address, phone numbers, and/or emergency contacts. To review and edit your family's information, sign in to the Veracross family portal at portals.veracross.com/lakeside and click on "update family information" at the right of the page.

NEWS AND ANNOUNCEMENTS

The parents and guardians webpage at lakesideschool.org/parentsguardians is designed to be a one-stop resource, with useful news and announcements, quick links, school resources, contacts, and more. Parents and guardians also receive a monthly email newsletter, Inside Lakeside. Upper School parents and guardians receive a mid-month email newsletter update; Middle School families receive weekly updates from grade-level deans. Students receive email newsletters including The Daily (at the Middle School) and The Bull (at the Upper School).

EMERGENCY ALERTS

Lakeside will make every effort to send timely emails, texts, and voice messages to parent/guardian phones in the event of an emergency, unless it is made impossible by circumstances. In order to receive emergency alerts via text, make sure each individual who wishes to receive an alert has their cell phone and contact information entered in Veracross.

Parents and guardians must also agree to receive notifications through the communication platform Titan HST.

TEXTING

Texting may be used for urgent and time-sensitive communications. Please note that not all Lakeside families and employees are available by text; for this reason, it is advisable to follow-up a text with an email.

DIRECTORY

The password protected Veracross online directory is the best place to find up-to-date and accurate information about members of the Lakeside community, including students, families, faculty, and staff. Contact information for students, families, and employees is confidential. Information is not to be used for solicitation purposes.

Free photo shoots for the directory are scheduled for the late fall. Photo packets may be ordered from the photographer.

CALENDARS

The online calendar on Lakeside's website (lakesideschool.org/calendar) is the best and most current source for information about school events and activities. A preliminary overview calendar is available to families starting in the spring of each year; the final overview calendar is published in the summer.

COMMUNICATION ABOUT STUDENTS WITH ADVISORS AND TEACHERS

The first line of communication for parents/guardians is almost always through the student's teacher or advisor. Teachers are the best ones to ask about issues that are specific to their classes and a student's performance in those classes. Part of an advisor's role is to help the student navigate conversations with faculty and administrators. Should parents/guardians have questions about their student's overall academic performance, social interactions, or emotional adjustment, or if they need help in initiating and managing a conversation with a teacher, please contact the student's advisor. If the matter needs to be pursued further, please contact the Middle School director or assistant director or Upper School director or assistant directors.

The expectation is that communications to Lakeside teachers and administrators will be responded to within 24 hours, during the school year and workweek.

COMMUNICATION ETIQUETTE

Lakeside School values respectful communication with parents and guardians.

Disagreement and constructive feedback are welcome, but only when approached respectfully. All communications from parents and guardians must meet the Statement of Community Expectations.

COMMUNICATION WITH SEPARATED OR DIVORCED PARENTS/GUARDIANS

The school believes that, in the case of divorce or separation, it is in the child's best interests educationally to maintain communication with all parents/guardians via regular mailing of school information; further, it recognizes the legal right of all parents/guardians to such information.

Our general practice is to provide information to individuals named as parents/guardians on the reenrollment or admissions contract. A request from a custodial parent/guardian that such information be denied the noncustodial parent/guardian or a request for information from a noncustodial parent/guardian who has not been listed on the contract should be referred to the director of student and family support, who will explain that, on educational grounds, the school will not deny information to a parent/guardian without a court order. Questions about this policy, or anything relating to parenting plans, custody documents or related issues should be directed to the director of student and family support.

MESSAGES FOR STUDENTS

Middle School

Parents/guardians calling to leave a message for a student (206-369-3630) are asked to do so as early in the day as possible and no later than 2:30 p.m. Students may use the student phone on the office counter for local calls.

Upper School

For emergency messages that require getting a student out of class, please call 206-368-3600.

COMMUNICATION ABOUT PERSONNEL ISSUES

It is the policy of Lakeside School that details of personnel matters are neither shared nor discussed publicly in order to protect the interests of the person(s) involved. Such matters include but are not limited to salaries, contract terms, medical issues, performance evaluations, hiring and firing decisions, and disciplinary actions.

MEDIA

The communications director is the official media representative for Lakeside School. If parent/guardians, faculty, staff, or volunteers receive requests for information about Lakeside from the media, they should refer the caller to the communications director.

Media representatives are allowed on campus with prior approval from the communications director. Permission for media to be on campus is weighed against Lakeside's mission, with the goal being that the work of the school should continue at all times without disruption. Media representatives will be accompanied at all times while on campus by a member of the communications office or someone designated by the communications director.

If media representatives appear on the campus uninvited, they should be referred to the communications director. Media will not be allowed open access to either campus and such acts should be reported to the communications director, who will serve as the exclusive speaker for the school in this situation. Exceptions to this policy may be made by the head of school or by the crisis management team.

Media and Students

Students should refrain from communicating with media representatives through the school's email system. If approached in person on campus, through campus email, or through a call to a campus telephone, the student should refer the media representative to the communications director.

Exceptions to this policy may be made by the head of school or by the communications director (or their representative) in consultation with the appropriate administrator. However, as indicated in the media consent policy (part of the enrollment materials), the school will release information about a student to the media only after the student's parent or guardian has granted permission. The same permission would be required for the school to allow the media to talk to, write to, or interview a student while the student is on campus using campus facilities or equipment.

DEVELOPMENT AND FUNDRAISING

POLICY

In the interest of coordinated and successful fundraising programs at Lakeside School, the Board of Trustees, through its development and communications committee, assumes responsibility for authorizing all development activities (e.g., fundraising and constituent relations) conducted on behalf of Lakeside School.

