the Downtown school

A LAKESIDE SCHOOL

2019-20 FAMILY HANDBOOK
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BACKGROUND

The Downtown School: A Lakeside School is an independent, co-educational high school located near Seattle Center. It opened in fall 2018, and the school offers a high-quality academic education to a diverse body of academically talented students.

MISSION
The mission of The Downtown 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.

NON-DISCRIMINATION POLICY
The Downtown School does not discriminate on the basis of age, color, creed, disability, marital status, national or ethnic origin, race, religion, sex, sexual orientation, gender identity, use of a trained guide dog or service animal by a person with a disability, or genetic information. This policy applies to all areas of student concerns (admissions, athletics, educational policies, financial aid, and other school-administered programs) as well as to all areas of employee concerns and hiring, discipline, promotion, and termination.

REPORTING REQUIREMENTS
The administration of The Downtown 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, NWAIS, and NAIS.

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

Experienced teachers at The Downtown School engage students’ curiosity in and beyond the traditional classroom setting with City as Lab excursions integrated into the fabric of each course. Global Online Academy provides students the opportunity to join communities of learners drawn from all over the world. Service learning and internships offer students the chance to work with organizations that reflect their interests. Three-week intensives at the beginning and end of the school year emphasize interdisciplinary thinking and our core competencies.

CORE COMPETENCIES

The academic program at The Downtown School is focused on developing active learners who think critically and creatively and communicate and interact effectively. Students who graduate from The Downtown School will have highly developed skills in the following five core competencies:

**Learn How to Learn**

- **Resourcefulness:** You take initiative to use available tools and resources to tackle problems.
- **Perseverance:** You lean into tasks or topics that you are unfamiliar with or challenged by and don't give up.
- **Self-reflection:** You look back regularly on your practices and products to determine what went well, what didn’t, and how it could be improved.
- **Iteration:** You seek out feedback, listen for understanding and incorporate insights to strengthen your future work.
- **Organization:** You have an organizational system that works for you that supports your learning.

**Think Critically**

- **Inquiry:** You approach problems with curiosity and ask thoughtful questions.
- **Awareness:** You identify and take into account how you and others see the world. This can include things like cognitive filters, cultural perspectives, and gender biases.
- **Pattern recognition:** You identify patterns and make connections.
- **Information literacy:** You assess the accuracy and reliability of information.
- **Deliberateness:** You draw conclusions or make decisions that are grounded in evidence or logic.

**Think Creatively**

- **Novelty:** You use your skills and resources in new and interesting ways.
- **Brainstorm:** You generate ideas without inhibitions and constraints.
- **Play:** You engage with ideas and activities with an exploratory and joyful mindset.
- **Imagination:** You look at problems from multiple and unique perspectives.
COMMUNICATE EFFECTIVELY

- **Active listening:** You listen to understand and are able to summarize points made by others.
- **Context:** You choose an effective and appropriate mode of communication.
- **Clarity:** You use language with precision. You write and speak clearly.
- **Audience awareness:** Your communication reflects an understanding of the needs and perspectives of your audience.
- **Intent and impact:** You are aware of your intent and mindful of the impact.

COLLABORATE

- **Goal setting:** As a group, you establish goals and timelines.
- **Accountability:** You take responsibility for your assigned tasks, and recognize how they impact the group’s success.
- **Creative friction:** You respectfully engage with and incorporate different opinions to sharpen ideas.
- **Role taking:** You establish clear and appropriate roles for each member of the group.
- **Interaction:** You negotiate, mediate, persuade and compromise in order to achieve your shared goal.

REQUIREMENTS FOR GRADUATION

The Downtown School requires 24 credits for graduation. Requirements for students who enter the school after the 9th-grade year may be altered based on the student's previous study and academic interests. Students may be awarded a diploma only after completing four academic years of high-school study (some of which may be completed elsewhere) and fulfilling The Downtown School's distribution requirements shown below.

Students must carry 5 credits a semester; intensives and each semester of a class count for .5 credits. To graduate from The Downtown School, students are expected to be enrolled here for 12th grade.

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>CREDITS/TIME</th>
<th>REQUIRED COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>E100, E200, E310 and E320, E400</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>H100, H200, H300</td>
</tr>
<tr>
<td>Math</td>
<td>3 (4 recommended)</td>
<td>Three year-long courses</td>
</tr>
<tr>
<td>Science</td>
<td>3 (4 recommended)</td>
<td>S100, S200, S300</td>
</tr>
<tr>
<td>Spanish</td>
<td>2 (3 recommended)</td>
<td>At least two year-long courses, one of</td>
</tr>
<tr>
<td>Course Type</td>
<td>Credit Hours</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interdisciplinary Intensives</td>
<td>2.5</td>
<td>ID110, ID310, ID320, ID410, ID420</td>
</tr>
<tr>
<td>Art Intensives</td>
<td>1</td>
<td>A210, A220</td>
</tr>
<tr>
<td>Health and Fitness</td>
<td>2.0</td>
<td>W120; complete 1.5 credits of physical education through approved outside</td>
</tr>
<tr>
<td></td>
<td></td>
<td>activities. (See website for approval form.)</td>
</tr>
<tr>
<td>Global Online Academy</td>
<td>1</td>
<td>Two semester courses or one year-long course in any subject area.</td>
</tr>
<tr>
<td>Internship</td>
<td>0.5 (50 hours)</td>
<td>Students will receive a half credit for each 50 hours of internship time</td>
</tr>
<tr>
<td>Service Learning</td>
<td>40 hours</td>
<td></td>
</tr>
</tbody>
</table>

**MATH COURSE PLACEMENT**
Students will be placed in math courses based on their previous math class and grade as well as admissions test results. For an alternate math placement, we require a formal placement test.

**SPANISH COURSE PLACEMENT**
Students will be placed in Spanish courses based on their previous Spanish class and grade. If this does not give enough information for placement, the Spanish teacher will schedule a brief diagnostic conversation in Spanish.

**TAKING GLOBAL ONLINE ACADEMY COURSES**
All Downtown School Students are required to take 1.0 credit of GOA courses as a graduation requirement, which is covered by tuition. For most students this will mean two discrete semester classes. See below for all instances in which a student may take a GOA course and whether the cost is included in tuition or not.

The cost of GOA classes will be included in tuition if:
- Due to placement, usually in Spanish or Math, a fifth class can't fit into the student's regular schedule.
- The course meets the 1.0 credit GOA graduation requirement.

Families are responsible for the additional cost for GOA courses if:
- The student takes a GOA course for enrichment beyond the scenarios described above.
The student has room for a GOA course in their schedule because they have met the Spanish requirement and don’t want to take a higher level.

The student completes the Downtown School curriculum early for a subject area.

The cost for additional GOA courses is $500 per 0.5 unit or semester.

Students taking GOA courses will be required to:

- Attend an orientation with the GOA site director.
- Work on their GOA courses during their free period at school.
- Meet weekly with all students taking GOA courses and the site director for 30 minutes before or after school to share the work they are doing and discuss successes and challenges.
- Meet individually with site director as needed to stay on course with class work.
- Deliver brief presentations to the student body during assembly 2-4 times per year.

**HEALTH AND WELLNESS**

The Downtown School’s health and wellness program is a comprehensive curriculum focusing on emotional, mental, physical, and social well-being. This program aims to manifest the Downtown School’s mission of developing healthy bodies and ethical spirits. The program begins with a required 9th grade course, Health and Wellness.

**PHYSICAL EDUCATION**

The Downtown School believes in supporting and encouraging physical fitness. To that end, we require all students to have completed three semesters worth of physical education for graduation. We believe in the widest possible definition of physical education. To receive credit for a semester you must:

- For a class or sport to receive credit, it must meet for at 25 hours.
- Have a letter signed by a coach or class instructor. It will state that you have participated fully in the sport, activity, class and have shown growth in your understanding of your own physical presence.
- Students may track their own physical fitness by keeping a record of their activities. They must average 100 minutes a week and write about how they grew in their activities, and their understanding of physical education.
- All these materials must be submitted to the dean of students to receive credit.
- You can receive retroactive credit for any semester that you completed after the start of 9th grade.

Students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or for other good cause.
TEXTBOOKS
In order for families to be able to get the best prices, materials, novels and textbooks for The Downtown School classes may be purchased online. Families will be provided with course materials 2-3 weeks before school starts. The list will also be available on The Downtown School website.

HOMEWORK
The Downtown School offers a rigorous academic program that makes use of classroom time, City-as-Lab expeditions, and independent practice.

Teachers are deliberate and thoughtful about creating meaningful assignments that support and enhance students’ development in content-specific and school-wide competencies. The amount of time that a student spends on homework varies from night to night and week to week. During busy times of the year (especially near midterms and the end of semesters), students may experience a heavier-than-normal load. Teachers and advisors work with students to achieve balance in their school and personal lives. If a student believes that homework is becoming unmanageable, they should initiate a discussion with their advisor and teacher. Teachers collaborate and communicate regularly to ensure that due dates for major projects remain manageable.

Students need real breaks from school work throughout the year. Teachers will 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 due in that first week back that would require any more preparation than could be completed in the amount of time classes have been in session.

GRADING
No missing work will be accepted more than ten school days late. Late work will be penalized according to the standards established by each teacher. Requests for extensions are subject to teacher discretion as outlined in their course information sheet. You may be asked to show progress towards completion.

