LAKESIDE
SCHOOL

Family Handbook

2025-2026

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. This handbook is not intended to include all potential policies, procedures, and outcomes but rather to serve as a guide to membership in the Lakeside community.

The Lakeside School family handbook is updated annually. 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, while commuting to and from campus on neighborhood streets, 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.

Students Who Turn 18 While Enrolled

Students who reach 18 years of age while enrolled at Lakeside are bound by all student and parent/guardian obligations in this handbook. Students' continued enrollment after reaching 18 years of age evidences the student's agreement with this requirement. In addition, even after the student turns 18, the school will continue to share all health/medical records, disciplinary reports, grades, progress reports, and other information with the student's parents/legal guardians throughout the student's enrollment at the school. Should a student have a concern about particular information being shared with their parents/legal guardians, the student should consult with the Upper School director. In the event that an enrolled student does not have a legal guardian once they reach 18 years of age, the school will work with the student to determine an approved adult who will act in the capacity of a parent/guardian for the remainder of their enrollment.

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. 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

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 expects 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 definition 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 as having a status of "academic concern," prompting an ongoing process involving progress evaluations, communication with the student's parents/guardians, and consideration by teachers and administrators to understand contributing factors and determine appropriate next steps.

Grades 5 and 6

In 5th and 6th grades, students receive narrative comments and are also assessed using skill markers. Both are taken into consideration to determine a student's academic standing. If a student's report indicates a significant number of beginning skills, and comments from teachers clarify academic concerns, the student will receive more formal academic support and/or study skills support from teachers, advisors, and learning resource coordinators.

Grade 7

In 7th grade, students receive letter grades for certain classes, as well as narrative comments and skill markers. All 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 grade report, they will work with their advisor and learning resource coordinators to build study skills and improve performance. They may attend study halls and free periods that are supervised to assist in improving academic acquisition and performance.

If a student has two or more C- grades or lower at a grading period, or any grade of D+ or lower, they are placed directly on academic concern. The student will spend all study halls and free periods in a supervised space. A meeting with the Middle School assistant director and the head of Middle School student support will be held with the student and with parents and guardians. The school will follow up

with a letter following the meeting. The student must have C+ grades or higher and be demonstrating an upward trajectory in work completion, meeting due dates, and independent time-management for two consecutive quarters to be removed from academic concern. After being removed from academic concern, the student will spend one more grading period with supervised study halls and free periods to ensure that independent study skills are solid. If a student is on academic concern for two grading periods in a row, a meeting will be held with the Middle School director, assistant director, and the students' parents and guardians to discuss if Lakeside is a good academic fit for the student.

Grade 8

In 8th grade, students receive letter grades for certain classes, as well as narrative comments and skill markers. If a student earns a grade or multiple grades of C- or lower at any grading period, they will be placed directly on academic concern. The student will spend study halls and free periods in a supervised space. An academic concern conference with the Middle School director, assistant director, head of Middle School student support, and parents and guardians will be scheduled. The school will follow up with a letter following the meeting. The student must have C+ grades or higher and be demonstrating an upward trajectory in work completion, meeting due dates, and independent time-management for two consecutive quarters to be removed from academic concern. After being removed from academic concern, the student will spend one more grading period with supervised study halls and free periods to ensure that independent study skills are solid. Students on academic concern at any point during 8th grade will not automatically receive a re-enrollment contract to the Upper School, and the student's options will be discussed at the academic concern meeting. In the event that a student is still on academic concern by the end of the second quarter, the student will be allowed to finish the year and their enrollment in the Upper School will be under review through the end of the year.

Placement in Language and Math Courses for Middle School Students

During enrollment into Lakeside Middle School, students choose a language to study. They remain in that language track for the duration of their middle school years. We generally do not accept requests to change languages while in Lakeside Middle School. Students who get their second choice because of the unavailability of space in their first-choice language can be considered for a re-evaluation and possibly a different placement for the following year, if requested. We cannot guarantee that we will be able to accommodate that change. Students making switches to level A language courses need to be in the 5th or 6th grade at the time of requested change. Students switching to higher-level courses must pass a language placement test into that level.

Any requests for language changes go through the Middle School language committee, which is composed of the language department head, student support department head, and the Middle School director. In some rare instances, the school may recommend that a student be switched to another language. These decisions will be made with the full approval of the Middle School language committee.

Students may change languages when they enter Lakeside Upper School. For students who continue in their language of study, Lakeside Middle School students who have completed levels A or B will usually

begin at level I in the Upper School. Students who have completed levels C or D will be placed in level I or II, depending on their overall language proficiency.

The Middle School math department reviews each new student's prior coursework, test scores, and academic background to determine the most appropriate entry-level course. All Lakeside Middle School math classes provide a thorough and challenging exploration of key algebraic concepts, preparing students for the Upper School math program. All students in 5th grade and in 6th grade take Math 5 and Math 6, respectively, for the duration of the school year. Students in 7th and 8th grade with advanced prior coursework who are interested in being considered for Math 7A or Math 8A may arrange a placement test through the math department head.

Homework

We know that middle school is a time during which students not only learn specific concepts, subjects, and critical thinking skills, but also learn to study and start to recognize how they learn best. Learning to study effectively involves many skills, including planning ahead, breaking large projects into smaller chunks, and managing one's time. Teachers assist students in learning these skills in a number of ways, including posting all homework assignments to their Canvas page no later than the end of the school day. At a minimum, students should be able to end the day knowing their homework assignments for the next class period and having all the materials they need to complete their assignments. Additionally, all assignments and materials, such as handouts, study questions, and project instructions, are available online. We want students to know they can go to just one place —the course Canvas page — to access their assignments. We encourage students to use email as a way of contacting their teachers should they have questions.

While we believe that homework can be a worthwhile learning experience, we also know that students need real breaks from school work throughout the year. Therefore, it is school policy to not assign homework over the following breaks: Thanksgiving, winter break, midwinter break, and spring break. This means that no homework is due for the first class back from break, and nothing is due in that first week back that would require any more preparation than could be completed in the amount of time classes have been back in session.

Reports and Grades

The Middle School year consists of two semesters. A report of student progress is sent via Veracross at midterm and end-of-term. Midterm reports also include a student reflection. These reflections help students review their work thus far in the term and set goals for the remainder of the semester. Parent/guardian-advisor conferences take place twice a year after the mid-term reports. A student's permanent record contains only the two sets of term-end reports.

Each quarter, students will receive a narrative consisting of areas of strengths, notes on any beginning skills and goals for the quarter. Additionally students will receive feedback on their growth in the course and student skills using three indicators: Beginning (B), Developing (D), and Proficient (P). Students in 7th and 8th grade receive letter grades as well.

- Beginning (B) indicates that the student still needs additional (significant) guidance and attention from their teachers. They are not yet able to do this skill independently.
- Developing (D) indicates that the student has internalized their understanding of that skill, however they still require reminders and the occasional additional guidance from their teachers. They are doing the work and are able to see the next steps in their growth journey within that skill but are not yet performing at a fully independent level. (For example, "developing" might mean that the student is able to show proficiency in the skill after revising a completed and submitted assignment/assessment based on their teacher's feedback.)
- Proficient (P) indicates that, at that point in time, the student has shown well-practiced skills and competencies for that specific skill requirement. They are consistently able to do this skill independently without support or substantial revision.
- At times, some of the skills will have a Not Assessed (NA), which indicates that the specific skill is not being directly assessed for that period.

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 educational programs, please see the Upper School curriculum guide.

Course Load and Graduation Requirements

Distribution requirements are outlined on the online course catalog. 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. Independent studies do not count towards the five-class minimum. Student activities taken for credit (such as mini-seminars, 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. To graduate from Lakeside, students are expected to be enrolled here for 12th grade.

Waivers to Graduation Requirements

Waivers to graduation requirements are rarely made. However, if a good educational reason exists, they are sometimes granted. A student desiring a waiver must consult with their advisor and the appropriate department head (if applicable), and then submit a waiver form signed by the appropriate adults. The final decision will rest with the Upper School administration in consultation with the student's advisor, the department head, and the student support team. Waivers to graduation requirements are sometimes initiated by the student support team. Waivers in physical education will be granted only for medical conditions that preclude physical activity through the end of 11th grade.

Academic Standing

To ensure a productive match between student and school, it is important that there be clear understandings about the terms of good academic 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 "good academic standing" if they receive a letter grade of at least a C or higher in every course. Academic 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, 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 of C- or lower in any one school report period, including Summer at Lakeside high school courses, will be considered by the student support team for academic concern status. If the student is placed on academic concern, a parent/guardian conference will be convened to communicate any action to be taken and to discuss the criteria to be met for the student's continuance at Lakeside. 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. A student's re-enrollment contract for the following year may be held while a student is on academic concern. A letter documenting the criteria will be sent to the student and their parents/guardians.