All fundraising activities conducted for the benefit of Lakeside School, its students, or its programs are to be approved and overseen by the director of development. These activities include fundraising and constituent relations conducted on behalf of Lakeside School. Any fundraising effort that expects to raise more than \$250 or invites parents/guardians, alumni, or friends of Lakeside School to make contributions of cash, merchandise, or gifts in kind must be approved in writing by the director of development. Approval will be granted provided that such activities complement the annual and capital fundraising priorities of Lakeside School and that they support the school's mission.

Members of the school community—students, faculty and staff, coaches, administrators, or parents/guardians—should neither solicit directly nor accept contributions of cash, merchandise, or gifts in kind for particular programs or activities, except in accordance with this policy.

All PGA auction procurement activity should be discussed in advance with the director of development, paying particularly careful attention to individual event underwriting requests. See below for additional guidelines.

STUDENT FUNDRAISING

All Upper School student fundraising initiatives need to be approved by Student Government, the faculty or staff member most closely associated with the student initiative, and the director of development. Groups conducting fundraising of any sort should turn in a request form to Student Government (available outside the Upper School office or on the Student Government webpage). No student fundraising is allowed in the Middle School.

POLICY ON INCREMENTAL FUNDRAISING FOR LAKESIDE SCHOOL PROGRAMS

From time to time, alumni and parents/guardians show interest in augmenting the school's available program funding, equipment, or staffing in particular areas through ad hoc

fundraising efforts. While Lakeside is grateful for the interest shown, such solicitation can both undermine the school's established fundraising program and create inequity among and improper prioritization of the school's programs and activities.

Therefore, potential donors may pursue the purchase and donation of equipment/supplies or the funding of desired staffing or program support provided they adhere to the following guidelines:

- The potential donor must receive approval from the director of development prior to taking any steps toward the funding or purchase.
- The resources (equipment/supplies, program support, or staffing) must already be slated for acquisition or budgeted for hiring by the school within the current or for the next fiscal year.
- Purchase of equipment/supplies or funding of a program or staff position may be made by only one individual/household per particular purchase. Interested parties may not pool their resources.
- Fundraising (i.e., deliberate solicitation of other prospective donors) may not be done.
- Parents/guardians may not solicit funds from other parents/guardians in order to procure a ROAR auction event or experience.
- The potential donor must complete the payment prior to or concurrently with the actual purchase of the items. A gift receipt will be issued when payment is completed.

Recognition for approved gifts will follow existing development office guidelines.

The director of development and/or head of school reserve the right to refuse the offer of equipment purchase, program support, or funding of staff because of potential conflicts with the school's pre-existing plans for program augmentation, budget planning, or donor relations.

FACILITIES

FACILITIES USE POLICY

In order to comply with federal nonprofit regulations and Washington property tax exemptions, Lakeside School facility rentals are limited to other nonprofits—usually other schools, educational entities, governmental agencies, athletics, or arts-associated groups—and to Lakeside-connected people such as current employees, alumni, and current and former trustees.

Lakeside School-initiated programs and events will have first priority for the use of campus facilities. Approval of a rental request is made by the chief financial officer and the facilities director, and the rental policy is implemented by the facilities assistant. Facility-use agreements, including waiver against claims, and certificate of insurance naming Lakeside School as additional insured are required from renters.

Rental fees (set by the business office) include all utilities, access to restrooms, existing tables and chairs, and security's opening and closing of the facilities. No other services are provided. Catering on campus is restricted to Lakeside food services and requires a separate catering contract.

Use of the campus or its facilities for other than school functions shall be coordinated and administered through the facilities assistant. The school reserves the right to review, edit, or disallow promotional materials used by non-Lakeside users in which the school's name is mentioned. Further questions should be directed to the facilities assistant at 206-440-2936.

LOCKERS

Middle School

Each student in the 5th and 6th grade is assigned a locker. Students in grades 7 and 8 can request a locker.

Upper School

Lockers are available in various places on campus; students may sign up for one at the start of the academic year. Unauthorized locks on lockers will be cut off and locker contents removed. Lockers in the gym locker rooms are also available for use during PE classes or after-school sports. Lockers must be emptied at the end of the school year.

Search and Seizure

Lockers assigned to students remain the property of the school and are therefore subject to inspection by school staff at any time. In addition, a student and the student's personal possessions brought on campus (backpack, sports bag, purse, cell phone, etc.), including any car parked on campus, are subject to reasonable search, including without limitation the use of a breathalyzer, by school officials when there is reasonable basis for believing that the search will produce evidence of a violation of school safety or conduct rules, or of federal or state law.

LOST AND FOUND

All clothing and belongings should be clearly marked. Items not retrieved from lost and found are eventually donated.

Middle School lost and found sites are the trunk located outside the assistant director's office and bins outside the gym locker rooms. If the item is not found, the student may ask the main office to put an announcement in the Daily.

Upper School lost and found sites are in the Upper School attendance office, Wright Community Center, The Paul G. Allen Athletics Center, and Pigott Memorial Library. Students may also make an announcement in the Bull (the daily email bulletin) on a space-available basis.

FOOD SERVICE

Students charge food service expenses to their accounts by using their student ID. Students may also use cash (upon parent/guardian request to the business office, charging can be disallowed so that a student may only use cash). Food charges (minus applicable financial aid) are invoiced to the Veracross household statement on a monthly basis. Failure to pay these charges within two weeks of the due date will result in the food account being turned off, requiring all future food purchases to be made with cash.

Students can bring food from home; a microwave is available for student use in each division. Menus for the daily specials will be published monthly on the parents and guardians webpage of Lakeside's website (lakesideschool.org/parentsguardians).