The Downtown School is a feedback-oriented culture where students are expected to work toward mastery of skills and concepts. We are committed to mapping students’ performance to grades that reflect their learning and achievement. The subject-specific and school-wide competencies that define our curriculum will guide feedback and learning. To give a more holistic view of student strengths and areas of growth, teachers will provide narrative comments during the following periods:

<table>
<thead>
<tr>
<th>Mid November</th>
<th>Late January</th>
<th>Late March</th>
<th>Late June</th>
</tr>
</thead>
</table>

Semester 1 Midterm and Fall Intensive* | Semester 1 Final | Semester 2 Midterm | Semester 2 Final and Spring Intensive

*Although fall intensive grades and comments will be sent out with semester one midterm comments and grades, students can access this information through their teachers and advisors following the conclusion of the course.

Midterm grades for students are provisional, though they do provide an accurate measure of the student's work at that point in the year. Only the final grade in each course is recorded on a student's transcript. For yearlong courses, the final year grade is computed using the two semester grades and a final exam or final project if given.

The calculation of final grades will be as follows:

\[
\text{Final Grade} = 40\% \text{ (Semester 1)} + 50\% \text{ (Semester 2)} + 10\% \text{ (Final Assessment)}
\]

Teachers will track student grades as percentages and will use the following scale to align to letter grades:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92.5%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.5%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86.5%</td>
<td>B</td>
</tr>
<tr>
<td>80-82.5%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79.5%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76.5%</td>
<td>C</td>
</tr>
<tr>
<td>70-72.5%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69.5%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66.5%</td>
<td>D</td>
</tr>
<tr>
<td>60-62.5%</td>
<td>D-</td>
</tr>
<tr>
<td>50-59.5%</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades and Academic Probation
If a student receives grades of C- or below in three or more courses in any given grading period, they will be placed on academic probation. There are four grading periods per year designated by grades and comments sent to parents/guardians. A meeting will be called with the student, parents/guardians, the advisor and the director of student support to develop a plan to facilitate the student's academic success moving forward. If a student remains on academic probation for more than two consecutive grading periods, the student risks not receiving a contract for the following school year.

Standardized Testing
Students will take a variety of standardized tests during their time at The Downtown School. While The Downtown School does not provide review sessions for these tests, teachers and
college counselors can suggest additional materials for students who wish to practice on their own.

Mock Preliminary SAT (PSAT): The Downtown School offers an on-campus mock PSAT in the fall for sophomores as an opportunity to practice for the PSAT.

PSAT: The PSAT is the test by which juniors qualify for the National Merit Scholarship Competition. All juniors will take the PSAT on the Lakeside campus on October 16. The director of college counseling will assist juniors with registration.

SAT, ACT, and SAT Subject Tests: While The Downtown School does not administer any of these tests, the majority of The Downtown School students will take one or more of these exams. The Downtown School offers an on-campus mock ACT to juniors as an opportunity to practice for the ACT.

Advanced Placement (AP) exams: While The Downtown School does not follow an AP curriculum, students may choose to take AP exams. These subject-area exams are administered on a fixed schedule each May. Some colleges will grant students credit or placement into upper-level classes with qualifying scores. Students should discuss with their teachers and advisor which exams, if any, are appropriate for them; AP exams are not a required component of college applications in the United States.

COLLEGE COUNSELING
The college counselor works closely with students to identify post-secondary opportunities appropriate for students' interests and abilities; to assist students with building applications that will most effectively communicate the student's academic and personal narrative; and to keep families informed of the evolving trends and admission policies of colleges.

BEGINNING THE COLLEGE PROCESS
The college counselor begins to meet individually with students in January of junior year. Only after the student has met with the college counselor will the family be invited to schedule a meeting with the counselor. Because the college counselor devotes their time to seniors and second-semester juniors who are currently in the admissions process, they may be unable to meet individually with students and families prior to the second semester of 11th grade.

RESPONSIBILITIES OF PARENTS AND GUARDIANS
Parents and guardians are important partners in the college process. In order for them to support their student in the college process effectively, at least one parent/guardian of every junior must attend an introductory presentation by the college counselor. 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 presentation and submits the questionnaire will a college counselor meet individually with a student and his or her parents/guardians.

RELEASING SCHOOL RECORDS TO COLLEGES
The Downtown School requires students to indicate to which institutions the student is applying by adding those schools to their “Colleges I’m Applying to” lists in SCOIR. By adding a college to this active list in SCOIR, the student authorizes The Downtown School to release their Downtown School transcript, school report, and recommendations to that institution, as well as
other transcript(s) reflecting credits counted toward the student's graduation requirement from The Downtown School.

**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. The Downtown School 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 The Downtown School, 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, The Downtown School will not release school reports, transcripts, or recommendations to any other colleges. If The Downtown School has already submitted those materials, the college counseling office will contact the other institutions to withdraw all school reports, recommendations, and transcripts.

**Restrictive Early Action (REA)**

REA, offered by Harvard, Princeton, Stanford, and Yale, allows students to apply by an earlier deadline and receive a decision sooner without a commitment to enroll. However, students may apply restrictive early action only to that one institution, unless the other institutions are public universities. Because the majority of The Downtown School students enroll at the REA school that admits them and because spaces at these four institutions are highly coveted, The Downtown School restricts students from applying to and maintaining outstanding applications at more than one additional institution if admitted to a REA school. This allows students to explore another option while also preserving spaces at these highly selective colleges. A student admitted to a REA school is required to withdraw all other applications, with the exception of one, within one week of receiving an admissions offer.

**Test Scores**

Standardized test scores do not appear on the The Downtown School transcript and are not disclosed by the school. Students decide what scores they want disclose and are responsible for having the test scores sent to colleges by the appropriate testing service(s).

**Athletic Recruiting**

Throughout the college process, students are expected to demonstrate the respect, honesty, and consideration articulated in The Downtown School's community expectations. Students are required to honor any commitments they make throughout the college process. If a student informs The Downtown School in writing that they have committed, verbally or in writing, to a college coach that they will enroll at that institution if admitted, The Downtown School expects the student to uphold the agreement and will send a final transcript to that college only.

**Teacher Recommendations**

Students may request a maximum of two teacher recommendations (this does not include 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. The Downtown School will send
counselor and teacher recommendations to colleges only after students have waived their FERPA rights in writing.

**Enrolling in College**
Because The Downtown School 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 who has committed to one school is admitted off a waitlist after May 1 and chooses to enroll at the second school, The Downtown School 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, The Downtown School will notify both institutions of the student’s failure to comply.

**Reporting 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 The Downtown School. There will be space in the application for the student to explain the event and what they learned from it. In addition, The Downtown School may also share this information in writing with the colleges. If the suspension occurs after the student has submitted the applications, the student and The Downtown School will inform the colleges in writing within 10 days of the start of the student’s suspension. Students and families will not have access to the written documentation that The Downtown School sends to colleges. This policy on reporting suspensions is in compliance with the National Association for College Admission Counseling’s Statement of Principles and Good Practice.

**Reporting Expulsions to Colleges**
If a student is expelled prior to The Downtown School submitting transcripts, school reports, or recommendations to colleges, The Downtown School will not share information regarding the expulsion with colleges. If The Downtown School is approached by a college for more information, The Downtown School will share information about the expulsion only after receiving written consent from the student and family authorizing the school to do so. If a student is expelled after The Downtown School has submitted transcripts, school reports, or recommendations to colleges, The Downtown School will disclose the expulsion fully and honestly to those colleges and reserves the right to retract any recommendations already submitted to colleges.

**Parent/Guardian Events**
The Downtown School provides opportunities throughout the school year for parents and guardians to learn more about the school’s curriculum and co-curriculum. Check the website for event details and for a fuller listing of events.

**Back-to-School Night**
This evening early in the school year gives parents/guardians a chance to walk through a typical school day based on their student’s schedule. It is not a time for individual conferences with teachers; parents/guardians who would like a conference with a teacher should call for an appointment through the student’s advisor.
**Parent/Guardian Coffees**
These informal optional gatherings are a chance for the head of school to talk with parents and guardians about what is happening at the school, including upcoming events and trends in the student body. They are not meant to be a time to discuss individual teachers or issues that pertain only to individual students. Generally, administrators provide a brief update and then answer questions from parents and guardians.

**Parent/Guardian Conferences**
Parents/guardians may call for conferences about their student. The usual first point of contact is the student's advisor. It is important for the advisor to be aware of any issues affecting the student. The advisor can be helpful to the parent/guardian in arranging conferences with individual teachers or a group of teachers.

**Admissions**
The scholastic ability and personal character of applicants are the primary factors considered in admissions decisions. In making decisions about admissions to The Downtown School, the admissions committee considers both the school's ability to serve an applicant's educational needs and the applicant's ability to take advantage of the school's resources and to make a positive contribution to the life of the school. The Downtown School seeks to enroll qualified students from a broad array of social, economic, ethnic, religious, and racial backgrounds. The admissions committee grants some preference to families who have connections to the school community, including siblings of past and current students, and the children of employees and alumni.

**Re-Admission**
The Downtown 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.

**Re-Enrollment**
Families will be informed about the re-enrollment process and deadlines in early January. This process must be completed and the place-holding deposit sent to the business office. Tuition payments must be up to date by January 15, and students must be in academic good standing in order for families to receive their re-enrollment materials.

