

the
Downtown
school

A LAKESIDE
SCHOOL

2023-24 Family Handbook



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

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

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BACKGROUND

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.

ASSOCIATION WITH LAKESIDE SCHOOL:

The Downtown School was launched by Lakeside School in August 2018 with the intention of making a world class academic, independent school experience more economically accessible to more students and families. The Downtown School is separate from but affiliated with Lakeside, with a different educational model, admissions process, student-life program, and cost. The curriculum has the same academic rigor, but includes aspects that are unique to the model, including being a campus connected to the city.

GOVERNANCE

The Downtown School and Lakeside School are a part of the same 501c3. Lakeside's Board of Trustees has fiduciary responsibility over The Downtown School. DTS has its own Advisory Board which guides mission and strategy. The chair of the Advisory Board is Lakeside's Head of School. There is always one additional member of the Advisory Board from Lakeside's Board of Trustees.

COMMUNITY VALUES

At the Downtown School, we believe that students need more than content area expertise and involvement with extracurriculars to receive a meaningful education. We believe that each student needs to be a positive contributor to their community by the time they graduate, and we define positive contributors to community as those who believe in and regularly practice caring for community, curious thinking, compassionate communication, and integrity.

As a school community, we teach, practice, and support our members in carrying out these practices. Values are not static entities that can be possessed or checked off on a list, they are practices that guide our behavior within a specific context. What we list below are our values,

and represent not where we expect community members to be, but rather aspirations for our whole community to practice and pursue. We believe that all community members are capable of upholding our community values, and we regularly learn about and practice building character and owning the impact of our actions within the community.

- **Caring for Community** - Community members will act in a manner that makes a positive difference in our shared community, that promotes a sense of belonging, respect, justice, and inclusion within our spheres of influence and control.
- **Curious Thinking** - Community members are expected to show active interest in themselves and those around them. They will pursue understanding of cultures, institutions, and systems of thought. They will demonstrate a growth mindset and be solutions oriented.
- **Compassionate Communication** - Community members will communicate in a manner that builds bridges between members, encourages perspective taking, and seeks to connect across cultures.
- **Integrity** - Community members will strive to be honest and reliable, and will hold themselves accountable for the impact of their actions.

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 they 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 Advisory Board. The Advisory Board approves policy statements.

ROLES AND RESPONSIBILITIES

The model of The Downtown School means that each member of the staff holds multiple roles. The following is a list of roles and responsibilities meant to help community members identify who they might need to reach out to with questions or concerns.

Head of School - Sue Belcher

The head of school is appointed by and accountable to the Board of Trustees, which sets broad goals and objectives for the head in accordance with the mission of The Downtown School. The head of school is responsible for all aspects of school operations, including leadership and management of curriculum, communications, budget, facilities, development, planning, and faculty/staff supervision.

Admissions and Financial Aid Associate - Ashleigh Harper

The admissions and financial aid associate is responsible for working with families during and after the admissions process on issues related to financial aid.

Director of Admissions - Kelsey Van Dalfsen

The director of admissions is responsible for all aspects of the admissions process. This includes setting school events, scheduling interviews for applicants, making sure all aspects of student applications are submitted, setting standards for admissions, and ensuring the admissions process is fair and equitable.

Admissions Associate - Mari O'Meara

The admissions associate manages the admissions process, guiding prospective students and families, reviewing applications, conducting interviews, and maintaining records. They build relationships with feeder schools and partners while ensuring a smooth transition for incoming students.

Director of Facilities - Daniel Wicklund

The director of facilities manages the maintenance and operation of the school's physical infrastructure. They coordinate repairs, renovations, and custodial services, ensuring a functional and safe environment for students and staff. Additionally, they manage budgets and contracts related to facility management.

Director of Community Safety- George Heinrichs

The director of community safety oversees safety protocols and initiatives within the high school, ensuring a secure environment for students, staff, and visitors. They collaborate with law enforcement, implement safety procedures, and educate the community on emergency preparedness.

Co-Directors of Service Learning - Monica Gartman, Melinda Franke

The directors of service learning ensure that all students meet the required service learning hours, and provide opportunities for students to serve in the community.

Dean of Academics - Christopher Obenchain

The dean of academics oversees the schools attendance policies, credit completion, and course assignments. The dean ensures that students are on track to graduate.

Dean of Students - George Heinrichs

The dean of students deals with all student conduct matters, discipline issues, and consequences. The dean works to help promote a positive community. They are responsible for keeping a record of all school infractions.

Director of College Counseling - Christopher Obenchain

The director of college counseling works with upperclassmen to prepare them for options after high school, and guides them through the college application process.

Director of Communications - Brian Crawford

The director of communications responsible for developing effective messaging and communication strategies. They must create and oversee the creation of promotional and informative materials for The Downtown School.

Director of Data and Operations - Ashleigh Harper

The director of data and operations has a myriad of roles including but not limited to: registrar, student information management, operational logistics, pandemic coordinator, admissions support, development and fundraising.

Director of Student Support - Nance Leonhardt

The director of student support works with students and families to ensure that students receive appropriate academic accommodations. They also work with students when they need counseling, during times of crisis, or when they need help finding additional resources.

Director of Technology and Institutional Research - Hudson Harper

The director of technology is responsible for maintaining and updating all technology systems required for the proper functioning of the school. The director of institutional research facilitates the strategic and secure use of school data to promote the mission of the school

Director of Community Engagement - Jon Russell

The Director of Community Engagement has the primary responsibility of strengthening the fabric of our school community by investing in programs that enrich the vibrancy of student life on campus. In addition, this administrative position is focused on building long-term relationships between the School and the broader community across the Seattle Metro Area where students can have purposeful experiences and impact outside the classroom.