Lakeside strives to serve food that promotes healthy eating habits and provides sound nutrition for young people. We are not a nut-free campus. We offer vegetarian options and food is labeled to help students navigate food allergies. (See also Food Allergies under Safety.)

Middle School

The kitchen/dining room opens on school days at 7:30 a.m., offering hot and cold breakfast items. It is open during both lunch periods and after school until 3:30 p.m. After school snacks are available for purchase.

Upper School

The Wright Community Center/Refectory is open on school days from 7 a.m. to 4:30 p.m. Hot and cold breakfast and lunch items, as well as snacks, are available.

OVERNIGHT ACTIVITIES AND OFF CAMPUS TRIPS

On overnight trips where students are sleeping in groups in tents, hotel rooms, cabins, homestays, etc., students will be grouped by gender identity, to the extent possible. Any students known to be romantically involved, regardless of their gender, may not share accommodations.

Lakeside will make every effort to ensure the safety and comfort of transgender and gender nonconforming students, with the goals of maximizing the student's social interaction and equal opportunity for participation and minimizing any stigmatization and isolation from the general student population. In most cases, students will be assigned to share overnight accommodations with students that share the student's gender identity asserted at school. Any student who is transgender or gender nonconforming and who has a need or desire for increased privacy will be provided with reasonable sleeping arrangements. To the extent possible, students are asked to work to arrange sleeping arrangements in advance with the administrator overseeing the program.

Students may also request accommodations for religious observations.

RELIGION

Lakeside School is interested in and open to the exploration and discussion of ideas, beliefs, and values that are in keeping with the school's mission and Statement of Community Expectations. The school does not endorse any particular religious faith but respects equally its community of students and adults who observe any of the world's religious traditions, as well as those who do not observe. The school's fundamental expectation of respect and consideration for others should guide all behavior related to expressions of religious belief and faith for each member of the Lakeside community.

The curriculum of the school does not include instruction in any religious faith but may include non-sectarian instruction about world religions with respect, for example, to their influence on world history and literature or their importance in helping students understand the issues and questions that religion attempts to explore and answer.

The school does not sponsor any outside sectarian religious groups or permit the promotion of sectarian religious beliefs as part of any school-sponsored activities; but it does allow sectarian student groups to meet on school grounds, including during the school day, to discuss their religious beliefs and the application of those beliefs in their lives. These groups can take the form of a club (Middle School) or an affinity group (Upper School) and, like all student groups, will be advised by an adult employee on campus.

LAKESIDE SPONSORSHIP POLICY

Activities and events sponsorship

Lakeside-sponsored activities are those that are described in Lakeside publications and about which families receive information directly from Lakeside School. Lakeside-sponsored activities include all classes, programs, social activities, and trips offered to Lakeside students as part of their Lakeside education.

A "school-sponsored" event falls under the jurisdiction of Lakeside School. All school rules (including all expectations established by adults in charge to ensure participants' safety and

well-being), rights, and privileges apply. For an event or activity to be school-sponsored, the following must apply:

- The event must be planned in conjunction with Lakeside personnel and supported by the divisional administration. Among other things, transportation arrangements, cost to students, and impact on other aspects of the school program and calendar must all be considered.
- The event must be chaperoned by appropriate Lakeside faculty and/or staff.

Taking students off campus for a Lakeside-sponsored activity

In most circumstances, it is the policy of Lakeside School that there be more than one adult to supervise or chaperone students at Lakeside-sponsored activities that occur off campus. Lakeside teachers, staff, and administrators shall ensure that this policy is adhered to. Any exceptions to this policy should occur only in unforeseen situations where the welfare of the student is at issue or where it has been approved in advance by the school.

NOTE: Occasionally parents/guardians will be approved as additional chaperones for activities or trips involving students, faculty, coaches, and/or advisors. In such cases parents/guardians will need to have prior clearance through the Washington State Patrol background-check process. The employee inviting the parent/guardian is responsible for contacting human resources so the background-check process can be initiated well in advance of the trip or event.

Events and activities not sponsored by Lakeside

A Lakeside School student's participation in an activity or event is not, in and of itself, sufficient to classify that activity or event as a Lakeside School activity. Students are encouraged to pursue retreats, workshops, competitions, and other activities of their interest not directly related to school. Parents/guardians and students must not use the Lakeside name or logo for events or activities not sponsored by the school. Lakeside's liability insurance does not cover any events or activities not explicitly sponsored by the school.

No Lakeside School funds or resources (buildings, mailboxes, email lists, and copy machines) are to be used in planning and communicating about events not sponsored by Lakeside. Lakeside liability insurance does not cover any event or activity not sponsored by the school.

TECHNOLOGY

Lakeside's technological resources are dedicated to further the school's mission and to serve the educational pursuits of its students. Students using Lakeside's technology services are expected to act in accordance with the Statement of Community Expectations.

1:1 LAPTOP PROGRAM FOR STUDENTS

Lakeside School has a 1:1 laptop program. Students in grades 5 and 6 have access to a school-owned Chromebook. Starting in grade 7, families are responsible for purchasing a laptop for each of their student(s). Families may purchase the laptop on their own, or through Lakeside (financial aid may apply to laptops purchased through the school). Families may use the interest-free payment plan with one or ten monthly payments. The laptop should conform to the specifications listed on the order form sent to families in the spring. The school's password-protected wireless network provides internet access to all devices on campus. Families who choose not to purchase through Lakeside are required to have virus protection software installed on the student laptop(s).