**Financial Aid**
The Downtown School's financial aid program draws its inspiration and context from the school's mission statement and admissions policy, both of which define the school's work with intellectually capable young people and the community in which this work takes place.

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 The Downtown School program.
Assistance is based on The Downtown School's financial resources, allocated funds, and documented family need, which are all reassessed annually. The confidentiality of information provided by families is carefully maintained.

**Financial Aid Applications**
Financial aid applications will be posted online in October on the School and Student Services website (solutionsbyss.com). DTS families not currently receiving financial aid that intend to apply for the upcoming school year must contact the head of school. The Parents’ Financial Statement (PFS) is the heart of the application. Additional materials, including signed copies of W2s, tax return and all schedules, completed Form 4506, and records of all untaxed income, are also required. Families applying for financial aid for the first time should include a letter explaining the changes in financial circumstances that have prompted their application for aid.

The PFS deadline is Dec. 20, 2019. Supporting tax documents are due Feb. 7, 2020 for the families of new students.

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

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**ATTENDANCE AND STUDENT RECORDS**

**Attendance and Absences**

**Philosophy**
The Downtown School is intentionally small by design. Absences have an impact on group work, class discussions, and events during community time. Therefore we highly encourage students and families to avoid missing any time if possible.

**School Hours**
Classes at The Downtown School begin at 9 a.m. and end at 2:15 p.m. Students will have access to the school from 8 a.m. to 4 p.m.

**Attendance Procedures**
Attendance is taken in all classes and students are expected to attend all community events and activities during school hours. Parents/guardians of absent students must contact The Downtown School by 10 a.m. by emailing attendance@downtownschoolseattle.org or calling 206.717.2853. All students are expected to be on campus for the entire school day, except during lunch period or while on City as Lab expeditions.
**Open Campus**

All students are afforded the privilege of open campus during lunch period. Students must recognize that going off campus is a privilege that requires maturity, cooperation, and responsibility. The privilege will, if abused, be curtailed or revoked.

Freshmen are required to sign in and out with their advisor via Google Hangout or another approved procedure. All students are requested to stay within the geographical boundaries outlined at the beginning of school.

Families should recognize that allowing students to go off campus is not entirely risk free. However, when exercised with the discretion and responsibility expected of our students, and in accordance with other school guidelines, a limited off-campus privilege is in line with The Downtown School's mission, both practically and philosophically.

If during lunch there occurs an unusual event (an earthquake, fire, shelter in place, etc.) all students should immediately return to the designated evacuation meeting site unless otherwise instructed and assemble in the appropriate designated areas so that roll may be taken and the appropriate emergency procedures implemented.

**Approved Absences**

In the event of an illness or an approved absence for a school-sponsored activity, 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' class websites for homework assignments and other class information.

For planned absences of one full day or more, students should fill out a planned absence form, available online.

**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 grade level or class will not be scheduled on a religious holiday, we will try to avoid it if at all possible.

Students may miss school on major religious holidays and such absences will be considered excused absences, without consequence. It is incumbent on the student to inform their teachers in advance of their planned absence and to arrange to make up any work missed.

**Illness**

A student who is not well should be kept at home. 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.

To protect the health of our students and community, please report any communicable diseases that your student has to the main office. Specific infectious diseases such as measles, rubella, pertussis, chicken pox and mumps need to be reported to local public health authorities by health care providers; with your assistance, we can identify and potentially prevent outbreaks of these and other infectious diseases.
UNEXCUSED ABSENCES
The school does not excuse students for early departures/extensions of vacation or other non-emergency reasons. Parents/guardians should understand that students will be held responsible for the material missed, and that teachers are under no obligation to give credit or coaching for missed assignments or tests or to make special accommodations or arrangements.

ABSENCES AND COURSE CREDIT
When a student misses 6 periods of any one class in a semester, a conference will be scheduled with parents/guardians and the student's advisor to consider how best to support the student's attendance. If a student misses more than 10 periods of any one class in a semester, it is unlikely that credit can be granted.

Students receive .5 credit for opening and closing intensives. For this reason, attendance is imperative. Students who are absent more than twice during an intensive course are at risk of not receiving credit for the course. Students will need to develop a plan with the intensive teacher to make up the missed content or possibly complete alternative assignments.

MEDICAL LEAVE
Medical leaves can be granted if a student would be better served by taking a leave in order to manage a physical or mental health situation (see also Concussion). This determination will be made by the student's advisor and the head of school, in conjunction with a student's family and outside medical professionals. The length and parameters of the leave will be part of this determination.

There is no guarantee that a student will be able to receive credit for all courses in the event of a medical leave, but every avenue will be explored to see if it is possible. Medical leaves are noted on the student's The Downtown School transcript, including the beginning and ending dates of the leave.

STUDENT RECORDS
The Downtown School maintains student files throughout a student's enrollment. Student permanent records containing grades and comments, transcripts, and other correspondence pertinent to the student's academic performance are kept on file in Gradelink. Following the student's withdrawal or graduation, the transcript is the single remaining document of record. Student files containing disciplinary actions and other non-academic information pertaining to the student are destroyed upon the student's year of graduation. All student records are considered to be the property of The Downtown School.

TRANSCRIPTS
Transcripts and other student records may be requested from The Downtown School registrar.
Transcripts and other records will be supplied only to students whose families’ financial obligations to The Downtown School have been fulfilled. Families should anticipate that it may take up to two days to complete a request (one day for college applications).

**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.

The Downtown School director of student support meets regularly with the teaching team to review students experiencing difficulty. The director of student support is the safety net that identifies students having academic or social/emotional difficulty and designs appropriate support mechanisms for them, in consultation with the student, advisor, teachers, and parents/guardians, as appropriate.

The director of student support, in partnership with the teaching 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) coordination with outside professionals such as psychologists or tutors.

**Advising**

Each student at The Downtown School has an advisor who is responsible for monitoring the academic experience and general growth of that student and who serves as the student’s advocate in a given year. The advisor is available to students’ families, as well as to the students themselves, and often serves as the first line of communication between families and the school.

**Learning Resources**

Through its faculty, The Downtown School provides a wide variety of services designed to support students in their learning, academic growth, and success in course work. Services include access to study areas, short-term skills instruction, academic counseling, 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, parents/guardians, or student self-referral.

**Contracted Professional Tutoring**

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 head of school.

If a student has a documented learning disability or health impairment that may require accommodations to facilitate the student’s academic success, parents/guardians should contact the student’s advisor (see ACCOMMODATIONS). The Downtown School does not offer a special education program; however, we are committed to working with each family to provide their child with the opportunity to learn up to their potential and to enjoy academic achievement within the The Downtown School program.
Counseling
The director of student support is able to provide a confidential resource for students and parents/guardians. The director of student support is a trained mental health professional who is able to assist students with a wide variety of developmental, social, and mental health issues and is available to consult with parents and guardians as needed. Referrals to therapists in the community are made if it seems more appropriate for a student's needs or if a student decides he or she would prefer to be seen by someone outside of school. Students and parents/guardians can make an appointment by dropping in, emailing the director of student support, or by calling 206-717-2846.

Confidentiality
The Downtown School director of student support (also called “counselor”) follows 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 which are 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. The counselor discusses 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: The counselor may conduct professional consultation with mental health professionals outside of The Downtown School but will not share identifying information about students in this situation. The counselor may share pertinent information with the head of school and/or student's advisor if they deem it necessary to best support a student. If students miss appointment(s) with the counselor and/or do not respond to emails or other communication, the counselor may share relevant information with someone who can help them get in touch with those students. Washington state law requires all 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 he or she is at serious risk of causing grave bodily harm and/or death to themselves or others, the counselor will break confidentiality in order to ensure the safety of the student and others (see SAFETY ASSESSMENT PROTOCOL below for more information). The counselor may release confidential information in the case of a court-ordered subpoena.

Safety Assessment Protocol
If it is revealed that a student may be at serious risk of causing grave bodily harm and/or death to themselves or others, a safety assessment must be conducted by a qualified mental health professional. If a student indicates that they are unable to ensure their ability to remain safe, the following protocol will be enacted:

- The director of student support will call the student's parent/guardian who will need to come to campus for a meeting with the student-if appropriate-and director of student support.
- During the meeting, the director of student support will discuss the current risk to the safety of the student and/or others.
- If the student has indicated that they are at serious risk for causing grave bodily harm and/or death to a specific intended victim(s), the director of student support has a duty to protect the intended victim(s) and may warn the intended victim(s) and/or persons and/or agencies able to protect the intended victim(s).
- The parent/guardian will bring the student to a hospital emergency department for a safety evaluation.
- The director of student support will inform the head of school and advisor that the student has been required to undergo a safety evaluation outside of school.
- If the student is admitted to the hospital following the safety evaluation, the director of student support will consult with the advisor to assemble a plan for the student's re-entry and/or continued support services at school and outside of school. The student and parent/guardian will be asked to sign a release of information for the director of student support, head of school and advisor to communicate with hospital staff to prepare for the student's discharge and school re-entry.
- If the student is discharged from the hospital following the safety evaluation, the parent/guardian must submit documentation of the results of the evaluation and written confirmation that the student is safe to return to school. A re-entry meeting is required before the student returns to school.
- The re-entry meeting will determine if the student is able to be safely on campus. The re-entry meeting will include, at a minimum, the student, a parent/guardian, the director of student support, and an advisor. When appropriate the head of school and teachers may also attend. During this meeting, a release of information will be signed so that the appropriate school personnel can communicate with relevant mental health professionals. A plan of action will be created in order to help the student reintegrate back into the school community. Follow-up meetings will be planned as needed.