GOA Site Coordinator- Christopher Obenchain

The GOA site coordinator is responsible for working with students taking Global Online Academy courses to make sure they keep on track with their courses, and facilitate communicating with their online teachers.

ACADEMIC PROGRAM

Our academic program centers around accepted core content areas which prepare students for post-secondary study as well as entrance into the workforce. Experienced teachers at The Downtown School engage students' curiosity in and beyond the traditional classroom structure by leveraging being a campus connected to the city. The Downtown School's partnership with The *Global Online Academy (GOA)* provides us with the opportunity to expand our curricular offerings and students with the opportunity to join communities of learners drawn from all over the world. Service learning opportunities offer students the chance to work with organizations that reflect their interests. Three-week intensive courses emphasize interdisciplinary thinking and our core competencies. **For additional information on Global Online Academy courses, including costs, see [Global Online Academy](#) in the Appendices.**

REQUIREMENTS FOR GRADUATION

Successful completion of 24 credits of high school course work are required to graduate from The Downtown School. These credits are distributed among the following content areas: English, Language, Math, Science, Social Studies, Physical Education, Health & Wellness, and Art. In order to earn credit, students must earn a passing grade and attend at least 70% of class meetings.

Courses applied to the 24 credit count are to be selected from course catalogs of The Downtown School, Global Online Academy, and Lakeside Summer School. For students transferring into The Downtown School, coursework taken at an accredited institution that meets our graduation requirements will be applied toward the 24 credits.

All students must be enrolled in a minimum of 5 courses per semester. Students must be enrolled in and attend courses at DTS in their 12th grade year in order to graduate from DTS and receive a DTS diploma.

Distribution Requirements

English	4 credits
Language (Spanish)	2 credits, one of which must be level 3 or higher
Math	3 credits
Science	3 credits (2 must be lab-based)
History	3 credits
Art	1 credit
Health/Fitness	2 credits
Interdisciplinary	2.5 credits
Electives*	3.5 credits
Service Learning	10 hours per enrollment year

*An elective course may be chosen from any academic department, or courses offered through the GOA.

GRADES AND COURSEWORK

WHAT ARE GRADES?

At The Downtown School, the manner of evaluation varies as to the development of the student and across differing content areas. Assessments may be formal or informal, verbal or written. Assessment, when applied with skill and sensitivity, encourages learning, stimulates effort, and measures progress. When a grade is assigned as part of an assessment, it is a single representation of several things: measurement of progress, level of mastery, recommendation for advancement or placement into the next level of a course, and a potential indicator of additional support needed. The goal of grades is not to reward effort, assess students' character, or rank students.

Through our feedback and evaluation process, faculty focus primarily on students and provide regular updates to parents/guardians through quarterly progress reports. Quarterly feedback is for internal use with students, advisors, and parents/guardians. **For more information see the [Grades and Courses](#) in Appendices.**

The more formal part of the assessment process culminates in a transcript which records only the final grade of each course. Final grades are based on a rolling gradebook maintained by the instructor and reflect the cumulative body of assignments and assessments a student has completed throughout the length of the course. Progress reports are available at the end of each grading period. **For more information see the [Common Calendar](#) in Appendices.**

Grades and Transcript

Students who enroll in any course from the DTS catalog, the GOA catalog, or the Lakeside Summer School catalog, must view that enrollment as a commitment. Any enrolled courses from the above sources will appear on the DTS transcript with a grade from the A-F spectrum. If a course taken through GOA does not meet the percentage complete threshold (i.e. not enough work was turned in to warrant earning credit for the course), then a grade of W (Withdraw) will appear on the transcript. W carries no point value and will not factor into a student's GPA. **For more information see what is and is not recorded on the [Record on Transcript](#) in the Appendices.**

Semester and Year-Long Courses

CALCULATING GRADES

Courses are required to either have a final exam or a cumulative project. At the end of the course, a student's final grade will be calculated from 10% formative work, 80% summative work, and 10% final exam or cumulative project.

Formative and Summative Work

- Formative work is classwork that is done on a regular, sometimes daily basis. It is essential for student learning and participation in class. This necessitates its timely completion to be relevant. For this reason, formative work not turned in or turned in late will not earn credit.
- Summative work can include medium and large sized assessments like quizzes, tests, projects, essays, and lab reports (or other work as defined by your teacher). Summative work is graded and constitutes 80% of a student's grade in a course. Summative work is designed to measure the level of mastery of both content and skills that the student has acquired.

LATE POLICY

- Formative work: Formative work is either complete or incomplete on the day that it is due. If it is submitted late, it will not receive credit.
- Summative work (excluding quizzes and tests): We recognize that work balance and life circumstances may get in the way of a student completing a summative assignment on time. Extensions may be requested and applied to certain types of school work. Students can utilize up to two 5-day (**calendar days**) extensions per each year-long course. Students can utilize one 5-day extension per each semester-long course. Any student with a Learning Plan can request unlimited 5-day extensions. The day the assignment was due is counted as day zero.
- Students must complete the extension request form before the assignment is due.
- If a student has used the appropriate form to request the extension and they have not exceeded the allowed number of extensions in a course, work will be accepted with no penalty. If the work has not been turned in after the 5-day extension, it will not receive credit.
- For group work - there are no 5-day extensions granted.
- When, due to an unforeseen illness or emergency, a student is not present to turn in work that is due, that work will be accepted within the number of days equivalent to the number of days missed. For example, if a student is out sick and misses the day an assignment is due and then misses two additional days (three days total), their work will be accepted up to three days past their return to campus. *Note: Tests and quizzes will be rescheduled on a case by case basis.*

- If a student has a planned absence, such as for a religious observation or medical appointment, they should inform the teacher(s) ahead of time. Their work will be accepted within the number of days equivalent to the number of days missed. This is true for both formative and summative work.
- When a student fails to turn in work due to an unexcused absence, there should be no expectation that work will be accepted.