ACCESSING STUDENTS' ACADEMIC INFORMATION ONLINE

Lakeside families can use our integrated online system, Veracross, to access a wide variety of information, including students' schedules, term grades and comments, attendance records, billing and payments information, and an online directory. This system is mobile-responsive, which means that you can access it from most smart phones, tablets, and computers.

The secure portal is at portals.veracross.com/lakeside. Our student billing accountant and family information manager can help parents and guardians with questions regarding billing and payment; accessing the family portal, including username and password assistance; updating family information including email and address changes; any changes to student medical information such as current medications and life-threatening allergies; and emergency contacts; contact them at billing@lakesideschool.org or call 206-440-2763.

COMPUTER USER AGREEMENT

The use of Lakeside's technology services – tech support, network access, email accounts, storage services, software subscriptions and all other school-owned technology resources –

is a privilege, not a right. This privilege may be revoked at any time for abusive conduct, or failure to abide by the school's expectations and/or responsible usage listed below.

General Expectations

- Technology services supports Lakeside email accounts, software and services, and onsite network access primarily for school-related work.
- Any user of Lakeside's electronic communications resources is expected to respect the person and privacy of others.
- The configuration of school-issued computers (operating system, security settings and software applications) may not be altered.
- Using the Lakeside computer network to exchange or store pirated software, unlawful information, or other unauthorized copyright-protected material (i.e. music, multimedia) in any file format is strictly prohibited.
- Students are expected to maintain the integrity of their computing devices so as not to bring viruses, malware or spyware to school. Unprotected and infected devices are forbidden to connect to the school network and, when detected, will be disconnected from the network until resolved.
- The Lakeside network is a private, secured network. Lakeside reserves the right to monitor and review all network traffic.

Routine User Responsibilities

- Check email and online coursework regularly, at least once each school day. Respond to messages within 24 hours, if possible.
- Create strong passwords, keep them confidential, and change annually. The required password complexity standard for Lakeside devices and services is: 11 character minimum, and 3 out of 4 of the following – lower case letter, upper case letter, number and symbol (e.g.@ # \$ % ^)
- Restart computing devices daily to allow for updates of operating systems and anti-virus, spyware and malware detection software and services.
- Search responsibly. Lakeside filters access to the Internet based on content. However, there is no guarantee that all inappropriate content will be blocked. Therefore, students accept the important responsibility to visit only sites on the internet that are in furtherance of academic assignments, projects, or goals while at school.

- Avoid downloading or sharing digital content that promotes pornography; that contains explicit sexual content; that advocates violence, racism, religious persecution, or any other form of discrimination; that provides access to illegal or unlicensed content or activities; or that is explicitly designed to circumvent Lakeside network filtering services (e.g. peer-to-peer and virtual private networks). Some exceptions to this rule may be possible in the context of an academic assignment under the supervision of a faculty member.

Personal Computer Users

Students using a personal computer (not purchased through Lakeside) accept responsibility for maintaining its functionality and reliability including arranging for all repairs and loaners, as needed, and for maintaining a current anti-virus and malware protection service. Laptops or tablet PCs must meet the minimum specifications detailed in the laptop ordering information form provided by the business office.

COPPA COMPLIANCE

In the course of their studies and research, students at Lakeside School use an array of web-based services. Many of these sites are separate entities and not operated by the school. Some examples include: Code Academy; Code.org; Google Drive; OneNote; Canvas; Quizlet; Scratch; Titan HST, WeVideo.

In order to comply with the Children's Online Privacy Protection Act (COPPA), Lakeside school-sanctioned websites must provide parental notification and obtain parental consent before collecting personal information from young people. You can find more information on COPPA here: <http://www.business.ftc.gov/documents/0493-Complying-with-COPPA-Frequently-Asked-Questions>

While the most restrictive COPPA regulations apply to children 13 years old and younger, we are strongly interested in protecting the privacy of all of our students.

The law permits schools to consent to the collection of personal information on behalf of all of its students, eliminating the need for individual parent/guardians to log in to each school-sanctioned website used by your student to give your consent and create accounts on behalf of your child.

ONLINE LEARNING LIVESTREAMING AND RECORDING

Lakeside School incorporates online learning into its curriculum and student activities. The school's online learning programs may consist of entirely remote learning, in which all students participate online; or hybrid learning, in which some students participate in-person while other students participate online. The school may record and/or livestream remote, in-person, and hybrid classes and activities for a variety of operational reasons, such as to allow students learning remotely to interact with students learning in-person and to ensure that all students have access to the school's online and in-person learning programs.

Through enrollment/re-enrollment, parents and guardians agree that Lakeside may livestream and record any remote, in-person, or hybrid learning interactions among the student and the school, its employees, and other students. This applies in any context, including, but not limited to, both group and one-on-one interactions and may include situations in which students are livestreamed or recorded on- or off-campus. This policy covers livestreaming and recording for internal, educational purposes only.

STUDENT VIDEOCONFERENCING GUIDELINES

Video conferences should mirror interactions in the classroom. The principles of the Statement of Community Expectations and the Computer User Agreement apply in all remote learning interactions just as they do on campus.

- Students should wear clothing appropriate for school and make sure their language is school-appropriate. This may be especially needed in the more casual-feeling chat feature.
- All students should keep their video on unless there are extenuating circumstances that the student has discussed with their teacher ahead of time.
- Unless otherwise directed, students should mute their audio when not speaking to allow for better audio quality.
- Students should try to minimize distractions, such as pets or TV in the background.
- Recording groups or individuals in Microsoft Teams is a privilege. Students should record only when required for assignments; keep all content appropriate and respectful.