TRANSGENDER AND GENDER NON-CONFORMING STUDENTS

The Downtown School is committed to ensuring the safety, comfort, and healthy development of transgender and gender-nonconforming students while maximizing each student's social integration and minimizing stigmatization.

PRIVACY/CONFIDENTIALITY

Students and families have the right to keep certain personal information confidential. To ensure the safety and well-being of the student, school personnel should not disclose a student's transgender status to others, including the student's parents/guardians and/or other school personnel, unless (1) legally required to do so, or (2) the student has authorized such disclosure.

NAMES/PRONOUNS

Students have the right to be addressed by the name and pronoun that corresponds to the gender identity to which they identify. Students are not required to obtain a court ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

FORMS/OFFICIAL RECORDS

The Downtown School 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 a state- or federally-issued identification. To the extent that The Downtown School is not legally required to use a student's legal name and gender on school records or documents, The Downtown School will use the name and gender by which the student identifies. In situations where school staff or administrators are required by law to use or report a student's legal
name or gender, such as for standardized testing, school staff will do what is necessary to avoid the inadvertent disclosure of such confidential information.

**Restroom Accessibility**
Students are allowed to use the restroom that corresponds to the gender with which they identify. A gender-neutral bathroom is available to all students. No student will be required to use an alternative restroom because they are transgender or gender nonconforming.

**Overnight Activities**
In the event of overnight activities, The Downtown School will make every effort to ensure the safety and comfort of transgender and gender nonconforming students, maximize the student’s social interaction and equal opportunity for participation, and minimize any stigmatization and isolation from the general student population. In most cases, students will be assigned to share overnight accommodations with students that share the student’s gender identity asserted at school. Any student who is transgender and who has a need or desire for increased privacy will be provided with reasonable sleeping arrangements.

**Classes and Gender-Segregated Activities**
When gender-segregated activities are necessary, students may participate in activities in a manner consistent with their gender identity.

**Accommodations**
We recognize that learning disabilities, 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 The Downtown School and on national standardized tests administered by the Educational Testing Service, College Board, and ACT Universal Testing Service. These tests include the PSAT, SAT, SAT subject tests, ACT, and Advanced Placement exams.

**Process for Requesting/Receiving In-School Accommodations**
The process for requesting in-school accommodations begins when the director of student support/counselor receives documentation from a qualified outside professional that identifies a disability or medical situation affecting a student's learning and/or test taking in a significant way. Upon receiving this information, the student support counselor 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.

The student support counselor, in coordination with the student and the student's family will design a student profile 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 anxiety disorders or dyslexia) will be shared with teachers each year (and in the spring term if a new course and teacher come on board).

After the meeting, the student support counselor will revise the profile, keep a copy, and send a copy to the family. If the accommodations lead to any action that will be reported in an official way on the transcript or other documents (e.g., credits instead of grades, waivers of
requirements), a confidential copy of the profile will be recorded by the student support counselor. The student support counselor will also send a confidential copy of the profile without the diagnosis (i.e., with the strengths, challenges, accommodations, and recommendations) to each teacher. Students will update their accommodation tracking form each time they use an accommodation. This is the means by which we establish a record, should the student want to pursue accommodations on any national tests.

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

**Testing Accommodations**
For those with documented disabilities, testing accommodations may be available. The student must have on file at The Downtown School current documentation of the disability from a qualified outside professional. For learning and physical disabilities, “current” means that the documentation was completed within five years of the request for accommodation. For psychiatric disabilities, “current” means within the past 12 months. This documentation must include cognitive, ability, and academic achievement testing that substantiate limitation to learning and test taking. Letters from physicians or other care providers are insufficient for this purpose. The student must have on file at The Downtown School proof that they have been receiving/using the same accommodations at school for at least four school months prior to the request for accommodations. “Proof” means that completed accommodations tracking forms have been recorded regularly by the student and shared with the student support counselor.

**Special Note to Parents/Guardians and Students**
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. These involve up-to-date formal evaluations and firmly established histories of disability and accommodations on file with The Downtown School. If your student has or may have a documented health impairment or disability that will require such accommodation on these exams, please contact the director of student support for details as early as possible.

**Discipline**
The Statement of Community Expectations sets forth The Downtown School's philosophy of conduct and consequences that guides our actions and decision making when the expectations are violated. Because The Downtown School is a school animated by principles, not dependent on rules, each student and adult has the invaluable opportunity to reflect and act upon their best understanding of those principles. We strive to have consequences for violations of principle—the parameters of which are described in this section—and give equal chance for reflection and learning. Consequences for violations of the community expectations are decided upon individually, taking into account the unique circumstances of the individual as well as community norms and standards.

**Statement of Community Expectations**
Each member of The Downtown School community—students, parents/guardians, faculty, and
staff—is expected to act in ways that show consideration and respect for others and that enhance an open atmosphere of trust. We deliberately keep rules to a minimum, expecting that action will spring from general principles of consideration, integrity, and inclusion. Learning, we believe, requires a willingness to be open and to contribute to an atmosphere of comfort and encouragement for all community members. Therefore, an atmosphere of support and trust is essential in order to affirm “the meaning and value of community” prescribed in our mission. Such an atmosphere must be created and recreated through individual acts each day. Just as even small acts of academic dishonesty or personal discourtesy erode the conditions that promote learning, so every action that affirms consideration, integrity, and inclusion builds the “ethical spirits” that contribute to the kind of community we seek.

Specific behavioral expectations follow, all of which ensure the personal health and safety of each individual, as well as support and clarify the principles of consideration, integrity, and inclusion. In addition, students and adults (parents/guardians and employees) are expected to understand and respect the policies contained in the family handbook and the employee policy manual.

- All members of The Downtown School community are expected to be honest in all communications.
- Individuals are expected to be honest and forthcoming about their own actions. We also encourage members of the community to be responsive to specific inquiries about incidents or events about which they may have knowledge.
- Students are not permitted to sell or be involved in the sale of, possess, use, or be under the influence of alcohol, marijuana, and/or any illegal drugs on campus or while participating in or attending off-campus school activities or trips. Students are also not to consume alcohol, marijuana, and/or any illegal drugs before attending or while traveling to and from school activities on or off campus. The consequence for violation of this rule, no matter how minor, typically will include at least suspension from school immediately after disciplinary processes and attendance in a program about drug use and/or community responsibilities and may lead to expulsion.
- Use of tobacco and smoking (including e-cigarettes) are not permitted on campus or at any off-campus Downtown School activity.
- The school views cheating in all its forms as unacceptable behavior. Using the intellectual property (e.g., words, images, or ideas, or any other similar creation of someone else’s mind and hands) of another in one’s own work without giving credit to the source is plagiarism.
- The Downtown School does not discriminate on the basis of age, color, creed, disability, marital status, national or ethnic origin, race, religion, sex, sexual orientation, gender identity, use of a trained guide dog or service animal by a person with a disability, or genetic information. Discrimination or harassment based on any of these attributes, or other as yet unidentified attributes, by any member of the community, is considered a violation of the school’s personal respect policy and will not be tolerated.
- No action is to be taken, and no behavior exhibited, that threatens or compromises the health and safety of any individual or that causes damage to school or personal property, whether by use without permission, theft, destruction, or defacement.
- Each member of the community must endeavor to maintain a clean, orderly, and healthy environment at The Downtown School. A good learning environment, and The Downtown School community's pride in its campus, depend upon all individuals doing
their best to respect the spaces, property, and building the school provides.

The Downtown School will consider violations of these expectations on a case-by-case basis and will respond to such violations based on two fundamental principles:

- The Downtown 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 in which members share a personal commitment to abiding by this Statement of Community Expectations.
- Membership in The Downtown School community is a privilege, not a right. Unwillingness or incapacity to live by these expectations is reason to evaluate the appropriateness of one’s membership in the community.

**DEFINITION OF CHEATING**

Refer to Statement of Community Expectations, fifth bullet point. The general criterion is that cheating is taking credit for someone else’s work or work one personally did not do. Teachers have been asked to clarify, as much as possible, what the boundaries are between acceptable collaboration and academic dishonesty in their respective disciplines. Questions about cheating at The Downtown School should be directed to the dean of students.

**DISCIPLINARY PROCESS**

**Judicial Committee**

The Downtown School has a Judicial Committee for several reasons:

- To highlight the legitimacy and accountability of the disciplinary process.
- To give students and faculty shared responsibility and ownership in The Downtown School disciplinary process.
- To affirm The Downtown School’s commitment to its community expectations and consistently to interpret and respond to violations of that document.
- To clarify expectations with regard to student behavior.

**Members**

The committee will consist of a rotating faculty member, the dean of students, and one to two students per grade level. The dean of students is not a voting member.

Members of the Judicial Committee are expected to demonstrate through their conduct that they affirm and endorse the Statement of Community Expectations. A committee member who violates the expectations may be asked to leave the committee.

**Issues Considered by the Committee**

The committee will deal with cases referred to it by the dean of students. Referrals will result from possible violations of the guidelines regarding school policies. These policies are outlined in the Statement of Community Expectations and the computer-user agreement.