In order to be removed from academic concern, a student must have all grades C or higher and be demonstrating an upward trajectory in work completion, meeting due dates, and independent time-management for two consecutive quarters. If the student has not achieved good academic standing after two consecutive quarters, they will usually be required to withdraw either immediately or at the end of the current school year or will be placed on academic concern for the next two grading periods. Any student who is on academic concern more than once during their time at Lakeside may be required to withdraw.

Grades and Comments

Students at the Upper School receive grades and comments from their teachers four times during the year: at the midpoint and at the end of each semester. A grade is a single representation of several things: measurement of progress, level of current mastery, recommendation for advancement or placement into the next level of a course, and potential indicator of additional support needed. Only the final grade in each course is recorded on a student's transcript. Final grades are based on the cumulative body of assignments and assessments a student has completed throughout the course. There is no prescription for the number of A's, B's, or C's, etc., in any course. Lakeside School does not use a bell curve or any other formula or quota system to assign grades within a class.

If a student experiences an unexpected and temporary inability to complete major assignments and assessments near the end of a quarter or term to the extent that the teacher finds it difficult to assign an accurate grade, the teacher will consult with the student support team about the possibility of assigning a temporary grade of Incomplete (INC). These instances usually involve circumstances beyond the student's direct control. Grades of incomplete should be given only at the direction of the student support team. A student must make up the remaining work so that a letter grade can be assigned within three weeks following the release of grades and comments.

Course Credit

In order to receive a letter grade and credit for an academic course, a student must attend at least 80% of the class meeting times and satisfactorily complete at least 80% of the coursework. A student who misses more than 20% of the course or does not complete more than 20% of the coursework will usually be required to move to credit/no credit status. In that case, a student will receive the designation "CR" for "credit" on their transcript instead of a letter grade. If a student moves to credit/no credit status in a course that is a graduation requirement, administrators will determine whether or not the course will fulfill the graduation requirement. At minimum, a student must attend at least 60% of a class and satisfactorily complete 60% of the coursework in order to receive credit. Students who are below this threshold will receive the designation "NC" for "no credit" on their transcript. Eligibility for letter grades and credit is determined by the semester, even for year-long classes.

In extenuating circumstances, the student support team may determine that a student needs to complete one or more classes "credit/no credit." In these cases, a course taken for credit may sometimes be used to fulfill a graduation requirement. Usually a student will be limited to taking one or more classes credit/no credit for no more than two semesters while enrolled in the Upper School.

Generally, all Lakeside courses (except for independent studies) are taken for both a letter grade and credit. Sometimes a student might wish to take a course that is not a graduation requirement "credit/no credit." In the first two weeks of the semester, students may apply to take a non-required class "credit/no credit" in lieu of a grade. Students may elect to take only one course per semester in this fashion. Permission of the advisor, teacher, parent/guardian, and college counselor is required and an administrator must approve the request. Forms are available in the Upper School office.

Credit Recovery

If a student who is working under the care and guidance of the student support team for extenuating circumstances is unable to meet the 5-credit per semester minimum or is unable to meet a specific graduation requirement, they may need to complete credit recovery over the summer or during a future semester. In these instances, the student support team will recommend an approved course of study to fulfill Lakeside's requirements. Upon fulfillment of the recommended course of study, students will be given credit towards their Lakeside requirements. Courses taken for credit recovery through a different institution will not appear on the student's Lakeside transcript.

Course Changes

Students may request discretionary course changes at the beginning of each semester. The period to request discretionary course changes is approximately three weeks (specific dates are emailed to students). To request a change, a student needs to fill out an online course-change form and obtain the permission of the advisor as well as a parent or guardian; additionally, seniors must obtain the permission of their college counselor. The school entertains requests only to change courses, not requests for different sections, teachers, or times of day. We cannot make changes to accommodate sports schedules or other outside activities. The Upper School administration has final approval on all course changes, and not all changes can be accommodated.

There is an extended course change period for yearlong classes to accommodate necessary changes sponsored by a teacher, advisor, or student support team member. Examples of this kind of change include switching levels in math, science, or language, or dropping a course to alleviate a heavy load. Students have until the end of the first academic quarter to complete these necessary changes without the change being reflected on the transcript.

Lakeside takes great pride in staffing a significant part of our academic program based on student sign-ups, doing our best to maintain an average class size of 16 to 17, and capping most classes at 18 (with a few exceptions). To balance our teaching program, we are generally unable to run classes that have fewer than ten students signed up for them. Students who are placed in courses that are close to our minimum will receive an email in the spring alerting them to the fact that if they would like to continue to be signed up for that course, they will be unable to drop that course later. Students enrolled in small electives may not be granted a discretionary course change to a different elective if the total section size drops to 12 students or fewer.

Transcript Notation for Course Changes

If a student drops a course after the first academic quarter has ended, the course will be listed on the student's transcript with a notation of W (for "withdraw"). If a student drops a yearlong class after the end of the first semester, the student's transcript will reflect the grade for the first semester with 0.5 credit and a W for the second semester.

If a student switches levels of a course (e.g., from Honors Precalculus to Accelerated Precalculus) after the first academic quarter has ended, the original course will be listed on the student's transcript with the notation W, and the new course will be listed with the overall course grade. The overall course grade will be determined by the two teachers involved and will be proportionate to the time spent in each class and the number and kind of assignments completed. If a student switches levels of a yearlong course after the first semester has ended, the student's transcript will include the original course and the grade for the first semester with 0.5 credit, and the new course with a grade for the second semester with 0.5 credit. The second semester grade will be determined by the two teachers proportionate to the time spent in each class, as described above.

Homework

By its nature, the amount of time that a student spends on homework varies from night to night and week to week. We anticipate that the average student taking five academic classes will spend around two hours per night on homework. Many factors may increase the homework load that students encounter. During busy times of the year (especially near the midpoint and end of each semester), students usually experience a heavier-than-normal load. Finally, some students may elect to take a more robust course load with six academic classes, more challenging electives, or advanced/honors/accelerated core courses. In all these cases, students may find themselves with more than three hours per night of schoolwork. We encourage students to take a close look at all the ways they spend their time outside of school hours and to talk to their advisor about crafting an academic course schedule that supports a healthy and manageable homework load. Students looking to reduce the amount of homework have several options, including substituting an arts class for an academic one, moving from a rapid-paced advanced/honors/accelerated course to a more moderately paced one, or opting to shift an academic course to the summer at Lakeside Summer School. While we believe that homework can be a worthwhile learning experience, we also know that students need real breaks from school work throughout the year. Therefore, it is school policy to not assign homework over the following breaks: Thanksgiving, winter break, midwinter break, and spring break. This means that no homework is due for the first class back from break, and nothing is due in that first week back that would require any more preparation than could be completed in the amount of time classes have been back in session.

Independent Study

Students may propose a semester-long independent study to pursue under the supervision of a Lakeside advisor. An independent study is not a small, personalized course taught by a teacher, but rather an independent investigation designed and carried out by the student. The requirements for this course in terms of scope, level of challenge, and workload must be equivalent to those in a regular course. The independent study cannot be a course that Lakeside currently offers and must be substantially different from other departmental offerings for that year. All independent studies are graded credit/no credit. Proposal forms are sent out to students at the start of each semester. Students must secure a Lakeside advisor, complete the proposal and application, receive official departmental approval, and turn in their signed forms before the discretionary course change period ends (typically the second Friday of the semester). The Upper School administration makes the final decision on whether an independent study will run and not all proposals will be approved, as not all topics fit within the scope of the Lakeside academic program and the total number of teacher supervisors is limited. An independent study may not be used to fill the five-course minimum requirement, and each student is allowed a maximum of one independent study in a semester.

Honors Courses

Lakeside offers honors courses in math and science. These courses offer additional challenge to students who show special interest in a particular subject. In honors classes, very little class time is spent going

over basic material; students must be able to master material quickly on their own and learn from their mistakes. A student interested in taking an honors class must have a record of success in previous classes and a demonstrated ability to keep up with an accelerated pace and work independently. Generally, this means a grade of at least an A- in a regular level class. A grade of B- or lower in an honors course suggests that a student is not achieving at the expected level and should consider moving to a regular section. Consultation with and approval of the student's teacher and/or department head is required to take an honors course.

Placement in Language and Math Courses for Students New to the Upper School

The goal of course placement is to ensure that each student enrolls in the course that best matches their current skill level, background, and knowledge thereby creating a productive learning environment for all students.

The Upper School languages department uses a similar method of placement for new students. Language classes are fast-paced, and the modern languages use the total immersion method. It is not uncommon for students who have already taken one or two years of language classes, whether at Lakeside Middle School or other schools, to be placed into our level I classes. Students from the Lakeside Middle School who have completed levels A or B only will usually begin at level I in the Upper School. Students who have completed levels C or D will be placed in level I or II, depending on their overall language proficiency. Students new to Lakeside in the Upper School will be placed in an appropriate language class based on a one-on-one conversation with a language teacher when they sign up for courses in the spring. Even students with exceptional language skills gained through international experience or bilingual schooling are usually not prepared to go into level III in 9th grade. The themes of these courses and the level of discourse in our third-year classes are better suited to those in their sophomore year and above.