MISSING OR INCOMPLETE WORK

- Missing or incomplete work, both formative and summative, will be given a mark of 33%. We believe averaging a zero into a course grade for missing work creates an outsized punitive effect that may not be an accurate reflection of student knowledge or skill.

CANVAS

- All students should have grading and assessment systems in every course that are clear, easy to understand, and transparent. Every individual assignment will be denoted as either formative (F) or summative (S) in Canvas. For semester and year-long classes in math, science, English, history, and Spanish, teachers will enable students to see their gradebook in Canvas. Parents and guardians are also welcome to look at course marks by sitting down with their student and reviewing them together. We do not offer parent/guardian logins to Canvas. The rationale behind this is to empower students to be in charge of their own learning. See below for exceptions to these guidelines in Intensive courses.

Timing, Frequency, Magnitude

- Teachers should provide students with assessment opportunities at regular intervals. The exact number or type of assessments will vary from class to class. Daily formative work is critical for student learning and students should manage their time accordingly.
- Assignments are due at 9 am unless otherwise indicated by a teacher.
- Teachers are expected to return graded assignments and assessments to students in a reasonable amount of time (typically 2 weeks, excluding school breaks).

School breaks

- Students need real breaks from school work throughout the year. Teachers will not assign work over the following breaks: Thanksgiving, winter break, midwinter break, and spring break. This means that no coursework 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.

INTENSIVES

- Intensive classes are three weeks long, meet daily, and are worth 0.5 credits. They are a time for students to explore a topic at a deep level, and embrace the joy of learning

without the focus on grades. For this reason, the interdisciplinary intensives will be graded on a Credit/No Credit basis*.

Classes will have daily deliverables and weekly major assignments. Meeting three consecutive blocks per day, one day during the intensives is like a full week during the school year. Work does not have a formative or summative classification. In order to pass an intensive course, all work must average “meeting expectations” (85%). No late work will be accepted beyond the final day of the intensives.

**Students should note that the University of Washington, Seattle and all California public universities require students to have taken all required courses for a grade. This means our Art intensives must be taken for a grade and, like all graded courses, will be included in the GPA.*

UNSATISFACTORY PROGRESS

Students sometimes face academic struggles, despite their own best efforts and the encouragement and support of faculty and counselors. In addition to meeting with students, faculty might contact parents/guardians to express concerns about a student’s progress. Parents/guardians concerned about a student’s academic performance, or personal challenges, are encouraged to reach out to DTS as well. The first point of contact should be the student’s advisor who will work with the student to address concerns. **For more information see the Procedures and Policies for Unsatisfactory Progress in Appendices.**

CO-CURRICULAR PROGRAMS

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 Associated Student Body budget. Clubs are approved and sponsored by the Associated Student Body 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.

Events and activities not sponsored by The Downtown School

A Downtown School student’s participation in an activity or event is not, in and of itself, sufficient to classify that activity or event as a Downtown School activity. Students are encouraged to pursue retreats, workshops, competitions, and other activities of their interest not directly related to school. For such events or activities not sponsored by The Downtown School, parents/guardians will receive an email (families not using email, a letter) reminding

them not to use the school name and informing them that Downtown School liability insurance does not cover any non-school-sponsored activity.

No Downtown School funds or resources are to be used in planning and communicating about events not sponsored by the Downtown School. DTS liability insurance does not cover any event or activity not sponsored by the school.

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. Event details and fuller listing of events are posted in The Hub.

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.

COLLEGE COUNSELING

DTS students follow a range of paths after high school and the college counseling program seeks to provide both students and parents/guardians with a range of information on post-secondary options. We recognize that most students will seek college admission after graduation and strive to assist all students in finding appropriate environments for their next stage of learning.

Our philosophy is one of student empowerment and direct student action. To that end, we conference with families together to facilitate open communication between students and parents/guardians.

DTS college counseling maintains collegial relationships with the administrative and admission officers of local and national colleges and universities. The college counselor frequently visits colleges which have major appeal for DTS students to maintain close working association and improve communication about applicants.

DTS is a member of the National Association of College Admission Counselors (NACAC) and adheres to their Guide to Ethical Practice in College Admission.

Responsibilities of students

All students (regardless of entry point into DTS) will complete asynchronous, ungraded assignments prior to applying to colleges. (These assignments must be completed before meeting with the college counselor.) From college/career research, through applying to programs, and to the final commitment to enroll, we expect students to a) be the driving force in the process, b) act with integrity, and c) seek balance with regard to their social, emotional, and aspirational endeavors. To that end, DTS students are strongly encouraged to limit college applications to a maximum of 10 colleges/universities.

Responsibilities of college counselor

The college counselor works closely with students to a) identify post-secondary opportunities appropriate for students' interests and abilities; b) to assist students with building applications that will most effectively communicate the student's academic and personal narrative; and c) to keep families informed of the evolving trends and admissions policies of colleges. The college counselor will offer information through on-campus events, webinars, and school media channels.

Responsibilities of parents and guardians

Parents/guardians are important partners in the college process. In order for them to support their student in the college process effectively, they should a) be frank about any limitations (financial or logistical), b) communicate with integrity to all institutions, and c) work to limit outside stressors that may affect their student.

At least one parent/guardian of every junior should attend Junior Parent Night, the introductory presentation by the college counselor. In addition, all parents/guardians must complete a questionnaire about their student to aid the college counseling office in developing a fuller picture of their student(s). After these preliminary steps, the college counselor is best equipped to meet individually with students and then in a group conference with both the student and parent(s)/guardian(s).

Reporting Suspensions to Colleges

Students must report any suspensions honestly and fully to colleges when appropriate (e.g. when colleges request this information). There will be space in the college 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 student's suspension. As with letters of recommendation, 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 Guide to Ethical Practice in College Admission.