Incidents that potentially violate community expectations, excluding those having to do with sexual harassment (see SEXUAL HARASSMENT) and including those that may lead to expulsion, are considered by the Judicial Committee. In extremely rare cases, often cases that involve law
enforcement, The Downtown School head of school may use their discretion to allow for an incident to bypass the Judicial Committee process.

The committee will hear and adjudicate cases, then recommend fitting consequences to the dean of students, if any are to be assigned. The head of school will accept the recommendations or suggest amendments to the consequences recommended by the committee. If amendments are suggested, the committee will reconvene as soon as possible to consider whether to endorse the changes or not. If the amendments are endorsed, then they are presented as the committee's decision. If not, consequences are communicated as the committee's decision with amendments by The Downtown School dean of students. The consequences will not be communicated to the student nor will any information about the case be communicated to the community at large until all these steps have been taken.

**PROCESS PRECEDING AND FOLLOWING A COMMITTEE HEARING**

Before disciplinary action begins, the dean of students will investigate the incident and collect all relevant information. The dean of students will meet with the student and their advisor at least once. If an incident is referred to a committee hearing, the student's parents/guardians will be notified. The dean of students will work with the student to write a statement of fact that is reviewed and revised by all the involved parties. The final version of the statement is provided to the Judicial Committee shortly before the hearing.

After the Judicial Committee has acted and the consequences have been determined, the dean of students will inform the student and the student's parents/guardians and follow up with a letter copied to the advisor and other relevant individuals, explaining why the disciplinary action was necessary and its outcome. A copy of the letter will be kept in the dean of students' files.

Students may make a written appeal of a committee's decision to The Downtown School dean of students within one school day following notification of the consequences. Appeals submitted beyond that time will not be entertained. Appeals must include new information that was not part of the committee's original deliberations on the issue. The dean of students may overturn or qualify the committee's decision and must inform the chair of the committee of their response as soon as possible. The chair, speaking for the committee, then has an opportunity to endorse or not endorse any amendments the dean of students has made. The renewed consequences will not be communicated officially to the student until all these steps have been taken.

**CONFIDENTIALITY**

The Downtown School believes strongly in the individual's right to confidentiality in matters of discipline. Committee members will not be free to 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 member's breaking this confidence.

**COMMITTEE HEARING**

Hearings take place after school, as soon as possible once the incident is ready to be heard by the committee. Hearings will proceed without interruption for up to two hours. If a hearing reaches either of these points without a decision, the committee will adjourn for the day and reconvene as soon as possible to continue deliberating. The process will continue until the committee arrives at a decision.
The full Judicial Committee should be present at each meeting. A meeting may proceed and reach a conclusion—with a recommendation to the dean of students—with at least three committee members present (in rare instances, these three will include the dean of students, in which case, they will be a voting member).

In cases where there is a concern about whether a member of the committee can be impartial, the committee members may recuse themselves or another member may suggest that the person be recused. The rest of the committee will discuss the issue and vote to determine whether the member should be recused or not. If a faculty member on the Judicial Committee is the teacher who is involved or the advisor for a student coming before the committee, they will automatically be recused from the hearing.

Each meeting will be run by the chair of the committee. The dean of students will have advisory powers but will have no vote unless the committee’s decision process is deadlocked or the dean of students’ vote is needed in order to reach a quorum.

**Judicial Committee Hearing Protocol**

The dean of students, representing The Downtown School, is responsible for bringing before the Judicial Committee students suspected of violating the principles of consideration, respect, and integrity outlined in the community expectations or any specific iterations listed in the community expectations guidelines.

Students called before the committee may bring two witnesses to the hearing. It is expected that one of these witnesses will be summoned person’s advisor. The school may also ask that other individuals relevant to the case at hand attend committee hearings, such as teachers in whose class a student has been accused of plagiarizing. Those expected to be present include:

- The members of the Judicial Committee.
- The individual who is bringing the issue (if that person is different from the dean of students).
- The student who has been summoned and their advisor(s).
- Other individuals who the dean of students or student deem to be relevant to the incident.

In support of students taking responsibility for their own learning, and because a Judicial Committee hearing is a powerful venue in which students must reflect on their actions and advocate for themselves, parents/guardians are not allowed to be present in Judicial Committee hearings.

**Advisor’s Role**

Advisors are expected to participate in Judicial Committee hearings with their advisees. Their role 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 hearing, 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 at the conclusion of the committee hearing.

**Usual Procedure**

- The committee reviews the statement of fact.
- Meeting called to order. Committee members are introduced; the chair explains the process.
The student who has been summoned speaks to the committee, telling the story in their own words.

Any witnesses speak to the committee.

Questions from the committee.

All witnesses and the individual bringing the issue may be excused.

The advisor and/or witness for the student speak to the committee. The individual bringing the issue (or if possible whoever brings to light the violation) and dean of students speak to the committee.

The student who has been summoned reads a prepared statement and gives any remaining thoughts to the committee for consideration.

The student who has been summoned and the advisor are excused.

The committee deliberates, using the following three questions, in order, to guide their thinking. Does this incident violate the Statement of Community Expectations? If yes, then should there be a consequence? If yes, then what should that consequence be?

The dean of students communicates the decision to the head of school.

Notes of all proceedings resulting in a consequence will be taken and kept by the dean of students. Should the dean of students create any documents relevant to the issue, copies of these will also be saved.

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

When there has been a hearing, a notice written by the committee will be communicated to the school which states the nature of the incident, specifies the section of the Statement of Community Expectations that has been violated, explains what the committee considered as it made its decision, and outlines the consequence. This same information is shared with faculty and staff.

EVALUATION OF JUDICIAL COMMITTEE’S PROCESS AND REVISION OF CHARTER
The Judicial Committee will occasionally review the effectiveness of its procedures. These reviews may include the gathering of information from the The Downtown School community. This information will be reviewed by the committee and the dean of students and may result in adjustments to the committee’s protocols to further refine its functioning. Revisions of the charter may take place after a review or when the committee itself proposes changes; changes must be approved by the dean of students.

For more information about the Judicial Committee, please contact The Downtown School dean of students.

SUSPENSIONS
Suspension is evidence that inclusion in the The Downtown School community is a privilege and not a right. Students choose to go to school here and agree to live within the community expectations. If a student is suspended, then they are not allowed to participate in any school activities without written consent. If a student is expelled after The Downtown School has
submitted transcripts, school reports, or recommendations to colleges, The Downtown School will disclose the expulsion fully and honestly to those colleges.

EXPULSION POLICY

GENERAL PRINCIPLES OF THE SANCTION

There can be instances in which a student’s behavior clearly demonstrates either unwillingness or inability to live within the community expectations. This is most often demonstrated by repeat, cumulative incidents that lead to disciplinary action. However, there are isolated, major infractions—including but not limited to carrying a weapon to school, showing violent disregard for the personal respect policy, or anything that constitutes a material and meaningful violation of the drug and alcohol policy—that can qualify for expulsion. Because inclusion in the The Downtown School community is a privilege, not a right, students in this circumstance are subject to expulsion by the school. Expulsion cases will most frequently be handled by the Judicial Committee. The ultimate decision on expulsion will be subject to review, approval, rejection, and/or modification by the head of school.

CONSEQUENCES OF EXPULSION

In general, consequences may include but are not limited to the following conditions: an expelled student is no longer a member of the The Downtown School community and relinquishes the privileges of membership. The student will not be allowed to complete coursework, attend any school-related activities on or off campus, work with The Downtown School faculty or staff, participate in graduation, or receive a diploma from The Downtown School.

The notation “expelled” will be entered on the student’s transcript and/or in the student’s comments, along with the month/day/year the expulsion was finally determined. Depending on teachers’ evaluations and the stage of class instruction at the time of the expulsion, a student may receive accrued credit up to the point in the semester at which the student was expelled (i.e., 0.5 credits per semester or 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. If payment has previously been remitted in full, no refunds are applicable.

If the expelled student is a senior and is expelled prior to The Downtown School submitting transcripts, school reports, or recommendations to colleges, The Downtown School will not share information regarding the expulsion with colleges. If The Downtown School is approached by a college for more information, The Downtown School will share information about the expulsion only after receiving written consent from the student and family authorizing the school to do so. If a student is expelled after The Downtown School has submitted transcripts, school reports, or recommendations to colleges, The Downtown School will disclose the expulsion fully and honestly to those colleges and reserves the right to retract any recommendations already submitted to colleges. (See also COLLEGE COUNSELING)

RE-APPLICATION

In cases of expulsion of students in grades 9-11, the school reserves the right to offer reapplication and re-enrollment to a student whose interval away from The Downtown School, in the sole discretion of the head of school, provides clear and convincing evidence that a
material change in the student's attitude, behavior, and character is such that the student of
the school, the life of the community, for the time allotted by the disciplinary process.

**Student Contact By Law Enforcement (Or Adults Other Than Parents/Guardians)**
If an employee or student of The Downtown School is contacted by law enforcement with a
request that a student be interviewed on The Downtown School's campus or while participating
in a school-sponsored activity or trip, the school will act in what it judges to be the best interest
of the student. When possible, at least two school officials will be involved in that
decision-making.