The Upper School math department, in consultation with the Middle School math department, considers each new student's test scores and academic background to decide an appropriate entry course. Each Upper School math course provides a deep and robust exposure to a wide range of topics and methods of problem solving. It is not unusual for a student who has taken several years of algebra to be placed into Lakeside's Algebra II class, or for students who have extensively studied geometry to be placed into Lakeside's Geometry II. This is, in part, because we try to keep the course titles simple, even though each class's curriculum is expansive. For example, Lakeside's Algebra II class covers analysis of quadratic, trigonometric, logarithmic, and exponential functions in addition to other select topics, like statistics, that may not appear in a Middle School Algebra class..

A placement exam for math or language is available and can be requested by families, however the placement made by the departments is firm.

NCAA Eligibility

Students who play Division I or II sports in college must meet the eligibility requirements of the National Collegiate Athletic Association (NCAA). Eligibility is determined, in part, by completing a specified number of NCAA-approved classes in each subject area. By virtue of our graduation requirements, almost all Lakeside students meet eligibility requirements. However, a small number of Lakeside classes are NOT NCAA-approved, typically because they are too innovative in teaching approach and subject matter to meet the NCAA's traditional, narrowly defined requirements. In many cases, students can meet eligibility requirements by pairing these classes with other NCAA-approved classes. Lakeside advisors and college counselors work with students considering Division I or II sports to select combinations of courses that will ensure NCAA eligibility. Students can also contact the appropriate department head for guidance.

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 meet 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 alums. 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 or their legal guardian in the Seattle area during the school year. The adult with whom the student lives 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 associate head of school/chief financial officer, appropriate division director, and interim director of enrollment management.

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 19, 2026. 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 1, 2026." 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 (NAIS) and Lakeside school policy.

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 interim director of enrollment management 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 Clarity Financial Aid website (auth.clarityapp.com/en/signup/). Families not currently receiving financial aid that intend to apply for the 2025-2026 school year must contact the admissions and financial aid office at financialaid@lakesideschool.org. Completed financial aid applications include the Clarity application and current and prior-year tax returns and all schedules (2023 and 2024), W2s (2023 and 2024), 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 reach out at the appropriate time if additional information is needed.

The PFS and all required documentation is due on or before Feb. 5, 2026.

Please note: These early filing deadlines may require estimating income on the Clarity application 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 lunch, books, transportation, athletics, and grade-level activities. Financial assistance with the purchase of the laptop computer required in grades 9 through 12 is available to new students in the 9th grade and Upper School and returning students who have not purchased a laptop in three years. 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. After 3:40 p.m., the person picking up the student can get to the library through the upper level of the building. 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 4 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 6:30 a.m. to 6 p.m. Most other buildings on campus are locked at 4 p.m. Students who are not participating in a Lakeside event must leave campus by 6 p.m. Upper School students who are on campus past 6 p.m. for a school event must depart as soon as the event ends.

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. For health conditions requiring the student to be excused from PE for more than one week, a physician's note is required. 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 that 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. All 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 and Injuries

If a student is not feeling well, they should be kept at home to rest and recover. Parents and guardians must notify the school of their student's absence by submitting an absence request in the Veracross family portal. Use the dropdown menu to select "Injury/Illness" and use the comments to elaborate on symptoms or a brief description. This information assists the school nurses in monitoring and responding to illness trends in our community.

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 safeguard the health of our community, families are asked to report any diagnosed communicable diseases (e.g., COVID-19, pneumonia, conjunctivitis [pinkeye], measles, rubella, pertussis, chickenpox, mumps) through the Veracross portal. Including a brief description of symptoms in the absence report help the school nurses monitor illness trends, identify potential outbreaks, and implement timely prevention measures. Diagnosed conditions like these may also need to be reported to public health authorities by healthcare providers. (See also ILLNESS POLICY.)

If a student sustains a concussion, whether during school activities or outside of school, parents/guardians should report the condition in the Veracross portal by selecting "Injury/Illness" and noting "concussion" in the comments. For Upper School students, the head athletics trainer will collaborate with families to manage the condition. For Middle School students, the school nurse will oversee the process. (See also CONCUSSIONS.)

For questions about when a student can safely return to school after an illness, or if the family is uncertain about their child's symptoms, please contact a school nurse for guidance. (See also ILLNESS POLICY.)

Attendance Thresholds

If a student misses four classes in a given course during one semester (10% of the semester), the division's assistant director will notify the student and their parents/guardians. A meeting may be scheduled to consider how best to support the student's attendance. If an Upper School student misses more than eight classes in a semester (20% of the semester) for any reason, the student will be moved to "credit/no credit" status, except in extenuating circumstances, as determined by administrators. (See COURSE CREDIT.) 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 or religious/cultural holidays for which the school provides academic accommodations. Students who are not meeting the attendance thresholds may not receive a re-enrollment contract for the following year.

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 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. Permission to attend a program other than one pre-approved by the school must be granted by the Upper School director.

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, if appropriate, 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 appropriate behavior or disciplinary actions related to 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.

Transcripts

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.

Middle School families requesting letters of recommendations, transcripts, or any other official school documents should email the Middle School registrar with the type of request, deadlines and specific requests. The registrar will coordinate with other departments and will ensure that teachers are informed about the recommendation requests. In addition, students should speak directly to individual teachers to request a recommendation.

Upper School families requesting transcripts or any other official school documents should email the Upper School registrar with the deadlines and type of request.

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.

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 works to identify 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 support meetings, 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.

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 student with the opportunity to learn up to their potential and to enjoy academic achievement within the Lakeside program.

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, referrals for educational assessments, 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.

Learning resources coordinators also manage reasonable accommodations in classes and manage student cases and documentation. They can 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.

Middle School

Learning resources coordinators 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.

Learning resources coordinators also 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 and/or MS 212 during lunch or free periods or may schedule an appointment.

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. 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 courtesy list of available independent tutors. 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. Tutoring space is provided only when a student is referred for tutoring by the divisional student support team. 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 Lakeside-referred outside tutoring 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.

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. Parents and guardians should encourage their student to access their teachers, outside of class, as much as possible. Teachers are the experts on course material, methods, and objectives and are responsive to students' learning needs. Too much intervention from family members, friends, or tutors (peer or outside) can get in the way of a student's internalization of concepts and skills, as well as make it difficult for the teacher to know what the student needs for support. Outside resources such as tutors are best used when they provide additional questions for the student to grapple with, explanations of the material, and practice with the concepts. Ultimately, to master the concepts and skills fully, a student must do the work on their own.

Family Support Program

The primary responsibility of the family support program is to help ensure that all families have ample guidance available to them 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 for a long-term basis, 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 center (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 order or validly issued subpoena.

Mental Health Safety Assessment and Return to School

If it is revealed to a Lakeside employee, either during a counseling session or through some other means, that a student may be at 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 during the safety assessment that they are unable to ensure their ability to remain safe, a counselor will call the student's parent/guardian or another emergency contact and the parent/guardian or emergency contact will need to come to campus for a meeting with the student and counselor. If no parent/guardian or emergency contact is available, school administrators will decide the appropriate course of action. During the meeting, the counselor will discuss the current risk to the safety of the student and/or others. The school may require the parent/guardian to bring the student to a hospital emergency department for a safety evaluation. If the student has indicated that they are at 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).

Parents and guardians are required to inform a Lakeside School counselor if their student is seen at a hospital for a safety evaluation or has another significant mental health incident 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 while they remain in the hospital. If the student is discharged from the hospital following the safety evaluation, the parent/guardian must submit the discharge paperwork to the school. In all cases, the student and parent/guardian will need to sign a release of information so that the appropriate school personnel can communicate with relevant mental health professionals.

Lakeside School will determine when and if it is appropriate for a student to return to school after a safety evaluation, hospitalization, or other significant mental health incident. In general, Lakeside will expect that parents/guardians have made contact with an appropriate mental health provider for their child before the student returns to school. Prior to returning to school, the student and their parent/guardian will generally be required to attend a meeting that includes a Lakeside 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 plan of action will be created to help the student reintegrate back into the school community. Follow-up meetings will be planned as needed. Generally, students are not permitted to attend classes, athletic events, field trips, or any other school events until the return to school meeting has happened and a plan of support has been established.

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, or school nurse, 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, and/or school nurse 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 nurse 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 limitations 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, or school nurse 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. 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. (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 will make all reasonable efforts not to 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.

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. 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.

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 endeavor to 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.

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, the comfort of all students will be taken into consideration. Students will be able to request accommodations in a space that aligns with their gender identity or in a private space.