- One-on-one meetings between students and adults, except for meetings with mental health counselors will be recorded by the adult. Recordings will be collected through Google Drive and no one will look at them unless necessary.
- Students and teachers/advisors will communicate using video during school hours only, 8 a.m. to 4 p.m.

TRANSPORTATION

Lakeside tuition does not include transportation to and from school. Transportation options to and from school for students include Lakeside's Metro custom bus program; other public transportation options; and carpools. Students also walk, bike, and drive. More information can be found on the Lakeside transportation webpage at lakesideschool.org/about-us/transportation.

METRO CUSTOM BUS SERVICE

Lakeside School partners with University Prep and Evergreen schools and contracts with King County Metro to provide specially designed custom bus routes that our students can use traveling to and from school. Financial aid is available and automatically applied for students receiving tuition financial aid.

The Metro custom bus program is designed for students who use the bus getting to and from school on a regular basis. Lakeside school does not offer a program for occasional riders. Ridership is nontransferable and nonrefundable.

The custom bus routes are commuter-style, running on major arterials with occasional stops and serving the greatest number of families in the shortest amount of time. Families generally drive or carpool to the bus stops.

Bus service options include the full year or a half year (September-January or January-June). Families may sign up for up to three routes from six morning routes, six afternoon routes and two evening activity buses. Available routes and stops can change from year to year.

On the first day of school, registered custom bus riders will receive a special sticker from the Business Office as proof of eligibility for the custom buses. This sticker must be affixed

to the back of the student ID card and must be shown to the Metro bus driver on embarking. Registered custom bus riders can use their student IDs to get on the buses on the first day of school. Families can choose to pay the full amount (billed in August) or be billed monthly, beginning in August or January.

Families can choose to pay the full amount (billed in August) or be billed monthly, beginning in August or January.

Contact the business office at 206-368-3610 for questions about signing up for the Metro custom bus program. Custom bus billing concerns should be directed to 206-440-2763. Email custombusprogram@lakesideschool.org for general inquiries, including bus service, routes, and schedules. Call Metro Transit at 206-553-3000 or the Lakeside custom bus line at 206-440-2801 regarding delays or issues relating to buses currently en route.

It is the expectation that students will abide by the community expectations while on the bus, behaving in ways that show integrity and consideration for others. Anything that compromises the safety of students or the driver is unacceptable; such behavior may lead to the loss of bus privileges as well as other disciplinary action at school.

When snow or ice creates a travel challenge, bus routes may be affected; some stops may be eliminated, and service slowed. For information on weather-related changes, go to Metro's adverse-weather website: metro.kingcounty.gov/alerts/adverse-weather.html or call 206-553-3000 and follow the voice prompts.

For service concerns, contact Metro by phone or online at kingcounty.gov/depts/transportation/metro/contact-us.aspx. Metro measures their response by the number of complaints it receives. Families are automatically signed up to receive text alerts about known bus delays as part of the custom bus registration process. Families can also sign up for Metro Alerts at kingcounty.gov/depts/transportation/metro/alerts-updates/signup.aspx

PUBLIC TRANSPORTATION

All people ages 18 and younger can ride public transit for free. Visit the Orca website for more information: info.myorca.com/youth-ride-free.

Several bus routes—operated by Metro, Sound Transit, and Community Transit—serve the Lakeside School area. Families can use the online trip planners provided by these agencies'

websites to find the most convenient routes for their students: tripplanner.kingcounty.gov or commtrans.org.

CARPOOLS

To access information about families by neighborhood for the purposes of carpooling, sign in to the Veracross family portal, click on “directory” at the top of the page (the @ symbol), choose the “nearby families” tab, and a list of families living near you will be shown.

PICKUP AND DROP-OFF

Lakeside’s pickup and drop-off guidelines help keep students safe, reduce Lakeside’s impact on our neighborhood, and make the best use of our available facilities.

Approach Lakeside campuses on 1st Ave. NE. Do not use adjacent streets to pick up or drop off students. Use the appropriate pickup/drop-off loop.

- Upper School: Use the loop next to Red Square. Do not use parking lots as a loop.
- Middle School: Students in 5th and 6th grades should use the loop on NE 137th St., in front of the main office. Students in 7th and 8th grades should use the loop next to the field, accessed from NE 135th St.
- Stay in your vehicle when in a loop. If you need to exit the vehicle, park it in a parking stall or legal on-street parking space.

PARKING

Cars parked on campus without proper identification or inappropriately parked on campus or neighboring streets will be towed. For major evening events, signs will direct attendees to available parking.

On-Campus Parking

- Parents/guardians may park in any available spot in the Middle School lot (enter off Northeast 135th Street).
- Student parking on the Upper School campus is on a first-come, first-served basis. Vehicle registration forms must be used to register any car that is parked on either campus at any time, with the exception of visitors’ vehicles. A permit will be issued to any licensed student driver who wishes to have one upon completion of the vehicle registration form, which can be obtained from the Upper School attendance office. Cars without a valid parking permit will be towed.

- All visitors to campus will be asked to sign-in and register their vehicles in the main office of either campus.
- The parking lot behind Pigott Memorial Library is reserved for faculty and staff by permit only.
- The Wright Center parking lot (across 4th Avenue Northeast from the Wright Community Center) and parking along 4th Avenue Northeast are for faculty/staff and parents/guardians by permit only.
- Parking in The Paul G. Allen Athletics Center lot is reserved for students with a valid permit; parking next to the building is reserved for faculty and staff.
- The Stimson parking lot is first come, first served for students with a valid parking permit. Parking along the south fence is reserved for faculty and staff.
- The parking lot along 1st Avenue, close to the softball field, has been designated a lot for seniors.
- There are designated carpool spots in all student lots.
- The south parking lot, between Allen-Gates Hall and 1st Avenue Northeast, has six stalls reserved for accessible parking and seven visitor spaces. Cars parked in these spaces will be towed, including student vehicles without valid accessible parking permits or a visitor parking registration in the main office.