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 consider the former student an applicant from DTS. Therefore, DTS will only confirm that the student is no longer enrolled due to expulsion. Should an expelled, former student request letters of recommendation from DTS, the circumstances of the expulsion are likely to be disclosed.

If a student is expelled after The Downtown School has submitted transcripts, school reports, or recommendations to colleges, The Downtown School reserves the right to disclose the expulsion fully and honestly to those colleges and reserves the right to retract any recommendations already submitted to colleges.

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. There is no guarantee that a student will be readmitted.

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 by the stated deadlines. 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. Re-enrollment is not guaranteed for students who have sustained unsatisfactory academic progress.

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. New and returning returning families will complete the application in [Clarity](#). For all families, the application and the information you provide allows The Downtown School to estimate the amount your family can contribute towards educational expenses. Prior year taxes and other documents are required to help with this calculation. This includes, but is not limited to: income statements (W2s,

unemployment statements, and Social Security income statements), completed tax returns and all relevant schedules, and records of all untaxed income. Additional documents may be requested. Returning 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.

STUDENT SUPPORT

At DTS Student Support encompasses Advising, Social Emotional Wellness, Mental Health Support, Learning Support and Accommodations and is overseen by our Director of Student Support.

DIRECTOR OF STUDENT SUPPORT: SCOPE OF PRACTICE

Counseling

The Director of Student Support serves as the DTS School Counselor and 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 they 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 206-717-2855.

Screening & Assessment

The Director of Student Support Role requires familiarity and facility with common screening practices used to evaluate student wellbeing and engagement in learning. Screening can include administering short-form surveys and/or structured interviews and looking at data to discern general trends in a student or group of students' behavioral, academic and/or social-emotional wellbeing. The goal in identifying students with possible mental health or behavioral issues is to provide the option for further, outside assessment and ultimately remove barriers to learning and overall well being.

Such identification does not involve reaching a diagnosis of a condition. Only mental health or medical professionals (as determined by each state's licensing laws) are qualified to make a diagnosis. Screening tools do not provide sufficient information to reach a diagnosis.

Outside Support and Recommendations

When it is determined that a student may benefit from outside clinical support or evaluation, The Director of Student Support will offer guidance to individuals and/or families to find a provider. "Providers" can include medical or behavioral health care clinicians who can assess, diagnose and treat presenting issues. Other recommendations may include finding supplemental academic support including executive functioning coaching, tutoring, etc.

Work with any outside provider is at the complete discretion of the individual and/or family involved. The Downtown School does not make direct clinical referrals, nor mandate that a family engage any recommended provider or service in supporting their student.

Confidentiality

The Downtown School Director of Student Support serves as the School Counselor for the DTS students. DTS follows the ethical guidelines of the American School Counselor Association regarding confidentiality. The role of Counselor is not an investigative or disciplinary one. 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. **For more information on [Confidentiality](#), see the Appendices.**

Learning Support and Accommodations

Students with a learning, health or mental health need may qualify for a Student Support Plan (SSP.) The SSP is a Qualified Learning Plan that allows students to receive classroom-based accommodations in line with their unique needs. Sometimes students come to DTS with a history of receiving accommodations, other times issues crop up and an SSP can be developed in consultation with outside, clinical providers.

The typical process for receiving an SSP is to provide the school with recent documentation of the need by a clinical provider qualified to assign and/or verify a diagnosis (ie. physician, psychologist, speech-language pathologist, etc.). This being said, SSPs can be developed for students with an emerging, qualifying need as formal evaluation is being pursued. SSPs can also be developed as a temporary measure to aid a student in the event of a short-term crisis or injury.

Typical accommodations include strategies to ease access to course content, demonstration of learning, management of time, varying processing speeds, and additional support for specific learning and/or medical needs.

The SSP is stored in the DTS Hub and is based on professional recommendations, past plans and input from teachers, the student, and their family. Broad diagnostic criteria and recommended interventions are recorded on this plan. Specific diagnostic information (ie. the detailed results or scoring of neuropsychological or other clinical assessments) are not included on this plan. The SSP is shared with the student's advisor(s) and teachers. It may be reviewed and revised as new circumstances and needs arise.

Special Note to Parents/Guardians and Students regarding Outside Academic Testing

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. Please note that the granting of accommodations rests solely with the testing services and other institutions and cannot be guaranteed by The Downtown School.

STUDENT CONDUCT

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, as well as 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—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 to support and clarify the principles of consideration, integrity, and inclusion and to ensure the personal health and safety of each individual follow. In addition, students and adults (parents/guardians and employees) are expected to understand and to respect the policies contained in the family handbook; faculty and staff who advise students are expected to understand and respect the policies contained in the family handbook and the employee policy manual; other employees are expected to understand and respect the policies contained in the employee policy manual.

- All members of The Downtown School community are expected to be honest in all communications. Most importantly, 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 marijuana, tobacco/nicotine products, alcohol, any illegal (under state and/or federal law) drugs, and/or any controlled substance for which the Downtown School community member does not have a valid prescription. This policy applies while on campus or while participating in or attending off-campus school activities or trips. Students are also not to consume marijuana, tobacco/nicotine products, alcohol, and/or any illegal drugs before attending or while traveling to and from school activities on or off campus, or in any vehicle owned or rented by The Downtown School. The consequence for violation of this rule, no matter how minor, typically will include at least suspension from school and attendance in a program about drug use and/or community responsibilities and may lead to expulsion.
- 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, and a violation of academic integrity equivalent, in significance, to the violation of personal integrity that results from dishonesty in any form.
- 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 service animal by a person with a disability, or genetic information. Discrimination, harassment, or retaliation based on any of these attributes is considered a violation of the school's harassment, discrimination, and sexual misconduct policy and may result in suspension, expulsion, or termination.
- 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. A good learning environment, and the community's pride in its facilities, depend upon all individuals doing their best to respect the spaces, property, and buildings 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.