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.

Students and/or parents/guardians should speak with the director of athletics if they have questions, including about participation in different sports or navigating any internal or external processes (with leagues). If the family would prefer, they can first speak with an advisor or other Lakeside administrator who can then contact the director of athletics.

For students participating in Middle School sports, Lakeside Athletics administrators will coordinate with the CYO to discuss a student's identity and which roster they plan to participate. Parents and guardians can talk with a Lakeside Athletics administrator (the assistant director of athletics for the Middle School; associate director of athletics; or director of athletics) to understand the process and how Lakeside administrators will support the student and family so they have the best experience possible.

The majority of Upper School athletes participate in the WIAA. The following information is 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."

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 this 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, being under the influence of, or being in proximity to 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, identities and experiences share in the joy and value of community.

Lakeside community members are committed to demonstrating an interest in learning about, celebrating, supporting, and contributing to the rich diversity within our community.

- All Lakeside community members will treat others with dignity and respect. Statements or actions that undermine our community will not be tolerated. We value the diversity of our community including but not limited to differences in age, ancestry, childbirth or medical conditions, citizenship status, color, creed, family composition, gender identity, gender expression, national or ethnic origin, neurodiversity, physical ability, political ideology, race, religion, sex, or sexual orientation.

Lakeside School will consider violations of these expectations on a case-by-case basis and will respond to such violations from the following 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.
- We believe in the capacity of all community members to learn, grow, and be accountable for their actions.
- 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 range from an academic consequence and/or a conversation with an administrator to suspension or even expulsion according to severity of the incident. Students who have violated the academic honesty policy generally receive a failing grade on the assignment.

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.
- Collaboration on an assessment or assignment without specific, advance permission from the teacher.
- 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 a generative AI tool such as ChatGPT.

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.

Use of Generative AI

As Lakeside continues to explore how generative AI can be used beneficially in the learning environment, the school has developed the following positions to guide our work.

- We believe AI can help us be more productive and efficient in our work, in our teaching, and in our learning.
- We will exclude any personally identifiable information from public training models.
- We understand that generative AI may reflect bias from its training materials, that it may make mistakes, and that we should treat its output with caution.
- We encourage students to explore how generative AI can expand and enhance their learning in meaningful and authentic ways. However, it is crucial to recognize that using generative AI to instantly complete cognitive or skill-based tasks that were intended to stimulate learning and skill-building is unethical and undermines the educational process.
- When considering a possible use of AI, students should discuss it with their teachers and make sure their use is in compliance with the academic honesty policy and the guidelines of the course.

Search Policy

The school may search a locker, vehicle and/or any item belonging to a student or in a student's possession when any member of the Lakeside administration has reasonable suspicion to believe that a violation of community expectations or law has occurred or believes that there is a threat to the well-being of members of the community. The scope of the search must be reasonable. Examples of situations that could lead to a search include information that a student is in possession of alcohol, tobacco/nicotine, drugs, drug paraphernalia, a weapon, or someone else's property.

Searches may include any item belonging to a student or in a student's possession such as a backpack, gym bag, or pocketbook, as well as personal electronic and related devices in the student's possession on campus, such as a student's cell phone, laptop, flash drive, tablet, or computer. All student motor vehicles on Lakeside School property are also subject to search, including any compartment within the vehicle, such as glove compartments, trunks, or containers within the vehicle.

In connection with searches of electronic media, students must furnish the school with any passwords that control access to applications, programs, images, or any other site or medium accessible to the student through a device brought on to campus.

Prior to a search, the assistant director or other administrator will meet with the student(s) and advisor(s) to discuss the concerns and give the student(s) an opportunity to turn over any illicit items (students will generally still face disciplinary consequences for being in possession of illicit items even if they turn them over prior to a search). The student(s) and at least two adult employees of the school will be present during a search. Parents/guardians are usually notified at the conclusion of a search.

The school may dispose of any item of contraband or other confiscated items that violate school rules as it deems appropriate.

Any student who does not comply with these rules may be subject to disciplinary action, up to and including expulsion.

Dress Guidelines

All students are expected to dress in a manner appropriate for an inclusive academic environment focused on learning. Students must wear a shirt, bottom (pants, sweatpants, shorts, dress, skirt, leggings, etc.) and shoes at all times. 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, or that advocate or promote sexual activity, violence, or the use of alcohol, drugs, or tobacco/nicotine. 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.

Identity-Based Harm

Lakeside School is committed to providing an educational environment, programs, and activities that foster belonging so that every student feels seen, heard, and valued. We recognize that in diverse and multicultural communities, identity-based harm may happen, and if it does, we need to support our students and promote growth, learning, and accountability.

We define identity-based harm as behavior that communicates offensive, derogatory, or negative slights and insults based on membership in a category protected by federal, state, or municipal law. Although identity-based harm can be unintentional, it can have a serious impact including adverse effects on self-esteem, mental health, and physical wellbeing. In an educational environment, such behaviors may impact a student's ability to obtain their education.

We encourage students who believe they have experienced identity-based harm to share their concerns in person with a trusted adult or electronically through the Concerns and Care Form. Incidents of identity-based harm are responded to in a manner that is consistent with school policies and procedures outlined in the family handbook and the employee policy manual. Lakeside's response to identity-based harm centers care for the impacted party, while balancing learning and growth opportunities for all

involved.

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 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, counselor, or grade-level dean 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 group made up of the Middle School assistant director and grade-level deans), who will determine 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 the 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 or another administrator to determine what happened. To gain clarity about the events, the assistant director or administrator 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 incidents 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. In instances where the facts are in dispute, the administrative judicial committee makes decisions according to a standard of "more likely than not." 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.

Sexual Abuse

Sexual abuse crimes include, but are not limited to, molestation, rape, statutory rape, and exploitation.

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." This includes sexually explicit images that have been created or edited using AI. 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.

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.

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

Lakeside complies with the protocols established by CPS for interviewing students and notifying parents/guardians. 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 CPS 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 generally resolve the incident administratively or refer the matter 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 the division assistant director, division director, and head of school. The report is an internal document not placed in student files and not shared with students or parents/guardians.

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. (See also DISCIPLINARY RESPONSES)

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. In the Upper School, students may lose leadership positions such as senior leader, student government representative, or judicial committee representative depending on the nature and severity of the misconduct. Significant instances of student misconduct may also result in one or more of the following responses.

Growth and Learning Period

Students who have had a significant violation of community expectations may sometimes complete a growth and learning period for a semester or calendar year from the date of the incident (or until graduation in the case of seniors.) The 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 growth and learning 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 period, the student will meet with the assistant director and parents/guardians will be contacted. During the growth and learning period, another significant violation of community expectations is likely to result in more severe consequences, including the possibility of expulsion.

Campus Restriction

Students in the Upper School who have a significant violation of community expectations may sometimes have their privileges and free time restricted for a series of days. This could mean having to check in with an adult at various times during the day, being assigned to a specific location during free periods or community time, and having to complete tasks such as educational or reflective assignments.

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. Suspension is likely when the student has been dishonest about their actions, the behavior is repeated, or the behavior undermines the health and safety of the community. 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 may 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.

In the Upper School, a student's transcript will report the date of the expulsion as the date of withdrawal. 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

If a Lakeside employee 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, the Lakeside employee will contact the student's parents/guardians to inform them of the request and allow them to choose how they would like to respond. If the student's parents/guardians are not reachable, Lakeside will decline the law enforcement request and ask that law enforcement contact the student's parents/guardians to arrange a time for the interview. However, in extenuating circumstances that pose an imminent threat to campus and/or community safety or when law enforcement officers present a valid judicial warrant, Lakeside will make all reasonable efforts to contact a parent/guardian but will not interfere with law enforcement contact with students even if a parent/guardian is unavailable. Lakeside is not responsible for offering legal advice or representation to students or parents/guardians when a law enforcement request is made. If a law enforcement request is made to a student and the student does not inform any Lakeside employees of the request, Lakeside is not responsible for taking any action. Further, Lakeside will not take any action other than that outlined in this section and will not interfere with law enforcement actions.

Co-Curricular Programs

Athletics

Lakeside Athletics are a core part of students' educational experience at the school. Students in the program are expected to act in accordance with the Statement of Community Expectations any time they are participating in athletics and representing the school.

Middle School Athletics

Middle School athletics is focused on promoting the values of widespread participation and intentional development. 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. Most Middle School teams compete in leagues sponsored by the Seattle Catholic Youth Organization (CYO). 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. 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

Prior to participating in their first practice, all Upper School student athletes must have all required health, medical, and emergency-treatment forms completed; these forms are shared in enrollment and re-enrollment. Additionally, all Upper School student athletes are required to submit the WIAA

Pre-Participation Physical Examination form (also known as a physical) every other year. 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

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 (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. Tenth-grade students who are being actively recruited by Division I athletics programs 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 two introductory presentations by the college counseling office in the winter and the spring Deans and Directors Admissions Program. These presentations usually occur in December, January, 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 presentations 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.