Street Parking

There is limited street parking in the area around Lakeside. Parking is possible along Sunnyside Avenue North fronting Stimson-Carlisle Field, on 1st Avenue Northeast between the Middle School and the Upper School, and on neighboring surface streets. Please be considerate of our neighbors; Seattle's municipal code states that there is no parking within five feet of a driveway, mailbox, or alley.

There is no parking along 1st Avenue Northeast fronting the Middle School property, and Northeast 140th Street between 1st and 4th avenues, where "no parking" signs appear. The city of Seattle regularly patrols these streets and tickets and/or tows illegally parked cars.

TRANSPORTATION FOR LAKESIDE SPONSORED EVENTS

Lakeside prefers to transport students to and from Lakeside activities in school buses (our own or rented) or charter buses.

Upper School students may drive their own vehicles or ride with other students if their parents/guardians have given them permission to do so on the activity-permission forms sent out in advance of off-campus activities. Student drivers are expected to be in compliance with the Intermediate Driver's License law when they offer rides to other students.

In some situations, it may be necessary to have Lakeside-affiliated volunteers drive students in school vehicles or their own cars for limited purposes where other transportation options are not available. Permission slips for all programs will include a place for parents/guardians to authorize students to ride with Lakeside-affiliated volunteers in the event this becomes necessary.

All volunteer drivers are expected to have excellent driving records and must be a minimum of 25 years of age. Additionally, they must provide a copy of their driver license; have their driving records on file with the transportation coordinator; and show proof of insurance before the travel takes place. In case of an accident, the driver's car insurance is always the first coverage applied. Lakeside liability insurance is an umbrella over parent/guardian volunteers as well as employees.

Volunteers with direct contact with students, including any volunteer who will drive a student, must submit a background check form for clearance by the Washington State Patrol and be re-checked regularly and upon request by Lakeside. The form includes name, birth date, Social Security number, and driver license number. The form and check should be completed well in advance of any driving. No driver may transport a student alone in a vehicle.

PERMISSION TO LEAVE SCHOOL UNACCOMPANIED

All parents and guardians sign a "Permission to leave campus unaccompanied" waiver that gives their child permission to walk home, take public transportation, ride with another driver, or drive themselves home at the end of the school day. They acknowledge that their child will be unaccompanied and out of the school's custody once they have left campus and that there are certain risks associated with being an unaccompanied minor. They agree to release the school from liability associated with their student leaving the campus unaccompanied.

TUITION ACCOUNTS AND STUDENT CHARGES

The Lakeside School business office establishes an account for each family.

Parents/guardians, or the persons designated on the enrollment contract, are billed through the account for tuition, according to the billing schedule selected at enrollment.

Other charges are billed monthly and appear on statements along with all payments and credits to the account. Examples of these charges include: laptops and software; food service; custom bus program; private music lessons; certain field trips, outdoor trips, and GSL trips; Advanced Placement tests; tutoring; student-initiated fundraising; dances; yearbooks; and T-shirts.

Parents/guardians can access their online billing account through the Veracross family portal. Statements are available the 10th of every month with payments due on the 25th. The preferred payment method is the ACH auto-pay program (direct debit to a bank account). Payments may also be made via the Veracross portal with secure online e-checks or with credit or debit cards (for a fee). Check payments are the least secure payment option, but still accepted. Questions regarding student billings and payments may be directed to billing@lakesideschool.org or call 206-440-2763.

The business office includes most final charges for seniors on the May 10 household statement, and June 10 for all other students.

Seniors' accounts must be paid in full in order to receive a diploma and transcripts.

Replacements for lost student ID cards, available in the business office, are \$5.

PARENT AND GUARDIAN INVOLVEMENT

VISITING CAMPUS

Parents and guardians should check in with the main office when they are visiting Lakeside's campuses between the hours of 7:30 a.m. and 4 p.m. They do not need to check in when attending a scheduled event hosted by Lakeside or the Parents and Guardians Association.

PARENT AND GUARDIAN EVENTS AND MEETINGS

Lakeside provides opportunities throughout the school year for parents and guardians to learn more about the school's curriculum and co-curriculum. Check [Lakeside's website](#) for event details and for a fuller listing of events.

BACK-TO-SCHOOL NIGHTS

These evenings early in the school year give parents/guardians a chance to walk through a typical school day based on their student's schedule. It is not a time for individual conferences with teachers; parents/guardians who would like a conference with a teacher should contact them for an appointment (see below).

PARENT/GUARDIAN WEBINARS AND Q&A

These virtual or in-person gatherings are a chance for administrators to talk with parents and guardians about what is happening at the school, including upcoming events and trends in the student body. They are not meant to be a time to discuss individual teachers or issues that pertain only to individual students. Generally, administrators provide a brief update and then answer questions from parents and guardians.

PARENT/GUARDIAN CONFERENCES

Parents/guardians may call or email for conferences about their student. The usual first point of contact is the student's advisor. It is important for the advisor to be aware of any issues affecting the student. The advisor can be helpful to the parent/guardian in arranging conferences with individual teachers or a group of teachers. See also Communication About Students with Advisors and Teachers.

The Middle School holds formal parent/guardian and advisor conferences each November. On Back-to-School Night, parents/guardians will receive information about scheduling their conference from their student's advisor.

At the Upper School, advisors set up conferences for 9th-grade and new student families during October.