STUDENT DRESS

The Downtown School recognizes that clothing is an integral part of identity and expression. The following section is meant to empower students as much as it is meant to indicate what is required to attend school. Much of the particulars of this policy is in line with the policies of Seattle Public Schools.

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, ect.);
- Bottom (pants, shorts, skirt, dress, ect.);
- Footwear.
- Clothing must cover private parts (nipples, genitals, buttocks) in opaque (not able to be seen-through) material.

This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g. physical activity or science courses).

Any clothing that shows images or messages that are offensive or harmful will not be treated as violations of the student dress code, but rather as issues pertaining to respect.

Images that are not allowed on clothing, posters, zoom backgrounds include the following:

- Images that are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups.

STUDENT CONDUCT PROCESS

When a student seems to be in violation of community expectations and values they may be talked to by their teacher, advisor, or any other member of the community. We are a school that values conversation and connection. Faculty and staff will also inform the dean of students that an incident that violates community expectations has occurred. The dean may simply note the issue, have a conversation with the individual(s) involved, or investigate the incident in order to establish if consequences are needed. The dean will communicate with the student directly about the meeting.

If during or after the meeting the dean of students determines that the incident requires a further response, they will begin writing up a "statement of fact" consisting of what they have learned from their meeting with the student, and any other interviews that are needed to fully understand the incident. Any significant consequence needs the head of school's approval to be instituted.

If the response to the incident goes beyond a conversation, then the student's advisor will be informed of the issue as well as the parent(s)/guardian(s). The advisor and the

parent(s)/guardian(s) will be kept informed as the discipline process is carried out. **For more information see the [Student Conduct](#) in Appendices.**

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

The Downtown School does not discriminate on any basis prohibited under federal, state, or municipal law. The Downtown School is committed to providing an educational environment as well as access to other benefits, programs, and activities that are free from harassment, discrimination, and retaliation. To ensure compliance with federal, state, and municipal laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of its educational enterprise, The Downtown School has developed internal policies and procedures that will provide a prompt, fair, and impartial process for those involved in an allegation of harassment, discrimination, or sexual misconduct on the bases of the above listed protected classes or retaliation related to those actions. A goal of this policy is to support victims/survivors as they navigate the investigative process.

The core purpose of this policy is the prohibition of all forms of harassment, discrimination, or sexual misconduct. Sometimes discrimination takes the form of exclusion from benefits or activities and sometimes it takes the form of harassment, or, in the case of sex-based discrimination, encompasses sexual behaviors that are non-consensual or by force. These actions may take place on or off the premises of The Downtown School. However, if they impact students at the school regarding their safety or ability to obtain their education, The Downtown School reserves the right to address conduct that not only occurs on school premises or at school sponsored or affiliated activities, but also when they occur off campus and impact a Downtown School student in the pursuit of their education, or represent a health or safety issue to the school or members of the school community.

PROHIBITED CONDUCT

Discriminatory Harassment

Discriminatory harassment constitutes a form of discrimination that is prohibited by The Downtown School's identified protected class categories. Discriminatory harassment is defined as unwelcome conduct by any member or group of The Downtown School community on the basis of actual or perceived membership in a protected class as identified by The Downtown School policy.

The Downtown School does not tolerate discriminatory harassment of any employee, student, visitor, or guest. The Downtown School will act to remedy all forms of discriminatory harassment when reported, whether or not the harassment rises to the level of creating a hostile environment, including imposing appropriate sanctions on the alleged perpetrator of the discriminatory harassment.

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. 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.

Examples of prohibited harassment:

- Verbal abuse, slurs, and jokes. This includes oral or written ethnic and racial remarks and slurs and comments that stereotype individuals based on their race, color, religion, 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, national origin, sex, sexual orientation, disability, or other legally protected status or characteristic of an individual or group.
- Threats, pranks, or vandalism. This includes unwelcome and/or intimidating comments and/or conduct directed at individuals based on their race, color, religion, national origin, sex, sexual orientation, disability, or other legally protected status or characteristic.
- Misrepresenting oneself as another member of the community.

Sexual Harassment

Sexual harassment is a specific form of discriminatory harassment, as an unlawful discriminatory practice. The Downtown School has adopted the following definition of sexual harassment in order to address the special environment of an academic community.

Sexual harassment is:

- Unwelcome.
- Sexual, sex-based, and/or gender-based.
- Verbal, written, online, and/or physical conduct.

Hostile environment sexual harassment is:

- Severe and/or
- Persistent and/or
- Pervasive, AND
- Objectively offensive, such that it unreasonably interferes with, denies, or limits the ability to participate in or benefit from The Downtown School's educational or employment opportunities or other benefits or activities.

Quid Pro Quo Sexual Harassment is:

- Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to

such conduct is made either explicitly or implicitly a term or condition of an individual's work or educational development or performance.

Non-Consensual Sexual Contact

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

- Sexual intercourse includes genital penetration by a penis, tongue, finger, or mouth to genital contact.
- If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.
- For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their consent to being kissed back.
- Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonable time.
- Incapacitation. A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including by alcohol or other drugs. A person violates this policy if they engage in sexual activity with someone they know to be, or should know to be, physically or mentally incapacitated.

Sexual Exploitation

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

Examples of sexual exploitation include, but are not limited to:

- Sexual voyeurism, such as watching a person undressing, using the bathroom, or engaging in sexual acts without the consent of the person being observed.
- Taking pictures, video, or audio recording of another in a sexual act, or in any other sexually related activity when there is a reasonable expectation of privacy during the activity by all parties involved in the activities.
- Disseminating sexual pictures without the photographed person's consent, even if that person originally provided the sexual picture to a single individual.
- Exposing one's genitals in non-consensual circumstances, including unwelcome sexting.