The Downtown School's practice is to have an adult in the room with the student during the
interview unless the parents/guardians express a wish otherwise, or should law enforcement
deny the request for a school representative to be present.

**CO-CURRICULAR PROGRAMS**

**Service Learning**
The Service Learning Program at The Downtown School seeks to develop in students the ethos
of service—of giving back to their communities locally, nationally, and globally—and to ensure
that, as students serve others through the program’s activities, they come to appreciate the
unique challenges others face and the contributions that students can make to the world. More
information about service learning requirements can be found on the school's website.

Students are required to complete a total of 40 hours of service learning. For those who enter
The Downtown School after 9th grade, the requirement is 10 hours for each year of
attendance. Students are responsible for identifying service learning opportunities in
consultation with the service learning coordinator and their advisor. Students are required to
submit service hours and journal entries to their advisor during the school year in which the
service hours are completed.

**Internship**
The Downtown School's Internship Program seeks to help students define and develop their
talents and passions in the context of experiential, real-world learning. More information about
internship requirements can be found on the school's website.

Students are required to complete an internship during 11th and/or 12th grade consisting of a
minimum of 50 hours. Students are responsible for identifying internship opportunities in
consultation with the internship coordinator and their advisor.

**Student 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 the Student Government budget. Clubs are
approved and sponsored by Student Government and require an adult advisor and, where
appropriate, an insurance review. Examples of clubs are Drama Club, Debate Club, Yearbook
Club, Music Club, and Philosophy Club.
All clubs and activities at The Downtown School must follow Community Expectations. School resources available to clubs include use of bulletin boards, classrooms, and other meeting spaces. Student groups that are not official clubs cannot expect resources or other forms of support from the school.

HEALTH

Lakeside's Medical Advisory Board—composed of trustees, medical professionals, administrators, faculty, and staff—operates as a committee of Lakeside's Board of Trustees and meets on a regular basis to review and revise policies related to health.

REQUIRED HEALTH/MEDICAL/EMERGENCY FORMS

Every year, The Downtown School parents/guardians will be asked to review and/or fill out a variety of forms and agreements. All parents/guardians must ensure that information, agreements, and forms be filled out appropriately and in a timely fashion. Students will be allowed to attend school only after all information has been entered into Gradelink and the completed, signed forms are returned to The Downtown School.

Information required during enrollment and re-enrollment include: health care provider and insurance information; life-threatening allergies/medical conditions; current and allowed medications; family and emergency contact information; pickup authorizations; and assumption and acknowledgement of risk form; and general City as Lab permission.

In addition to information and agreements that are part of enrollment and re-enrollment, all parents/guardians of The Downtown School must complete and return the forms described below. These forms are emailed to current families in the spring of each year, and must be returned by June 1. Certain health forms must be signed by a medical authority licensed to perform a physical examination—medical doctor (MD), doctor of osteopathy (DO), certified nurse practitioner (ARNP), physician assistant (PA), or naturopath (ND). Students will not be allowed to attend classes until these forms have been received by The Downtown School.

PERMISSION TO TREAT FORM AND IMMUNIZATION FORM

The permission to treat form allows the school to get help immediately for a student involved in an accident or suddenly taken ill. Parents/guardians will give permission to treat in the online enrollment forms. This must be signed and submitted to The Downtown School before the first day of class. A vigorous effort will always be made to reach a parent/guardian before treatment is sought.

All faculty and staff are briefed on procedures to be followed in case of illness or accident. In case of emergency, the student is transferred at once to the emergency room of Swedish Medical Center (Ballard Campus) or the nearest alternative if the student is participating in an
off-campus school activity. For less serious illnesses, parents/guardians are generally asked to accompany the student home.

Current immunization information must be on file before a student’s first day of enrollment. See below for more information.

**FOOD ALLERGIES**
While the school may endeavor to assist in dietary matters, it is the responsibility of parents/guardians, not of the school, to ensure that students conform to any dietary restrictions and avoid any foods to which they may be allergic. The school expects students with nut and other food allergies to monitor their own food choices. Each year when they register their students, parents/guardians must provide the school with accurate and timely information about students’ food allergies. Staff are informed of students’ food allergies as needed to provide appropriate care and guidance. Students possessing Epi-Pens prescribed by a doctor are required to have a duplicate pen at school or on their person. The school also has generic Epi-Pens available in various locations. However, these Epi-Pens are not intended to replace Epi-Pens prescribed by a doctor.

**MEDICATIONS AT SCHOOL**
Parents and guardians have ultimate responsibility for the health of their student, including arrangements for the definitive diagnosis and treatment of health problems. While the school does not regularly participate in treatment of health-related conditions, under certain circumstances there may be need to assist in providing oral, inhaled, or injected medication. The Downtown School will not provide any medications to a student merely on the basis of the student’s request.

Orders for injection of epinephrine to prevent anaphylaxis following exposure to a known allergen must include: (A) the statement that the student suffers from an allergy that may result in an anaphylactic reaction; (B) identification of the drug, mode of administration, and dose; (C) indications for administration; (D) recommendations for follow-up after administration; and (E) requirements for reporting to the physician and record-keeping recommendations.

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

911 will be called in any emergency situation. Parents/guardians will be notified after emergency medication is administered.
**School Policy Regarding Medications**
Students may carry and self-administer their own prescription and nonprescription medications. Parents/guardians are asked to inform the school if their student is taking a prescription drug, particularly if there is a condition that may affect school performance.

**Immunization Requirements**
Current immunization information must be on file before a student’s first day of school. The Washington State Immunization Law states that every child attending a public or private school must have completed immunization forms on file no later than the student’s first day of attendance (no grace period) every year to show proof of compliance with the law; families who have already submitted a form do not need to send in another, but all new families must provide an immunization record. Immunization forms are available online at [doh.wa.gov/Portals/1/Documents/Pubs/348-013_CertificateImmunizationStatusForm.pdf](http://doh.wa.gov/Portals/1/Documents/Pubs/348-013_CertificateImmunizationStatusForm.pdf). The same website also has the form to apply for a certificate of exemption from immunizations.


<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Number of vaccine doses to be current</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTaP*</td>
<td>5</td>
</tr>
<tr>
<td>Tdap</td>
<td>1</td>
</tr>
<tr>
<td>Polio*</td>
<td>4</td>
</tr>
<tr>
<td>MMR</td>
<td>2</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3</td>
</tr>
</tbody>
</table>

*Required doses may be fewer than listed based on the student’s age at the time of the first dose.

Washington State varicella (chickenpox) vaccination requirements to be current in 2019-2020:

| 5th -12th grade | 2 doses or verification of past disease from healthcare provider |

While not a state requirement, The Downtown School’s Medical Advisory Board strongly recommends that students receive Hepatitis A, Meningococcal, and HPV vaccines as well as a flu shot.

<table>
<thead>
<tr>
<th>Vaccine</th>
<th>Number of vaccine doses to be current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hepatitis A</td>
<td>2</td>
</tr>
<tr>
<td>Meningococcal</td>
<td>1 if student is 11 to 12 years of age. If a student received 1st dose at 11 to 15 years of age, the student should have a 2nd dose at 16 to 18 years of age.</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td>HPV</td>
<td>3 (2 if 6 months apart and first dose given before 15 years age)</td>
</tr>
<tr>
<td>Flu</td>
<td>1</td>
</tr>
</tbody>
</table>

**COMMUNICABLE DISEASES/PANDEMICS**

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

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

**SAFETY**

**ACCIDENT INSURANCE**

All students are covered by school-purchased accident insurance while on the school campus, going to or from school, and while participating in school-sponsored, directly supervised activities, including City as Lab expeditions. This is a zero deductible, 80 percent coverage policy which is secondary to your primary medical insurance.

In the event of a student accident, parents/guardians must inform Lakeside's business office immediately (206-368-3610) to receive an insurance claim form.

Supplemental accident insurance, which provides 24-hour coverage while the student is at home or away on weekends, during vacations, and in the summer months, is also available for an additional charge. Call Lakeside's business office, 206-368-3610, for further information.

**CONCUSSIONS**

While The Downtown School employees will exercise reasonable care to protect students, head injuries may still occur. Teachers receive training to recognize the signs, symptoms, and behaviors consistent with a concussion. Any student exhibiting signs, symptoms, or behaviors associated with a possible concussion while participating in a school-sponsored class or activity
will be removed from the activity and be evaluated as soon as possible by an appropriate healthcare professional.

In the event of a concussion, students, parents, and guardians will work with the student's advisor to develop an accommodation plan.

**Automated External Defibrillators**

Life-threatening medical emergencies at school can involve students or adults. The American Heart Association's Infant and Child and Adult Chain of Survival prescribes the following steps to reduce deaths: (1) prevention of injury and other causes of cardiac arrest; (2) early (immediate) bystander CPR; (3) early activation of the emergency medical response system; and (4) early advanced care (use of automated external defibrillator or AED). Lakeside's Medical Advisory Board has developed a protocol dealing with the response to sudden cardiac arrest in youths and adults at The Downtown School. This protocol prescribes placement of an AED on campus. Selected staff and faculty will be trained in the device's use on adults and on children over a specified body weight.

**First Aid/CPR**

Staff at The Downtown School includes adults with first-aid/CPR training who can help stabilize people needing first aid until further help can be obtained. In most emergencies, the school will use Swedish Medical Center (Ballard Campus), or the nearest alternative if the student is participating in an off-campus school activity.