Students and families are expected to attend scheduled appointments, and to provide at least 24 hours notice to reschedule. Rescheduling with shorter notice may result in the appointment being rescheduled for several weeks in the future, depending on the counselors' schedules at specific times of the year.

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.

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 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 in select circumstances (e.g. when a college requests this information). Students and families will not have access to any written documentation that Lakeside sends to colleges. 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 regarding expulsions 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.

Advanced Placement (AP) Exams

AP exams are open to all Upper School students. Middle School students are not eligible to take AP exams at Lakeside.

For AP exams on Lakeside's campus, Lakeside School follows both the required timeline and policies of the College Board and additional policies established by the administration. Those policies include but are not limited to:

- 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.

For more information about AP exams and other standardized testing, see the college counseling resources webpage and this FAQ.

Student Clubs and Activities

Middle School

Faculty and 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.

The Middle School offers a range of clubs that meet during lunch periods and/or after school. Clubs offerings depend on student interest and initiative. Additional clubs may be added once the school year begins. Students may propose new clubs by completing a clubs and activities form available from the Middle School assistant director. This form describes the requirements for initiating a club and guides the student through the application process.

Specific dates and times for first-term clubs and activities will be available in mid-September; information about second-term clubs and activities will be available in January. For an updated listing of activities and meeting schedules, please contact the Middle School Assistant Director, Jesus Soler at MSAssistantDirector@lakesideschool.org.

Upper School

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.

COMMUNITY SAFETY AND HEALTH

Safety

Animals on Campus

In alignment with local municipal codes, and in support of indoor air quality, 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 turfed fields or the track. The use of a trained service animal by a person with a disability is permissible as an accommodation.

Building Video Surveillance and Data Management

This policy outlines campus building video surveillance, door access systems, related equipment, data, and footage. It ensures compliance with local and state laws while respecting the privacy and rights of our students, employees, families, and visitors.

Video surveillance is intended to enhance school safety and security, not to monitor individual behaviors beyond safety and security concerns. Video coverage will not be used in personnel or student disciplinary action unless it involves a safety or security matter.

Operational Guidelines

Video surveillance cameras are installed strategically in public areas where security and safety are prioritized. They will not be placed in areas where there is a reasonable expectation of privacy. Live video feeds will only be monitored or reviewed if there is a safety or security issue. The primary use of video surveillance is to record footage for review during a safety or security incident.

The Verkada system's face-blurring functionality will be enabled on all camera feeds, except video intercom units at the Middle School's and Bliss Hall's main entrances. The face-blurring functionality can only be disabled with authorization from the director of community safety.

Data Access and Use

Access to video footage and door access data is limited to individuals who are directly involved in safety and security data management. The head of school and the director of community safety must approve such access.

The administration's review and use of video footage and access control data are strictly confined to matters related to safety and security. The director must approve any such review of community safety to ensure it is justified and aligns with this policy. At no time will parents and guardians be shown or given video or door access data. Lakeside will only share or provide video footage if a court order exists.

When requested by law enforcement, Lakeside will turn over footage as long as it pertains to an ongoing police investigation.

Video data is retained only for thirty days. In certain circumstances related to safety and security, the director of community safety can authorize the archive of video data. Door access control data is retained for one year.

Compliance and Oversight

The director of community safety oversees the implementation of this policy, ensuring compliance with all applicable laws and the principles outlined herein. All individuals granted access to video surveillance and door access data will receive appropriate training on responsible data handling, privacy protection, and the ethical implications of surveillance.

Emergency Assessment/Preparedness (See also School Closures)

Lakeside is committed to providing safety and care for students 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, evacuation, lockdown, and public safety shelter-in-place 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

In the event of an emergency, Lakeside will communicate with parents/guardians regarding the timing and location of student release stations. Parents/guardians should only come to campus after receiving notification from Lakeside School, and they will need to complete a parent/guardian check-in form and student release form before departing. Parents/guardians fill out emergency contacts and pickup authorization information in the August Schools portal as part of (re)enrollment.

Depending on the nature and severity of an emergency situation, the leadership 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.

Emergency Communications

In the event of an emergency, we ask that parents and guardians refrain from calling the school or arriving on campus unannounced. Doing so can hinder emergency response efforts and compromise the safety of students and staff.

Lakeside will make every effort to send timely emails, texts, and voice messages to parents/guardians in the event of an emergency, unless it is made impossible by circumstances. In order to receive emergency alerts, 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. Information may also be posted on Lakeside's website, lakesideschool.org.

Medical Care

Select 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.

Firearms and Weapons

Firearms and any other dangerous weapons, including those 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.

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 August Schools.

Please do NOT call the main school phone number for weather 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

In addition to community safety employees, 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 can escort people working late or attending evening events. Security can be reached at 206-730-8299.

Health

Lakeside's health policies are determined by the school nurse, who works in accordance with state and federal law, and in partnership with Lakeside's student support team. That team and school administrators are advised by Lakeside's Medical Advisory Board, a committee of the Board of Trustees that is composed of medical professionals and trustees.

Automated External Defibrillators

Automated external defibrillators (AED) are strategically placed and marked on both campuses. There are also several portable AEDs. Select employees are trained in their use on adults and on children over a specified body weight.

Concussions

Lakeside is committed to its efforts of education and prevention of concussions and head injuries. While Lakeside School employees 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 who has been observed or reporting being hit on the head or is exhibiting discernible signs, symptoms, or behaviors associated with a possible concussion during a school-sponsored class, co-curricular activity, or interscholastic athletic activity will be removed from the game or activity. This action will be taken regardless of the presence of symptoms, as symptoms can change significantly within the first 24-48 hours.

As soon as possible, the student will be evaluated by the school nurse, athletic trainer, or a designated school employee for concussion-related signs and symptoms. It is important to note that the school nurse, athletic trainer, and designated school employees do not have the scope to diagnose concussions. The school nurse, athletic trainer, and/or designated school employee will inform the parent/guardian of the incident involving a hit to the head and/or potential symptoms as soon as possible.

This initial assessment does not replace a formal evaluation by a healthcare professional qualified to diagnose concussions. To prioritize student safety, we will always err on the side of caution to protect the student and their head. Students will not be allowed to resume participation in any activity until they are cleared by a medical professional.

If a student sustains a concussion outside of school-sponsored activities, parents or guardians are expected to report the condition to the head athletics trainer (Upper School) or the school nurse (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/school nurse for an academic assessment and the process will continue with required steps for returning to class and returning to activity.

Academic Accommodations and Limits on Participation in School Activities

Lakeside's head athletics trainer and school nurses manage the school's protocols for concussion. In the Upper School, the head athletics trainer will notify the student's parents/guardians and recommend appropriate monitoring. In the Middle School, the school nurse or main office personnel will notify parents/guardians. In the Middle School after school hours, parents and guardians will be notified by the school nurse or the assistant director of athletics. As needed, members of the student support team, including learning resources coordinators and the student's advisor, will be included to support the student's recovery and return to school.

When a student experiences a concussion, Lakeside partners with families to support their healing through short-term academic accommodations. These supports, such as adjusted workloads, extended time on assignments, or rest breaks, are provided based on medical documentation from a licensed healthcare provider. Accommodations typically begin within the first few days after a reported injury and may extend up to two weeks as part of the school's concussion protocol. Ongoing accommodations beyond that timeframe require updated documentation and coordination with the learning resources team.

During recovery, a student's cognitive and physical well-being is the top priority. Students receiving academic accommodations for a concussion are generally not permitted to participate in co-curricular activities or school events, including athletics, performing arts, field trips, school dances, and other extracurricular programs. This helps ensure a consistent approach to recovery and minimizes exposure to environments that could prolong symptoms.

As a general guideline, students should be able to attend and engage in the full academic day before resuming any co-curricular activities. In rare or extenuating circumstances, exceptions may be considered on a case-by-case basis in consultation with the student's healthcare provider and school staff. Families are encouraged to communicate any specific needs or concerns with a school nurse or athletic trainer to determine the best plan for support.

Injuries

To be excused from Physical Education (PE) due to health reasons, students must provide a note from a parent/guardian or physician to the PE teacher and school nurse explaining the circumstances. For Middle School students, communication should go to the school nurse; for Upper School students, it

should go to the athletic trainer. If the injury prevents participation for more than one week or three consecutive PE classes, documentation from a licensed healthcare provider is required. This note should outline the student's condition, specific activity restrictions, and the expected duration of limitations.

Students who are excused from PE or unable to participate due to injury are not permitted to participate in after-school athletics on the same day. This includes practices, competitions, games, and other physically demanding co-curricular activities.