Stalking

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

Retaliation

Retaliation is any materially adverse action taken against a person because of that person's participation in a protected activity such as reporting an alleged violation of this policy, or participating as a witness or assisting in providing information relevant to an investigation.

Physical/Sexual Abuse and Negligence

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

Sexual Abuse - Statutory Issues

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

COMPLAINT PROCEDURE

Any student 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 dean of students or head of school. If the student is not comfortable reporting the matter to the head of school or the dean of students they should report the matter to another member of the administration. The head or dean 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.

In issues related to sexual harassment, the head of school may elect to bring in an independent investigator. 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.

Reporting

The head of school and dean of students provide the oversight of the implementation of this policy and have the primary responsibility for coordinating The Downtown School's efforts related to any investigation, resolution, and implementation of corrective measures, and any ongoing monitoring to stop, remediate and prevent harassment, discrimination and retaliation under this policy.

Reporting Allegations of Potential Violations of this Policy

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

- Head of School, Sue Belcher, Sue.Belcher@downtownschoolseattle.org, 206- 717-2853
- Dean of Students, George Heinrichs, George.Heinrichs@downtownschoolseattle.org, 206-717-2847

Imminent Risk

All Employees at The Downtown School are contractually required by law to share information with administration and/or counseling staff who will communicate with parents and/or emergency services in the event a student is at *imminent risk* of harm to self or others. Students at imminent risk will undergo a Safety Assessment (see appendix)

Mandated Reporting to Child Protective Services (CPS)

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

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

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

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

For more information see the [CPS Reporting](#) section in the Appendices.

Resolution Process

Behavioral issues that fall under this policy will be addressed in the following manner. When The Downtown School is put on notice by a student, an employee, or by a third party of an allegation of a violation of this policy by another member of The Downtown School, the head of school and/or dean of students will immediately commence a preliminary investigation. This preliminary investigation is to determine the level of potential harm to the recipient of the unwelcome or unwanted conduct as well as to other members of the The Downtown School community.

The head of school and/or dean of students will take immediate and appropriate action to stop the reported behavior if there is a risk of it continuing, and to provide assistance and support to the individual alleged to have been harmed. These interim actions may include implementation of a no-contact order; referral to counseling or medical support; academic assistance; necessary safety measures; and may involve an interim suspension of the employee or student from the campus. Students will be provided with off-premises academic resources to enable the student to maintain academic progress while away from school premises.

For more information, see the [Resolution Process](#) in the Appendices.

CONFIDENTIALITY

The Downtown School believes strongly in the individual's right to confidentiality in matters of discipline. Specifics of all investigations and conversations will be kept to the fewest number of individuals as is appropriate.

Communication about Consequences

The dean of students 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.

Any suspensions will be communicated to faculty and staff so they are aware of the student being absent from their classes. The dean of students will be responsible for communicating the results.

Suspensions

Suspension is evidence that inclusion in the The Downtown School community is a privilege and not a right. Students who attend DTS 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.

Students that miss work during their suspension will not be allowed to get credit for formative assignments that they miss while absent. They will be able to make up summative assignments, such as tests and papers. These will be marked late. It is up to the student to communicate with their teachers once they return from their suspension.

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. 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.

In all cases of expulsion, The Downtown School reserves the right to notify or share disciplinary information with a school or college at which a student seeks to enroll. 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.

See [College Counseling](#) for more information about reporting disciplinary matters.

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.

Health and Safety

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.

COVID-19

All families and employees of The Downtown School are expected to follow directives from national, state, and local authorities to maintain their own health and safety.

If a student tests positive for COVID-19, please contact the school (covid@downtownschoolseattle.org) to discuss next steps related to isolation and remote learning plans.

Testing Procedures

The Downtown School will provide free antigen tests for any student or employee who would like to be tested. Testing may be required for any student or employee who exhibits symptoms of COVID-19. Rapid antigen tests will be available at the front desk for all students and employees.

Isolation Procedures

If a Downtown School student tests positive for COVID-19:

- **The student must isolate for five days, regardless of vaccination status.** The CDC states that a person who tests positive for COVID must isolate for five days. For example, if a student tests positive on Thursday, they must isolate through the following Tuesday.
- **Email covid@downtownschoolseattle.org to receive a remote learning plan.** Only students who have tested positive for COVID and are well enough to engage in classes receive remote learning plans. Students who are sick should focus on resting and regaining their health.
- **The student should take an antigen test on the evening of their fifth day in isolation.** Please note: Results from this test do not need to be emailed to The Downtown School.
 - **If a student tests negative** after five days of isolation, they may return to school without a mask.
 - **If a student continues to test positive** and they are asymptomatic OR they are fever-free for 24 hours (without the use of fever-reducing medication) and their symptoms are improving, they may return to campus, taking the precautions below until day 10 or they receive a negative antigen test, whichever comes first:
 - Wear a high-quality and well-fitting mask at all times. N95 and KN95 masks are strongly encouraged.

- Practice extra caution with personal safety measures (washing hands, distancing, etc.).

Contact your medical provider if you have questions about your student's health.

Reporting

COVID-19 outbreaks in schools must be reported to the local health jurisdiction per Washington State law. In addition, schools must cooperate with public health authorities in the investigation of cases and outbreaks that may be associated with the school.

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 The Hub 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 a 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. Certificate of Immunization Forms are available online here: [Certificate of Immunization Status \(CIS\)](#). If you would like to apply for a certificate of exemption from certain immunizations, that form can be found here: [Certificate of Exemption Personal/Religious](#).

[Washington State vaccination requirements](#) that must be current for all The Downtown School students in 2023-2024 are as follows:

Vaccine	Number of vaccine doses to be current
DTaP*	5
Tdap	1
Polio*	4
MMR	2
Hepatitis B	3
Varicella (Chickenpox)	2 doses or verification of past disease from healthcare provider

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

COVID-19

The Downtown School strongly encourages all students, faculty, and staff to remain up-to-date on the [COVID-19](#) vaccine, including all recommended booster doses.