MIDDLE SCHOOL WELCOME NIGHTS

In the spring, the Middle School holds grade-specific "Welcome" events with presentations on academic, developmental, and co-curricular aspects of grades 5 and 6.

UPPER SCHOOL CURRICULUM NIGHT

The Upper School curriculum night is an event in January for parents/guardians to hear from administrators about the options available for students as they consider course sign-up options for the next year.

8TH TO 9TH GRADE NIGHTS

There are several spring events for incoming 9th-grade students and families.

At the 9th-grade curriculum night for current 8th grade families, Upper School administrators introduce the Upper School curriculum and an overview of the decisions rising 9th graders are making when choosing courses for next year. This event is only for parents and guardians of current 8th-grade Lakeside students; students receive information during the school day.

The Upper School new student curriculum and course signup night covers similar content and is intended for students and parents and guardians who are new to Lakeside. In addition to the curriculum overview, the event involves language and math placement and taking photos for the directory.

The 8th- to 9th-grade transition night is for rising 9th-grade students and their parents and guardians. It focuses on the developmental and social-emotional changes that students and families can expect to see as they transition from middle school to high school. In addition to providing students with a programmatic overview, Upper School administrators will talk about what parents and guardians can expect at home, suggestions for supporting students, and the resources available at Lakeside Upper School (for students and their families).

PARENTS AND GUARDIANS ASSOCIATION

The Lakeside School Parents and Guardians Association (PGA) is made up of parents and guardians of current Lakeside students. The PGA's mission is to support Lakeside School by promoting a sense of community through activities and programs, facilitating communication within the Lakeside community, and supporting the school through various fundraising activities. The PGA has more than 24 programs and committees and 80 parents and guardians on its working board.

The PGA office is on the northeast corner of the Upper School campus and is open to all.

HOW TO BECOME INVOLVED

Lakeside School welcomes parents and guardians as essential, integral members of the community. Our extraordinary program depends on the partnership between school and home. Supportive, informed parents and guardians are vital to students' success at Lakeside.

The PGA offers parents and guardians many opportunities to participate in the Lakeside School community by attending events as a participant or by volunteering to help. PGA volunteer opportunities range from big to small, structured to loosely organized, and in-person or remote.

Stay informed and involved in the following ways:

- Contact the PGA's class representatives in your student's grade. Each grade has several class reps who coordinate communication, social events, volunteer opportunities, and support ROAR (the PGA's annual fundraising event).
- Read the PGA's resource guide, Pawprint, to learn about PGA events, resources, and volunteer opportunities. This is emailed to parents and guardians approximately once a month.
- Click on the "Volunteer" button on the Parents and Guardians Association webpage (lakesideschool.org/parentsguardians/pga) to find current volunteer opportunities.
- Attend PGA meetings and events. There are three PGA general membership meetings per year; dates can be found on the school web calendar. Many of these meetings are virtual.

- Contact the PGA president or PGA program specialist, 206-440-2796.

PGA COMMITTEES, SPONSORED EVENTS, AND ACTIVITIES

Appreciative Parents Program to Laud Educators (APPLE)

This committee promotes appreciation for the faculty and staff by coordinating two major faculty and staff appreciation events during the year. The APPLE committee also facilitates making parent- and guardian-donated tickets to sports and cultural events available to faculty and staff.

Arts of Lakeside (AOL)

This committee supports the fine and performing arts at Lakeside, helps organize the Middle School gap care and sponsors receptions at arts events.

All-School Gathering

Held at the start of the school year, the Back-to-School Gathering is a fun, all-school, family celebration.

Friends of Lakeside Athletics (FOLA)

This committee fosters effective communication among Lakeside's athletic teams, coaches, and players and coordinates parent and guardian involvement. Each athletics team has at least one FOLA rep.

Parents and Guardians Education Committee

This committee hosts speakers two to three times per year for an evening lecture or workshop on parenting-related topics.

Potlucks

These small, adult-only, grade-level gatherings are held in parents' and guardians' homes in the fall. They provide an opportunity for Lakeside parents and guardians to get to know each other better in an informal setting.

ROAR (Raising Our Allocations Resources) event

This community celebration and fundraiser takes place midyear and celebrates the Lakeside community as it raises funds to support the school. All parents and guardians are encouraged to attend, and volunteers are needed both before the event as well as during the event itself.

Roundtable Virtual Discussions

Each class holds at least one evening meeting during the year for parents and guardians to discuss nonacademic parenting issues. Meetings are facilitated by parent and guardian volunteers and provide a great opportunity for parents and guardians to get to know and learn from one another.

School Activities

The PGA provides snacks at Middle School dances and the last day of Upper School classes. PGA also plans the last day of school celebration and the Middle School Field Day. PGA provides volunteers for the all-school May Day.

Summer Gatherings

Many grades, particularly those with many new incoming families, will host summer gatherings. These gatherings are opportunities to socialize with old friends and meet new families. To ensure these gatherings are inclusive (see further guidelines below), as well as to help familiarize new families with the Lakeside campus, these events are generally held at Lakeside School.

T. J. Vassar Diversity and Community Group

This group supports the school community in its efforts to understand, embrace, and promote diversity and inclusion. Topics of meetings may include but are not limited to issues of socioeconomic status, ethnicity, religion, gender, sexual orientation, and learning differences. More information is available on the PGA DEI webpages at lakesideschool.org/parentsguardians/pga/dei.

Tailgates

Tailgates are all-school gatherings to build school spirit and pride. They are produced jointly with Lakeside Athletics and are held at selected athletic competitions (one tailgate for each of the three sports seasons).