Students with physician-documented activity restrictions should not engage in free play during recess, lunch, free periods, or other unstructured activity times. These guidelines are in place to promote healing and ensure a consistent approach to recovery across all school environments. See also ABSENCES AND CO-CURRICULAR ACTIVITIES.

Illness Policy

Prioritizing wellness fosters an optimal learning environment for all members of our community. We expect that all students, employees, and visitors stay home if they're experiencing any of the following symptoms:

- Fever: Keep individuals with a temperature of 100°F or higher at home. They may return after being fever-free for 24 hours without medication.
- Nausea, vomiting, or diarrhea: Students should stay home until 24 hours after the last incident of vomiting or diarrhea.
- Persistent cough: Keep students with a cough (unrelated to asthma, seasonal allergies, or known health condition) at home until significantly improved, and consider having them wear a mask upon returning to school until the cough has resolved.
- COVID-19: Parents and guardians must promptly inform the school if their student tests positive for COVID-19 and adhere to Lakeside's health and safety guidelines. Test results may be disclosed to the appropriate public health authorities, as required by law, to ensure public health and safety. When determining when it is safe for a student to return to campus, please follow the comprehensive illness policy outlined on this page, noting the sections on ongoing masking, hygiene, and safety measures.
- Sore throat: Stay home if the sore throat is accompanied by fever, cough, or gastrointestinal symptoms until feeling better and fever-free for 24 hours without medication.
- Rash: Rash illnesses can be difficult to diagnose and the itchiness of a rash is not a signal of its infectiousness or non-infectiousness. Especially if a student has a fever with a rash that is itching, weeping, oozing, or widespread, it is strongly encouraged that families contact their child's healthcare provider so they can determine if the child can safely attend school.
- Contagious diseases*: Stay home until treated and/or cleared to return by a licensed prescriber.

- This includes but is not limited to illnesses such as chicken pox, strep throat, pneumonia, mono virus, norovirus, whooping cough, pink eye, impetigo, ringworm, hand/foot/mouth, scabies, etc. In illnesses with lesions, lesions must be crusted over before the student is permitted to return to school. Students with head lice must begin treatment but do not require elimination of nits to return to school.

*If your student is diagnosed with a contagious disease such as the above-mentioned, norovirus, or varicella, parents/guardians must report any diagnosed communicable or infectious illness in their student's absence report on the Veracross portal. This information will be escalated to a school nurse for review. If able, please also email the school nurses directly at nurse@lakesideschool.org. Timely reporting ensures the school can monitor illness trends, implement precautions to minimize further spread, and notify families or employees who may have been exposed, when necessary.

By working together, we can maintain a safe and healthy environment for all members of the Lakeside community.

Masking

Wearing masks is part of a social responsibility to protect others, especially those who may be more vulnerable to severe illness. We request a collective effort to maintain a safe and healthy school environment.

For any student who is symptomatic, with any of the above-listed symptoms, COVID or otherwise, we request masking to minimize the risk of transmission and protect the school community. Public health guidelines strongly recommend wearing masks and practicing social distancing for five days following a COVID infection or any other viral respiratory illness. The five days are intended to start when a student is returning to school. We encourage proper cough and sneeze etiquette, covering the mouth and nose with a tissue or elbow.

Immunization Requirements

In accordance with Washington State law, students will not be allowed to attend the first day of classes unless the following conditions are met.

- An updated Certificate of Immunization Status form (CIS) must be on file in August Schools by the specified due date. If the parent/guardian has previously provided an immunization record to Lakeside, they do not need to submit another; however, if any changes are made, the school requires an updated copy. All new families must provide an immunization record.
- Students must be current in their vaccinations. Required vaccines for 2025-2026 are located at the Washington State Department of Health website. A family may also provide a medically verified Certificate of Exemption, available from the Washington State Department of Health website.

A medically verified Certificate of Immunization Status (CIS) form is a:

- CIS printed by a health care provider from the Washington State Immunization Information System. This is medically verified by the Immunization Information System.
- CIS printed from MyIR which is a free Department of Health site that allows families to view and print their official immunization records themselves. This is medically verified by the Immunization Information System. Parents/guardians can access their student's immunization record at any time at MyIRMobile.com.
- CIS completed by hand. This must be verified with a healthcare provider signature or must have medical vaccination records attached so they can be verified for accuracy by school staff.

If a student is on a delayed schedule, have their healthcare provider complete and sign the Certificate of Exemption.

Families are encouraged to consult their student's healthcare provider regarding COVID-19 vaccines and boosters. While Lakeside no longer mandates proof of COVID vaccination and boosters, certain partner organizations may request this information. Parents/guardians commit to sharing it with Lakeside upon request, or the student may be placed in an alternative learning environment that does not necessitate proof of vaccination.

Questions on this process can be sent to Lakeside's school nurses at nurse@lakesideschool.org.

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 an annual 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	Consult your provider for an appropriate dosing schedule.

Immunization Record-Keeping

Lakeside School uses School Module, an online system provided by the Washington State Department of Health. School Module allows us to quickly and efficiently check if a student has the vaccines required for school.

Most children born and/or vaccinated in Washington already have their information in the system. Parents/guardians can access their child's record at any time by signing up for MyIR at Register - MyIR Mobile.

Lakeside's school nurse may ask parents/guardians for additional information about their child's vaccination history. If a child is missing vaccines in the system, the nurse may ask parents/guardians for a copy of their immunization record.

Contagious Diseases

Lakeside School is committed to safeguarding the health of our community and will continue to observe measures to reduce the spread of contagious diseases. However, the school cannot guarantee that a student or family will not become infected while attending school-sponsored instruction, athletics, events, and activities.

We kindly ask parents/guardians to voluntarily report any diagnosed communicable or infectious illness in their student's absence report on the Veracross portal. This information will then be escalated to the school nurse for review. Examples include, but are not limited to, COVID-19, conjunctivitis (pinkeye), pneumonia, and strep throat. Timely reporting helps the school respond appropriately, including monitoring trends, implementing measures to minimize the risk of transmission, and notifying those who may have been exposed. (See also Absence - Illness and Health - Illness Policy)

In the event of an infectious disease outbreak, Lakeside School may require student testing as a preventive measure. Testing may include diagnostic testing when symptoms are present; screening testing following exposure; and screening testing in the case of a potential outbreak involving multiple cases in one class or group. Families are not required to have health insurance for students to be tested at school.

Parents/guardians assume complete responsibility for taking appropriate action with regards to the student's test results, including seeking medical advice, care, and treatment from a medical provider if needed. There is the potential for a false positive or false negative with any screening or diagnostic test.

By working together and sharing critical health information, we can better protect the health and safety of our Lakeside community.

Medication Policy

At Lakeside School, we prioritize fostering independence and responsibility among our students, including the management of their medications. Please familiarize yourself with our medication policy:

Upper School:

- All students are expected to self-carry their medications.
- Additional doses can be stored in the Upper School health room upon request.

Middle School:

- 8th grade: Students are expected to self-carry their medications. Additional doses can be stored in the Middle School health room upon request.
- 5th-7th grade: Self-carrying medication is standard. However, medications can be stored in the Middle School health room upon request if parents/guardians or licensed prescribers are uncomfortable with students assuming this responsibility. Transition to self-carry is anticipated by 8th grade in preparation for the Upper School.

To facilitate this process, we kindly ask parents/guardians to complete the "Medication at Lakeside School" form in August Schools. This ensures the nurse is informed in the event of side effects or emergencies.

For students who self-carry and self-administer medication, parents and guardians should discuss the following with them:

- Adherence to the healthcare provider's medication order and/or manufacturer's labeling.
- Proper medication administration technique.
- Personal responsibility for medication: Medication is not to be shared with other students.
- Only carrying one day's supply at a time, except for multi-dose devices (like inhalers).
- Notifying the school nurse if symptoms persist, recur, or side effects are suspected while at school.

We appreciate your cooperation in maintaining a safe environment for all students. For any questions or further assistance, please contact the nurse at nurse@lakesideschool.org.

Nurse-administered medications or medications stored in the health room

Storage for students in grades 5-7, or duplicate storage:

- Students with medications unsuitable for self-administration or self-carrying will have their medication stored in the nurse's office.
- Each medication must be accompanied by the form "Medication at Lakeside School," signed by the parent/guardian and prescribing provider. This form will be stored physically with the medication and digitally on August Schools.
- The form covers short-term and as-needed medications, prescription medications (e.g., medications for ADHD, migraines, depression), and over-the-counter meds used during school hours. If the child has an Action Plan covering prescribed medication, no additional form is needed for the same medications.

    - These forms are intended to encompass all medications used during school hours, but we urge parents/guardians to plan in advance for medicine your child may need for school-sponsored overnight trips and after-school programming. Please reach out to the school nurse if you have questions about your child accessing their medication during these times, so a plan can be made with the student's licensed prescriber to ensure we have detailed instructions.