**Security on Campus**

In order to ensure the safety of all community members, doors will remain locked during school hours. On scheduled school days, students have key-code entry to the building between the hours of 8 a.m. and 4 p.m. Gates have been installed to further control access to the main entrances.

**Emergency Assessment/Preparedness (See also School Closures)**

The Downtown School is committed to providing safety and care for children in the event of a natural disaster. Our work to make The Downtown School safe for students is an ongoing effort, but the school already has vital equipment and procedures in place. Every year, faculty and staff review the school's safety procedures and priorities. Earthquake, fire, and lockdown drills are held regularly.

**Emergency Equipment**

In an emergency, adults will stay with students at school for the duration of the emergency and make every effort to provide a safe environment, providing food, water, warmth, and shelter. Appropriate emergency equipment is stored in various locations throughout The Downtown School.
ANIMALS ON CAMPUS
In support of The Downtown School’s efforts to take steps intended to enhance indoor air quality, and in consideration of personal allergies, pets may not be kept in The Downtown School buildings. The use of a trained guide dog or service animal by a person with a disability is permissible as an accommodation.

STUDENT RELEASE
If a parent/guardian arrives at campus to pick up a student during an emergency, departure must be confirmed with a faculty or staff member. Depending on the emergency, students will be in the commons space, the parking lot, or at KEXP’s gathering space. Parents/guardians fill out emergency contacts and pickup authorization information in Gradelink as part of (re)enrollment.

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

COMMUNICATIONS
In the event of an emergency, The Downtown School’s administration will send out timely voice messages, text messages, and/or emails to parents and guardians. It is vital that the school have your most up-to-date contact information in Gradelink.

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 and/or heat, a decision will be made as early as possible in the day about whether or not the school will be closed. If the decision is to close the school, all classes, meetings (daytime and evening), after-school activities, evening meetings, and other events will be canceled.

Announcements to this effect will be put on text and/or email alerts will also be sent through The Downtown School’s emergency alert system, Gradelink Pro. To receive a text alert, include a cell number in your emergency information.

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

If school is not closed, use your discretion in deciding whether conditions are too risky between your neighborhood and the school to attempt transportation to The Downtown School.

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.

HARASSMENT, ABUSE, NEGLIGENCE, AND REPORTING PROCEDURES

Conduct that violates the harassment policy is a particular form of personal disrespect that The Downtown School will not tolerate among students, among employees (or others working at
the school), or between employees (or others working at the school) and students. This policy applies to harassment in any context: in person, in writing, via phone or other device, online, and in any other format.

The Downtown School is committed to maintaining an environment that is free of discrimination, including harassment and retaliation based on any legally protected characteristic or activity including race; ancestry; creed; color; religion; national origin; pregnancy; childbirth or related medical conditions; families with children; sex; genetic information; marital status; sexual orientation; gender identity; political ideology; age; honorably discharged veteran or military status; sensory, physical, or mental impairment; or any other legally protected characteristics or activities. Faculty and staff are responsible for understanding and acting with awareness of the level of trust placed in them relative to their work with children and adolescents.

**Sexual Harassment**

Sexual harassment is one form of harassment prohibited by this policy. Conduct that may constitute sexual harassment under this policy includes repeated, unsolicited verbal comments, gestures, or physical conduct of a sexual nature that is unwelcome or personally offensive and that interferes with a student’s education or the employment of a member of the staff or faculty. Examples of such conduct include:

- Unwelcome sexual advances.
- Requests for sexual favors.
- Sexually motivated physical conduct.
- Other verbal or physical conduct or communication of a sexual nature, when that conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student’s education or creating an intimidating, hostile, or offensive educational environment.

Other examples of behavior that may be considered sexual harassment under this policy include without limitation:

- Staring or leering that has sexual overtones.
- Unwanted sexual comments.
- Suggestive gestures.
- Sexually demeaning jokes, statements, or comments.
- Spreading sexual gossip.
- Unwanted physical contact of a sexual nature, including feigned “accidental” contact as well as pinches, embraces, slaps, or pats.
- Pressure for sexual activity.
- Displaying pornographic or sexually explicit materials.
- Offering benefits, favors, or rewards in exchange for sexual contact.

**Other Types of Prohibited Harassment**

These same principles apply to prohibited conduct based on an individual’s legally protected status or characteristic, such as age, color, creed, disability, marital status, national or ethnic origin, race, religion, sex, sexual orientation, gender identity, use of a trained guide dog or service animal by a person with a disability, or genetic information.

Examples of other types of harassment prohibited by this policy include the following:
• Verbal abuse, slurs, and jokes. This includes oral or written ethnic and racial jokes and slurs and comments that stereotype individuals based on their race, color, religion, creed, national origin, sex, sexual orientation, disability, or other 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 race, color, religion, creed, national origin, sex, sexual orientation, disability, or other legally protected status or characteristic of an individual or group.

• Threats, pranks, or vandalism. This includes intimidating comments and/or conduct directed at individuals based on their race, color, religion, creed, national origin, sex, sexual orientation, disability, or other legally protected status or characteristic.

**COMPLAINT PROCEDURE**

Any student or employee who feels that they have been subjected to conduct prohibited by this policy or in violation of the general personal respect provision should immediately report the incident to the head of school (if a student) or to Lakeside’s human resources (if an adult). If the student is not comfortable reporting the matter to the head of school, the student should report the matter to anyone on the teaching team.

The head of school 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. If appropriate, the issue can be referred to the judicial committee.

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.

**CORRECTIVE ACTION (FOR VIOLATION OF THESE POLICIES)**

If it is determined that an individual has violated the above policies, the school will take prompt, 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.

**MANDATORY REPORTING OF PHYSICAL/SEXUAL ABUSE OR NEGLIGENCE**

Each adult employed by the school is a mandated reporter, legally required to inform Child Protective Services (CPS) if there is knowledge of or a reasonable suspicion of neglect or physical/sexual abuse inflicted upon a student, or who has observed the child being subjected to circumstances or conditions that would reasonably result in physical or sexual abuse or neglect, including instances of:
- Physical injury (including bruising).
- Sexual abuse or crime (molestation, rape, statutory rape, exploitation).
- Cruel/inhumane treatment.
- Persistent neglect.

The school has established guidelines for handling the reporting process in such a way as to protect the welfare of the student involved. 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. The legal statute protects individuals from liability for making such reports to CPS.

Members of the The Downtown School community who are non-mandated 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.

**IMPLEMENTATION PRACTICES**

Employees should report any incident to the head of school. It is highly recommended that the call to CPS be made in the presence of the head of school to provide the reporting party support and counsel.

CPS on-campus interviews are permitted to provide students a safe haven for such disclosure. The head of school offers the choice to the student. If neither custodial parent/guardian is the reported offender, the school will notify the home that the interview has occurred.

All CPS contacts are documented, with documents being held by the head at The Downtown School.

All employees receive annual in-service training in their responsibilities as mandated reporters under this policy.

**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.

Second-degree rape of a child occurs when the victim is at least 12 but less than 14 years of age and is not married to the perpetrator, and the perpetrator is at least 36 months older than the victim. (Example: Sexual intercourse involving a 13-year-old freshman and a 17-year-old senior.)

Third-degree rape of a child occurs when the victim is at least 14 but less than 16 years of age and is not married to the perpetrator, and the perpetrator is at least 48 months older than the victim. (Example: Sexual intercourse between a 15-year-old sophomore and a 19-year-old college freshman.)

First-degree child molestation occurs when the person has, or knowingly causes, another person under the age of 18 to have sexual contact with another who is less
than 12 years old and not married to the perpetrator and the perpetrator is at least 36 months older than the victim.
Second-degree child molestation occurs when the victim is at least 12 but less than 14 years of age and the perpetrator is 36 months older than the victim.
Third-degree child molestation occurs when the victim is at least 14 but less than 16 years of age and the perpetrator is at least 48 months older than the victim.

INSTITUTIONAL POLICIES AND PROCEDURES

COMMUNICATIONS

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

COMMUNICATING WITH FAMILIES
Accurate contact information is important for the school to run smoothly. To ensure that the school can get in touch with parents and guardians, all family data is entered into the Gradelink family portal, including home or work address, phone numbers, and/or emergency contacts. To review and edit parent/guardian information, sign in to Gradelink at www.gradelink.com.

NEWS AND ANNOUNCEMENTS
Parents and guardians will receive weekly news and announcements updates via a Friday email from the Head of School; these include both actionable items as well as interesting news from around school. More in-depth commentary on school-related topics appears in regular blog posts written by teachers, students, and parents and guardians; these are posted at https://www.downtownschoolseattle.org/news. Other, non-actionable, news is regularly posted on The Downtown School's social media outlets: Twitter, Instagram, and Facebook.

EMERGENCY ALERTS
The Downtown School's administration will send out timely emails, texts, and voice messages to parent/guardian phones in the event of an emergency. In order to receive emergency alerts via text, make sure each individual who wishes to receive an alert has their cell phone and contact information entered in Gradelink.

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

DIRECTORY
An all-school directory is available to families. A digital version will be shared with families during the first month of school. The directory is a confidential document whose use is restricted to the The Downtown School community. Neither the document nor its contents may be distributed outside the The Downtown School community. The directory is not to be used for solicitation purposes.
CALENDAR
A preliminary overview calendar is available to families starting in the spring of each year; the final overview calendar is published in the summer.