Additional Vaccinations

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.

Vaccine	Number of vaccine doses to be current
Hepatitis A	2
Meningococcal	1 if the 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.
HPV	3 (2 if 6 months apart and first dose given before 15 years age)

Flu	1
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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

All faculty and staff at The Downtown School have first-aid/CPR training, and can help stabilize people needing first aid until further help can be obtained. In most emergencies, the school will use 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-coded 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. If an activity involves bringing pets to campus, it must be approved by the head of school. The use of a trained guide dog or service animal by a person with a disability is permissible as an accommodation.

Firearms and Weapons

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

If a student brings pepper spray to school, they are required to keep their pepper spray out of sight during the school day.

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 The Hub 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 has your most up-to-date contact information in The Hub.

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 and/or held remotely via Zoom.

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, The Hub. 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

INSTITUTIONAL POLICIES AND PROCEDURES

ATTENDANCE AND STUDENT RECORDS

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

SCHOOL HOURS

Classes at The Downtown School begin at 9 a.m. and end at 2:15 p.m. The DTS building is normally accessible from 8am to 4pm.

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 reporting attendance via The Hub, emailing attendance@downtownschoolseattle.org, or calling 206.717.2849.

ABSENCES AND TARDIES

Absences and Course Credit

Students are expected to attend all course meetings. If attendance drops below 70% of class meetings in any course, the student will not receive credit for the course.

Absence from an Intensive course can have an out-sized impact as the course meets the full day. Students will need to develop a plan with the intensive teacher to make up the missed content or possibly complete alternative assignments.

If a student is late 3 times to the same class, late being more than 15 minutes and unexcused, it will be recorded as a missed class for the purpose of attendance.

Unexcused Absences

An absence is considered unexcused when it occurs without a valid and acceptable reason. The school does not excuse students for early departures/extensions of vacation or other non-emergencies. 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. The school does not excuse students for elective absences taken to visit college campuses. The school year affords ample school breaks for students to undertake travel for the purpose of visiting colleges.

Excused 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 our learning management system, Canvas, for homework assignments and other class information.

The school will excuse one day for students who are making Official Athletic Recruiting Visits (as sanctioned by the governing rules of the NCAA).

For planned absences of one full day or more, parents should notify the school via The Hub, emailing attendance@downtownschoolseattle.org, or calling 206.717.2849.

Excused Tardies

A tardy is excused when it is caused by circumstances beyond a student's control such as unexpected traffic, inclement weather, or scheduled appointments, though these should be kept to a minimum.

Unexcused Tardies

A tardy is unexcused if due to a lack of proper planning on the students part, such as oversleeping, leaving for school late, or arriving late to any 2nd or 3rd period class (after already being present for 1st period).

OPEN/CLOSED CAMPUS

Students are allowed to leave campus within a defined area to go eat lunch. Students are required to sign in and out of campus on the Sign In app on their phones or on provided kiosks on campus. They are not allowed to leave campus during class time unless they are given permission by a teacher.

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. 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, mumps, and COVID-19 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.

If a student tests positive for COVID-19, please consult the [COVID-19 section](#) for details.

SHORT DURATION MEDICAL LEAVE

Short duration medical leaves (approx 2 weeks) can be recommended or granted if a student would be better served by taking a leave in order to manage a health situation. 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.

LEAVES OF ABSENCE

There may be times when the educational needs of students are best served in an alternative setting. When the loss of class time is likely to jeopardize a student meeting the 70% attendance threshold, DTS may grant a leave of absence based on a need for medical treatment, a family emergency, or other circumstances approved by the school. This leave of absence will not be considered an expulsion or other form of permanent separation from the school. A student who is granted a leave of absence may return to regular attendance after meeting any agreed upon conditions set before the leave of absence began.

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. 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 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 business days to complete a request.

COMMUNICATION

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 Hub family portal, including home or work address, phone numbers, and/or emergency contacts. To review and edit parent/guardian information, sign in to The Hub.

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: [X](#), [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 The Hub.

The Hub

The Hub is The Downtown Schools learning management system. While course specific information will be on Canvas, all other information will be on The Hub. Student records, medical information, and contact information are all stored in the Hub, so it is essential to use this tool and keep the information up to date. Students will have access to club information, activities pages, their advisory, and Associated Student Body information via The Hub.

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.

Google Chat

Faculty and staff will use Google Chat as a way of communicating with students and with classes. Students can use Google Chat between themselves, but they should be aware that Chat is part of the school email and therefore is accessible by administrators. All conversations in Google Chat will be recorded, so appropriate conversations are key in this space.

Sign In App

All students, faculty and staff, and visitors to campus are expected to sign in via Sign In app. If an employee or student does not have an account on their phone, they can sign at a kiosk. Visitors should check in at the main desk and obtain a printed visitor badge and make sure to sign out when leaving so we have a proper record of who is in and out of the building at any time.

Directory

An all-school directory is available to families via The Hub. The directory is confidential information 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.

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.

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.

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 the Associated Student Body, 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 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 not available at the Downtown School except for in rare circumstances when a locker may be assigned.

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, nor 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).

BYOD (BRING YOUR OWN DEVICE) PROGRAM FOR STUDENTS

Students are required to bring their own device (including Chromebooks purchased from The Downtown School in previous years). Students will need to register their device on The Downtown School's wireless network according to the established protocol. Information relating to this process will be provided during New Student Orientation and at the beginning of the school year for returning students. Students will also need to have installed Google Chrome (web browser) to ensure their work is synced with their Downtown School Google Workplace account and access resources such as school printers. The Downtown School is not responsible for the maintenance of student hardware or software excluding Chromebooks purchased through or provided by The Downtown School in previous years. In the event that students lose their devices while at school or are unable to use their laptop for any other reason, The Downtown school has a limited number of Chromebooks that can be loaned on a

daily basis. Students will be required to check out these devices with the Data and Operations Manager and are expected to return them by the end of the school day.