- An authorized medication form must be completed and on file at Lakeside before medication can be stored or administered.

Medication storage guidelines

- Medication must be stored in its original pharmacy-labeled container or manufacturer's package.
- When there's a change in medication dosage, a new prescription container label should be requested to replace the outdated dosage label. Parents/guardians should ask the pharmacy for an additional container/label when picking up the prescription.
- Once in the Health Room, the school nurse will work to ensure all medications are stored properly:
    - Medication is stored per manufacturer's direction.
    - Access to non-emergency medication is restricted to the school nurse and staff trained to administer medications.
    - All non-emergency medication is stored securely in locked storage.
    - Controlled medications will be stored in an additional locked container for safety.
    - Medication requiring refrigeration is not stored with food.
    - Emergency medications are stored securely with a plan for quick access.

Parent/guardian responsibilities:

- All medications, except for acetaminophen and ibuprofen, must be provided by the parent/guardian to the school or student. The school does not provide other over-the-counter medications.
- Lakeside employees will not cut tablets/pills. If a student's medication requires cutting, parents/guardians should cut the pills before delivering the medication to the school nurse for storage.

Medication Disposal

Medication left at the end of the school year is disposed of. Medications are stored from August to June or until they expire, but not over summer break. Parents/guardians must pick up unused medication within 3 days after the school year ends, or if medication is discontinued, expired, or if the student transfers schools. Medication disposal, witnessed by two staff members, follows packaging instructions and state health and environmental regulations, with documentation in August Schools.

Epinephrine Auto-injectors

For all prescribed injections, except epinephrine, only the school nurse may administer medication. For a student who has been diagnosed with a life-threatening allergy, Lakeside's faculty/staff may administer prescribed epinephrine injections in life-threatening situations where an anaphylactic reaction is suspected and the student is unable to self-administer. Epinephrine auto-injectors (Epi-Pen®) are administered by trained personnel or the school nurse according to the student's Allergy Action Plan. Emergency injectable medication administration is recorded in the student's health record on August Schools. In cases of allergen exposure or signs of anaphylaxis, trained personnel administer epinephrine, call 911, and notify parents/guardians. Students at risk of anaphylaxis are required to carry prescribed epinephrine auto-injectors (we recommend carrying two) for access during school and activities. While undesignated auto-injectors are available on campus for faculty/staff to administer under a standing order, they do not replace the designated auto-injectors carried by prescribed students.

Students possessing designated 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.

Opioid overdose reversal medication

Lakeside will maintain at least one set of opioid overdose reversal medications, known as naloxone or Narcan, in each division. A school nurse will ensure that this medication is clearly labeled in an unlocked, easily accessible cabinet in a Health Room. Additional materials associated with responding to an individual with a suspected opioid overdose will be stored with the medication. In the case of suspected opioid overdose, trained personnel administer naloxone, call 911, and notify an emergency contact.

Sunscreen

The definition of medication does not include over-the-counter topical sunscreen products regulated by the US Food and Drug Administration. Students, parents/guardians, and school staff may carry and use over-the-counter topical sunscreen without a prescription or note from a prescriber if the following conditions are met:

a) The product is regulated by the US Food and Drug Administration as an over-the-counter sunscreen product.

b) If carried by a student, the product is provided to the student by their parent/guardian. Lakeside School will not provide sunscreen to students.

Homeopathic Medications

Safe dose ranges cannot be determined for alternative and homeopathic medications and therefore for the safety and protection of students, alternative and homeopathic medication will not be given in the school.

Medication Error Policy

A medication error is a violation of any of the "Six Rights" – the right person, right medication, right dose, right route, right time, and right documentation. All medication errors must be documented and reported within 24 hours to the school nurse. Errors will be recorded and escalated within Lakeside's internal reporting system.

Required Health Action Plans

While Lakeside School is a private institution, we voluntarily adopt the standard of safety outlined in the law applicable to public schools (RCW 28A.210.320) concerning children with life-threatening conditions, reflecting our commitment to maintaining a similar level of safety and care for our students. 'Life-threatening conditions' refer to those posing a danger to a child's life during the school day without a valid medication or treatment order ("Action Plan"). Life-threatening conditions include: asthma, allergies, diabetes, and seizure/epilepsy conditions.

Please ensure your student possesses the necessary medications as outlined in the Action Plan either on their person or securely stored with the school nurse in the Health Room on or before the first day of school. If a student with such a condition lacks this documentation and medication at school, Lakeside's administration is required to exclude them until the necessary documentation and medication is provided. Prior to exclusion, parents and guardians will receive notification detailing the requirements and steps for compliance. Providing the appropriate Action Plan grants Lakeside's School Nurse authority to administer required care, as mandated by RCW 18.79.260(2).

Parents or guardians are responsible for ensuring their child's access to emergency medication beyond school hours. Note that no nurse will be available before 8 a.m. and after 6 p.m. For after-school activities extending past these hours, parents/guardians should plan for their child's medication and inform the supervising adult about their needs. Coaches are trained in CPR/First Aid, as well as Epi-Pen utilization. If self-carrying medication isn't feasible, alternative methods for after-hours access must be explored. Additional coordination might be necessary for overnight trips involving adults caring for a child off-campus.

Parents/guardians acknowledge their role in preparing the school for their child's life-threatening condition. Necessary faculty and staff are informed of students' life-threatening conditions to provide appropriate care and guidance. If a child is diagnosed with a life-threatening condition mid-year, their parents/guardians must promptly reach out to the nurse to initiate the necessary steps.

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 August Schools for the collection and storage of student health information. All parents/guardians must ensure that information, agreements, and forms are completed by their assigned due date. 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 August Schools and completed, signed forms are returned to Lakeside.

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 promptly 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 or to seek additional medical care as appropriate.

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. Additional communication may be required between the parent/guardian, student, trip leader, and nurse to ensure student safety on overnight trips.

Pre-Participation Physical Examination Form For Athletics

See REQUIRED FORMS under Athletics.

Sexual Health And Prophylactics

As part of our belief that healthy minds and bodies are the foundation for enabling 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 school nurse, 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.

Institutional Policies and Procedures

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.

Lakeside School Brand (use of logos, etc.)

An essential part of the Lakeside School brand is its visual identity — elements that include Lakeside's official logos, wordmarks, colors, and fonts. Consistent usage strengthens audience recognition; helps build trust in school communications; and aligns with our reputation for educational excellence.

The following expectations are meant to guide consistent expression of Lakeside's visual style.

- Community members may not use the Lakeside logos, wordmark, crest, other brand graphics (or any of their elements) for events or activities not sponsored by the school.
- The Lakeside School logos, wordmark, crest, other brand graphics (or any of their elements) must not be reconstructed, altered, or obscured in any way.
- Custom logos must first be approved by the communications office.
- For any uniforms, gear, or materials associated with Lakeside Athletics, all products, colors, logos, etc., must be approved in advance by the director of athletics.

For questions about the Lakeside brand or logos, email communications@lakesideschool.org.

Communications

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 about Students with Advisors and Teachers

The usual first point of contact for parents/guardians is the student's advisor. 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. Teachers are the best ones to ask about issues that are specific to their classes and a student's performance in those classes. 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 Lakeside teachers and administrators will respond to communications within 24 hours, during the workweek and school year. See also COMMUNICATION ETIQUETTE.

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 sending 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 in the re-enrollment or admissions process. 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, other than in extenuating circumstances in which the mental health or safety of the student is of concern,, 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.

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.

Directory

Community members' contact information is confidential. Information is not to be used for solicitation purposes.

Media

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

Statements on Societal Events

The following principles outline what community members can expect from Lakeside School in moments of cultural upheaval, crisis, and trauma, as well as our expectations for members of our community during these times.

- When national and global events impact our students, we will focus on taking care of them in ways that are appropriate to their developmental stage. We may develop educational programming to deepen students' understanding of issues. In order to support student care, resources and programming will sometimes be shared with our larger community, including faculty and staff, and parents and guardians.
- Generally speaking, you should not expect Lakeside to make statements about external events as expressions of empathy or outrage. Such expressions will be rare, and be linked to events that are disrupting Lakeside's ability to fulfill its core function as a school or affecting students in their role as learners. Whether administrators make an official statement or not will always be a judgment call, and, inevitably, our entire community will not always agree with that decision. Institutional statements

run the risk of being performative, especially when the school and its administrators cannot substantively affect the issue at hand. Given the frequency of newsworthy and tragic events that affect us, such statements also risk sending the message that the institution cares more about some places, events, and people than others.