Welcome Coffees

Parents and guardians are invited to welcome coffees at each campus at the beginning of the school year.

HOW TO CONTRIBUTE

Lakeside strives to create an environment in which each family may contribute in its own way. Each family's gift of time, talent, or treasure toward the PGA's fundraising efforts is

appreciated, whatever it may be. The school invites each family to support and participate in the Lakeside Fund organized by the development office, and the PGA encourages each family to volunteer and participate in their various events and fundraisers as they are able.

The PGA has raised more than \$5 million for Lakeside since the Parents and Guardians Association began as the Lakeside Mothers Club more than 50 years ago. Each family can support the annual ROAR fundraiser by helping organize the event, volunteering, donating or procuring items, attending the event, or making a monetary contribution. (See FUNDRAISING POLICIES.)

COMMITTMENT TO INCLUSION AND BELONGING

The PGA works in partnership with the school to promote inclusion. The PGA supports inclusion by offering a variety of activities, opportunities to meet other members of the community, and ways to be involved. Most PGA events are held on campus. Selected events are hosted in homes or at centrally located, easily accessible public-access venues (public parks, coffee shops, etc.) utilizing the family-events guiding principle listed below. For instance, PGA-sponsored grade-level potlucks are usually held in family homes, and groups are formed to bring individuals together who may not yet know each other.

The PGA invites all families to be proactive in promoting inclusion and to reach out to other families in the community. Lakeside is a special place and each person can play a role in creating a community that is warm, welcoming, generous, and gracious to all of its members.

Family Events Guiding Principle and Communication

Lakeside School is a community made up of students, faculty, staff, and parents/guardians of diverse personal histories, backgrounds, and lifestyles. Lakeside School seeks to be a warm, nurturing, and honest setting in which all individuals, representing diverse cultures and histories, appreciate one another in the meaning and value of shared experiences.

The following guidelines were developed by the Lakeside School administration and the Parents and Guardians Association to ensure that all family events are carefully and thoughtfully organized and executed. These guidelines should be followed whenever families are invited to participate in a Lakeside community event.

- Events should be held at locations that are conveniently located for most families depending on situations, dates, and associated events. Most school events are held on campus; however, there are opportunities to hold events off campus in welcoming, inclusive settings, including homes. These locations will be carefully chosen to follow the guiding principle stated above. Please note that on-campus events do not include alcohol. For all events, carpooling is recommended and public transportation proximity should be considered.
- All families will be invited by post, email, or telephone, especially when those events involve their students.
- Event costs should be kept to a minimum and be voluntary (see below), making attendance comfortable and possible for all families. In many situations, potlucks are preferred.

The Parents and Guardians Association places a high priority on ensuring that every family can participate in the events it hosts. Confidential financial assistance is available for Parents and Guardians Association events regardless of financial aid status. If your family needs an interpreter, transportation support, or other important accommodations, contact the director of family and student support services at 206-440-2901 or the family support liaison at 206-440-2887 for confidential assistance.

Observation of these guidelines will be the shared responsibility of all organizing members involved with the events. These will include the Parents and Guardians Association executive committee, committee chairs and representatives, and program specialist, as well as Lakeside School administrators, faculty, coaches, and staff members. Primary responsibility for PGA events will be with the PGA and primary responsibility for school events will be with the school, with the understanding that most of the events are collaborative.

APPENDIX A: 2023-2024 VACCINE CATCH-UP SCHEDULE

Vaccine	Minimum number of doses	Catch up schedule
Tdap	1	Persons aged 11 through 18 years who have not received Tdap vaccine should receive a dose followed by tetanus and diphtheria toxoids (Td) booster doses every 10 years thereafter.
IPV	4	<p>If 4 or more doses are administered before age 4 years, an additional dose should be administered at age 4 through 6 years.</p> <p>The final dose in the series should be administered on or after the fourth birthday and at least 6 months after the previous dose.</p> <p>A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least 6 months after the previous dose.</p>
MMR	2	The minimum interval between the 2 doses of MMR vaccine is 4 weeks.
Hepatitis A	2	Administer 2 doses at least 6 months apart to unvaccinated persons.
Hepatitis B	3 (2)	Administer the 3-dose series to those not previously vaccinated. (If adult formulation Recombivax HB used between 11-15 years, 2 doses 4 months apart.)
Varicella	2	<p>Administer 2 doses if not previously vaccinated and not had the disease, or the second dose if only 1 dose has been administered.</p> <p>For persons aged 7 through 12 years, the recommended minimum interval between doses is 3 months. However, if the second dose was administered at least 4 weeks after the first dose, it can be accepted as valid.</p> <p>For persons aged 13 years and older, the minimum interval between doses is 4 weeks.</p>

Meningococcal	1	<p>Administer MCV4 at age 11 through 12 years with a booster dose at age 16 years.</p> <ul style="list-style-type: none"> • Administer MCV4 at age 13 through 18 years if patient is not previously vaccinated. • If the first dose is administered at age 13 through 15 years, a booster dose should be administered at age 16 through 18 years with a minimum interval of at least 8 weeks after the preceding dose. <p>If the first dose is administered at age 16 years or older, a booster dose is not needed.</p>
HPV	2-3	Administer 2 doses on a schedule of 0 and 6 months starting as early as 9 years of age if the first dose is given before 15 years, OR 3 doses on a schedule of 0, 1-2, and 6 months if not started until 15 years or older
COVID-19	1-3	Administer 1-2 doses, depending on specific vaccine requirements and availability for student age; administer booster as available and recommended by the CDC.
Influenza	1	Administer 1 dose annually in the fall.