COMMUNICATION ABOUT STUDENTS WITH ADVISORS AND TEACHERS
The first line of communication for parents/guardians is almost always through the student's teacher or advisor. Teachers are the best ones to ask about issues that are specific to their classes and a student's performance in those classes. Part of an advisor's role is to help the student navigate conversations with teachers and the head of school. Should parents/guardians have questions about their student's overall academic performance, social interactions, or emotional adjustment; or if they need help initiating and managing a conversation with a teacher, they should contact the student's advisor.

COMMUNICATION WITH SEPARATED OR DIVORCED PARENTS/GUARDIANS
In the case of divorce or separation, the school believes it is in the child's best academic interests to maintain communication with both original parents/guardians via regular mailing of school information; further, the school recognizes the legal right of both original parents/guardians to such information.

The general practice is to mail information to individuals named as parents/guardians on the re-enrollment or admissions contract. On educational grounds, the school will not deny information to any parent/guardian listed on the contract without a court order or parenting plan that is submitted and reviewed by the director of student support. Questions about this policy, or anything relating to parenting plans, custody documents or related issues, should be directed to the advisor.

COMMUNICATION ABOUT PERSONNEL ISSUES
It is the policy of The Downtown 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.

Because the The Downtown School community emphasizes inclusion and transparency, there may be an expectation of disclosure in personnel matters; however, this policy is consistent with The Downtown School's core values of respect, consideration, and integrity.

MEDIA
The head of school is the official media representative for The Downtown School. If parents/guardians, faculty, staff, or volunteers receive requests for information about The Downtown School from the media, they should refer the caller to the head of school.

Media representatives are allowed on campus with prior approval from the head of school. Permission for media to be on campus is weighed against The Downtown School's mission, with the goal being that the work of the school should continue at all times without disruption. Media representatives will be accompanied at all times while on campus.

If media representatives appear on the campus uninvited, they should be referred to the head of school. Media will not be allowed open access; and such acts should be reported to the head of school, 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 head of school.

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

Development and Fundraising
In the interest of coordinated and successful fundraising programs at The Downtown School, the Advisory Board assumes responsibility for authorizing all development activities (e.g., fundraising and constituent relations) conducted on behalf of The Downtown School. All development activities conducted by students, employees, parents/guardians, and alumni on behalf of The Downtown School and its programs are to be overseen by the head of school and Lakeside's director of development. These activities include fundraising and constituent relations conducted on behalf of The Downtown School. Any fundraising effort that expects to raise more than $250 or invites parents/guardians, alumni, or friends of The Downtown School to make contributions of cash, merchandise, or gifts in kind must be approved in writing by the head of school in consultation with Lakeside's director of development. Approval will be made provided that such activities complement the annual and capital fundraising priorities of The Downtown School and that they support the school's mission. Members of the school community—students, faculty and staff, 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.

STUDENT FUNDRAISING
All student fundraising initiatives need to be approved by Student Government, the faculty or staff member most closely associated with the student initiative, and the head of school, in consultation with Lakeside's director of development.

POLICY ON INCREMENTAL FUNDRAISING FOR THE DOWNTOWN SCHOOL PROGRAMS
From time to time, alumni and parents/guardians show interest in augmenting the school's available program funding, equipment, or staffing in particular areas through ad hoc fundraising efforts. While The Downtown School 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.

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

Recognition for approved gifts will follow existing development office guidelines.

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

**Facilities**

**Facilities Use Policy**

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

The Downtown School-initiated programs and events will have first priority for the use of facilities. Approval of a facilities use request is made by the head of school in conjunction with the director of facilities. Facility-use agreements, including waiver against claims, and certificate of insurance naming The Downtown School, are required from users.

The school reserves the right to review promotional materials used by non-The Downtown School users in which the school's name is mentioned. Further questions should be directed to the head of school.

**Lockers**

Lockers are available outside of the bathrooms in the commons. These are to be used on a temporary basis and are not assigned long-term.

**Search and Seizure**

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

**Religion**

The Downtown School is interested in and open to the exploration and discussion of ideas, beliefs, and values of all kinds. The school's fundamental expectation of consideration for
others should guide all behavior related to expressions of religious belief and faith for each member of the The Downtown School community.

The curriculum of the school does not include instruction in a particular religious faith, but may include nonsectarian 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 or endorse sectarian religious groups or permit the promotion of sectarian religious beliefs at school or as a part of any school-sponsored activity. Neither faculty, staff, or students may provide instruction in a particular religious faith (e.g., leading prayers, running a Bible study group) to any student attending The Downtown School, except when such instruction takes place off campus, is clearly not connected to any aspect of the school's program, and is with permission of the student's parent(s)/guardian(s).

**School-Sponsored Trips**
A school-sponsored event falls under the jurisdiction of The Downtown School. All school rules (including all expectations established by adults in charge to ensure participants' safety and well-being), rights, and privileges apply. For a trip to be school-sponsored, it must be planned in conjunction with The Downtown School personnel and supported by the head of school. 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 The Downtown School faculty and/or staff.

**Technology**

**Hybrid BYOD (Bring Your Own Device) Program**

Program for Students

Students have two options for digital devices. They can choose to be provided with a laptop, which is included with tuition, or they can bring their own device and receive a tuition credit. Students choosing to bring their own device need to meet hardware and software requirements as set by the Technology Director and need to register their laptop according to the established protocol. Information relating to this process will be provided in August and during New Student Orientation.

**Accessing Students' Academic Information Online**

The Downtown School families can use our student information system, Gradelink, to access a wide variety of information, including students' schedules, term grades and comments, and billing and payment information. This system is mobile-responsive, so parents and guardians can access it from most smart phones, tablets, and computers.

The secure portal is [secure.gradelink.com](http://secure.gradelink.com). Our student billing accountant and family information manager can help parents and guardians with questions regarding billing and payment or accessing the family portal. These individuals can be reached by calling 206-440-2763 or by email at billingDTS@downtownschoolseattle.org. Advisors can provide support in updating family information in Gradelink, including email and address changes, student medical information such as current medications and life-threatening allergies, and emergency contacts.
TRANSPORTATION
The Downtown School tuition does not include transportation to and from school. Transportation options to and from school for students include Metro, Sound Transit, or Community Transit buses, or carpools. Students can also walk, bike, and drive, although the school does not provide parking.

Several bus routes—operated by Metro, Sound Transit, and Community Transit—serve the The Downtown School area. Families can use the online trip planners provided by these agencies’ websites to find the most convenient routes for their students: tripplanner.kingcounty.gov or commtrans.org.

PICK UP AND DROP OFF
Parents/guardians and authorized adults may drop off and pick up students in the loading zone designated in yellow along the sidewalk in front of the entrance on John Street. To avoid traffic congestion, waiting in the loading zone is not permitted.

TUITION ACCOUNTS AND STUDENT CHARGES
Please note that the billing and processing of tuition payments for The Downtown School are handled by Lakeside School. Lakeside's business office establishes an account for each student. 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.

Parents/guardians may access their students’ online billing account through the Gradelink family portal. Statements are available the 1st of every month with payments due on the 15th. Payments may be made via ACH auto-pay program (direct debit to a bank account) or by check. Questions regarding student billings and payments or accessing the portal may be directed to billingDTS@lakesideschool.org or call 206-440-2763.

The business office includes most final charges for seniors on the May 1 household statement, and June 1 for all other students.

Accounts must be under $200 past due by the January 15 payment in order for a student to be eligible to re-enroll in the upcoming school year. Seniors’ accounts must be paid in full in order to receive a diploma and transcripts.

PARENTS AND GUARDIANS ASSOCIATION
The Downtown School Parents and Guardians Association (PGA) is made up of parents and guardians of current The Downtown School students. The PGA’s mission is to support The Downtown School by promoting a sense of community through activities and programs, facilitating communication within the The Downtown School community, and supporting the school through various fundraising activities.

HOW TO BECOME INVOLVED
The Downtown School welcomes parents and guardians as essential, integral members of the community. Our extraordinary program depends on the partnership between school and home. Supportive, informed parents and guardians are vital to students’ success at The Downtown School.
MAKING THE DOWNTOWN SCHOOL AN INCLUSIVE PLACE
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 or City as Lab locations. The PGA invites all families to be proactive in promoting inclusion and to reach out to other families in the community. The Downtown School 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
The Downtown School is a community made up of students, faculty, staff, and parents/guardians of diverse personal histories, backgrounds, and lifestyles. The Downtown School seeks to be a warm, nurturing, and honest setting in which these individuals, representing their diverse cultures and histories appreciate one another in the meaning and value of shared experiences.

The following guidelines have been developed to ensure that all family events be carefully and thoughtfully organized and executed. These guidelines should be followed whenever families are invited to participate in a community event held on behalf of The Downtown School.

- 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 at The Downtown School; 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 mail, email, or telephone, especially when those events involve their students.
- Event costs should be kept to a minimum and be voluntary, making attendance comfortable and possible for all families. In many situations, potlucks are preferred.
- All food provided for PGA events should be prepared without the use of peanuts, tree nuts, or other common allergens (see Food Allergies).

The Parents and Guardians Association places a high priority on ensuring that every family can participate in the events it hosts. Observation of these guidelines will be the shared responsibility of all organizing members involved with the events.