- The absence of a statement does not indicate that Lakeside is taking a certain position on an issue by default, or staking out a position of neutrality. An event or issue may challenge Lakeside's values, or community members' senses of moral integrity, yet not call for an institutional statement.
- Lakeside is a multicultural and diverse community; we expect members of our community to have differing perspectives on events or issues and to navigate those differences with respect. As an institution with a mission to develop young people who contribute wisdom, compassion, and leadership to a global society, we expect our students to be engaged and positive change-makers on a wide variety of topics. Our role, as educators, is to teach students how — not what — to think and to live their values.
- We deeply value that our community members feel connected to Lakeside as their school, their student's school, their workplace, or their alma mater. Administrators sometimes receive thoughtful requests from community members who want Lakeside's administrators to speak on an issue. In navigating these conversations, we expect all individuals to reflect our shared values, articulated in the Statement of Community Expectations, of trust, integrity, respect, engagement, wellness, inclusivity, kindness, and humility.

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.

Advancement, Development, and Fundraising

In the interest of coordinated and successful fundraising programs at Lakeside School, the Board of Trustees, through the appropriate 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 institutional advancement. These activities include fundraising and constituent relations conducted on behalf of Lakeside School. Any fundraising effort that is expected 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 institutional philanthropy. 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.

Families that wish to thank teachers and educators can participate in PGA programs like Winterfest and other gratitude-focused activities and events.

All PGA auction procurement and fundraising activity should be discussed and coordinated in advance with the PGA liaison, paying careful attention to individual pre-event gift 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 institutional philanthropy. 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, alums 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 institutional philanthropy 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 advancement office guidelines.

The director of institutional advancement, director of institutional philanthropy, 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

Use of Campus

Lakeside School campuses are private property and are not open to the public. Unless the use is approved by a Lakeside administrator or through the rental requests process, only Lakeside students, their families, employees, and alumni are permitted on campus.

Visitor Policy

All visitors to campus, including 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.

Facilities Use Policy

Lakeside School facility rentals are limited to other nonprofits—usually other schools, educational entities, governmental agencies, athletics, or arts-associated groups—and to current Lakeside employees, alums, and current and former trustees.

Lakeside School programs and events always have first priority for the use of campus facilities. Rental requests must be approved by the chief financial officer or the facilities director, and the rental policy is implemented by the assistant director of facilities. 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 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 must be arranged through Lakeside's food services' provider 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 assistant director of facilities. 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 facilities at 206-440-2936.

Food Service

Food on both campuses is provided by SAGE Dining Services. Their inclusive dining program accommodates food allergies, eating preferences, and a range of dietary practices and needs. The menu is listed on the SAGE Dining Services website for Lakeside at sagedining.com/sites/lakesideschool and the Touch of SAGE app.

Students' school day lunch is included in tuition, and financial aid is applicable. For lunch, all students are able to get as much food as they need. Students should only take what they know they will eat for lunch. Lunch service begins at 11 a.m. and ends at 12:45 p.m. at the Middle School and 1 p.m. at the Upper School.

Breakfast and afternoon snacks are available for purchase. Breakfast service runs from 7:30 a.m. - 8:10 a.m. at the Middle School and to 9:30 a.m. at the Upper School. Afternoon snacks are available from 3:20-3:40 p.m. at the Middle School., and 3-4 p.m. at the Upper School. Students charge food service expenses (for breakfast and snacks) to their accounts by using their student ID. Food charges are invoiced to the Veracross household statement on a monthly basis.

Students can bring food from home; a microwave is available for student use in each division.

Dietary Restrictions

While the school endeavors to assist in dietary matters, it is the responsibility of students and 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. (See also REQUIRED ACTION PLAN under Health.)

When creating menus, kitchen staff work with SAGE's registered dietitians to understand food allergies present in the community. The dietitians review every ingredient used in our recipes and tag menu items containing the top 12 allergens (wheat, gluten, egg, fish, milk, sesame, soy, shellfish, peanuts, tree nuts, mustard, and sulfites). All menus undergo a thorough review process that verifies variety, safety, and food allergy accommodations. Learn more about SAGE's approach to managing food allergies on their website, sagedining.com/sites/lakesideschool.

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 and no adult shall be alone with any student off-campus for any reason. 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.

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. All Middle School students have access to a school-owned Chromebook. Starting in the Upper School, 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 who choose not to purchase through Lakeside are required to have virus protection software installed on the student laptop(s) and accept responsibility for maintaining its functionality and reliability including arranging for all repairs and loaners, as needed.

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 Internet access 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.

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 deemed necessary by the educators.

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 requires the consent of all parties.
- 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.

Cell Phones and Mobile Device Policy

Middle School

Students hand in cell phones, smart watches and other mobile devices (except for school issued Chrome Books) to their advisor every morning. Students should collect their device(s) at the end of the school day. Students staying for after school study hall will check in their devices with the study hall supervisors. For after-school clubs convening immediately after school, adult club advisors will collect devices within their spaces. Students participating on athletic teams have to keep their devices invisible and silenced in their backpacks. Students who struggle to meet this expectation will have appropriate interventions and/or disciplinary consequences.

Parents and guardians may call the Middle School front office before 2:30 p.m. if they need to deliver an urgent message to their student. After 3:40 p.m., parents and guardians should call the library for any student related pickups or messages. Students who need to use a device to manage a documented medical condition may do so with approval from the school nurse and are expected to use their device only for that purpose.

Upper School

Cell phones, smart watches, and other mobile devices except for laptops are to be invisible during the academic day, from 8:30 a.m. to 3:10 p.m. Phones and watches must be silenced and kept in a backpack, bag,

or locker (not pockets). Students may not use them in class (except for academic work as directed by a teacher), during passing periods, free periods, community time, or during lunch. Students may bring their phone to their advisor or an administrator if there is an urgent need for them to use it. Parents and guardians may call the main office if they need to relay an urgent message to their student. Students who need to use a device to manage a documented medical condition may do so with approval from the school nurse and are expected to use their device only for that purpose. Students whose devices are visible during the academic day may face consequences such as being given a warning, having to turn their phone in during the academic day for a period of time, or having a meeting with an administrator.

Transportation

Lakeside tuition does not include transportation to and from school. Transportation options to and from school for students include Lakeside's 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.

Custom Bus Service

The 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. Financial aid is available and automatically applied for students receiving tuition financial aid.

Custom bus billing questions should be directed to 206-440-2763.
Email custombusprogram@lakesideschool.org for general inquiries, including bus service, routes, schedules or concerns. Call Metro Transit at 206-553-3000 or the Lakeside custom bus line at 206-440-2801 regarding delays or issues relating to Metro 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.

Parking

Cars parked on campus without proper identification or inappropriately parked on campus or neighboring streets will be towed.

Student Parking

At the start of the school year, students can request a permit through the end of the first week of classes. Following that date, student permits will be issued on a first-come, first-served basis with seniors receiving priority, then juniors, then sophomores. Permit requests made after the end of the first week of classes will be issued on a first-come, firstF-served basis throughout the year until there are no more available permits and parking spots. Permits will only be issued for the number of student parking spaces on campus. Once

that number is reached, the student parking request form will no longer accept responses, and students will need to park off campus. Students will be informed by community safety whether they have been approved for a parking permit. If a student will be driving more than one vehicle to school, they should fill out the form once and include information about all of the vehicles; they will receive one parking pass that must be transferred between vehicles.

Vehicles parked in student parking must be registered with the school and must display a parking permit at all times. Parking lots available for students include Stimson lot, located across 1st Avenue from Parsons Field (note that the south parking spaces along the fence are reserved for adults); the athletics center lot (note that 10 spaces are reserved for adults); and the senior lot, between 1st Avenue and the new building. Students are not allowed to park in the Visitor Lot, East/Library Lot, or behind the WCC/4th Avenue.

Any student parking in the wrong lot or violating parking rules will be ticketed with a warning. Students who repeatedly park in areas where they are not permitted will speak with an administrator, will have their parents or guardians notified, and may lose the privilege of parking on campus. Parking violations are also subject to being towed at the family's expense.

Students who do not receive an on-campus parking permit must park on the neighboring streets, complying with all local parking laws. Students should avoid parking near or blocking fire hydrants, mailboxes, trash containers, sidewalks, driveways, or parking too close to intersections. These violations are subject to being fined, towed, or both by the City of Seattle.

Carpooling

Many Lakeside families form a carpool, driven by older students or parents and guardians. There are designated carpool parking spots in all student parking lots on the Upper School campus.

Information about "nearby student households" can be found on the directories in the Veracross portal. Lakeside School is not responsible for any risk or liability associated with carpools created by families using information provided by the school (e.g. the directory).

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 trip 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 themself 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 main 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 outside of those hours or when attending a scheduled event hosted by Lakeside or the Parents and Guardians Association. See also VISITOR POLICY.

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 the ROAR auction and logowear sales.

The PGA office is on the northeast corner of the Upper School campus and is open to all. Please follow the guidelines for visiting campus above, before going to the PGA office.

How to Become Involved

Lakeside School welcomes parents and guardians as essential, integral members of the community. 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 the ROAR auction.
- 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.

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, the ROAR auction, and various events as they are able.

Commitment 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 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.