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, Monorail 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 Hub 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.

APPENDICES

Grades and Courses

Course Enrollment

All students must be enrolled in a minimum of 5 courses per semester. Students may enroll in a 6th course with prior approval. A 6th course will generally be from the GOA catalog, and not a course taught by a DTS faculty member. A 6th course will not excuse a student from a study hall assignment. The cost of a 6th course is not covered by DTS.

Grading

Grading of assignments (*in Canvas*)

A	100-92.5%	C+	79.4-76.5%	F	59.4-32.5%
A-	92.4-89.5%	C	76.4-72.5%	CR	Credit
B+	89.4-86.5%	C-	72.4-69.5%	NC	No Credit
B	86.4-82.5%	D+	69.4-66.5%	ME	Medical Excused
B-	82.4-79.5%	D	66.4-62.5%	MW	Medical Withdraw
		D-	62.4-59.5%	W	Withdraw (No Credit)

Grading calculation of GPA (*on transcripts*)

A	4.0	C+	2.33	F	0.0
A-	3.67	C	2.0	CR	Not factored
B+	3.33	C-	1.67	NC	Not factored
B	3.0	D+	1.33	ME	Not factored
B-	2.67	D	1.0	MW	Not factored
		D-	0.67	W	Not factored

Recorded on Transcripts

Any course taken at DTS, through GOA, and Lakeside Summer school will appear on a DTS transcript. Additionally, so, too, will transferring courses that are counted toward DTS graduation requirements. These courses must be from an accredited institution. Transferring courses will not be factored into the DTS GPA.

Pre-approved non-DTS courses may also appear on the DTS transcript. (This is reserved for special circumstances when they are recommended and, when necessary, be documented by a

medical professional. When a student has maxed out course options at DTS, this option will also be considered - as stated, with prior DTS approval.)

Not recorded on transcripts

The following will not appear on a DTS transcript: enrichment courses, courses from unaccredited institutions, courses not counting toward graduation credit tally, and courses that are not a Washington State requirement. Courses that have no corresponding course in the DTS or GOA catalog, regardless of institutional accreditation, are unlikely to appear on a transcript.

GPA is calculated using final course grade only, including all DTS/GOA/Lakeside Summer courses graded A-F. It excludes courses taken CR/NC, courses with a W notation, and courses transferring into DTS for the purpose of meeting graduation requirements.

Global Online Academy Courses

Students are not allowed to take more than one GOA course at a time during the school year. If a student wishes to enroll in a second GOA course in the same semester, they must have the prior approval of their advisor, the Academic Dean, and the Head of School.

The cost of one GOA class per term will be included in DTS tuition if:

- Due to course placement, a fifth class can't fit into the student's regular schedule. This usually occurs in Spanish or Math.
- The student has room for a GOA course in their schedule because they have met the Spanish requirement and choose not to take a higher level Spanish course.
- The student has taken all of the mathematics/science courses available at DTS.

Families are responsible for the additional cost for GOA courses if:

- The student takes a GOA course for enrichment beyond the scenarios described above. (Especially for, but not limited to, a 6th course.)
- The student is approved for a 2nd GOA course within one semester.
- The student opts for a GOA as an elective fifth course when a DTS course is available and works in their schedule.
- The student takes Summer GOA courses, most of which are \$750 per course.

The cost for additional GOA courses during the school year is \$550 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 Study Hall period at school.
- Meet quarterly with GOA Site Director to share their work and discuss their successes and challenges.
- Meet individually with the site director as needed to stay on course with class work.

Math Course Placement

Students will be placed in math courses based on their previous math class and grade. 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.

Physical Education

The Downtown School believes in supporting and encouraging physical fitness. To that end, our graduation requirements stipulate that all students complete three semesters of physical education. We believe in the widest possible definition of physical education. To receive credit for a semester, a student must:

- Participate in a class or sport for at least 30 hours.
- Have a letter signed by the student, and coach or parent/guardian stating that you have participated fully in a sport, activity, class and have shown growth in your understanding of your own physical presence.
- Track their own physical fitness by keeping a record of their activities.
- Submit all these materials including the approval form to the registrar (registrar@downtownschoolseattle.org) to receive credit.

Students may retroactively receive credit for any semester that they completed after the start of 9th grade. Students may be excused from participating in physical education on account of physical disability, employment, or religious belief, or for another good cause.

Health and Wellness

The Downtown School's health and wellness program focuses on emotional, mental, physical, and social well-being. The program aims to manifest the Downtown School's mission of developing healthy bodies and ethical spirits.

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.

CURRICULAR TOOLS

Textbooks

In order for families to be able to get the best prices for materials, novels and textbooks for The Downtown School classes, items may be purchased online. Families will be provided with a list of course materials to purchase 2-3 weeks before the course starts.

Movie Policy

Occasionally a teacher, administrator, or student-activity advisor may decide to show an R-rated film if there is a clear educational purpose; if there is a well-defined, specific tie-in with the curriculum or program goals; and if the particular film chosen is—in the estimation of the adults involved—the best educational option.

Attendance

Students may petition extenuating circumstances to be excused from the 70% attendance threshold. Such petitions will be considered on a case-by-case basis.

Common Calendar

2023-2024
Progress Report Timeline:

Mid-November	Late January	Late March	Late June
Fall Intensive Quarter 1	Cumulative through Semester 1	Cumulative through Quarter 3	Spring Intensive Year End Final Grades

Extensions

The day the assignment is due is counted as day zero. The end of the 5-day extension (**calendar days**) period is 11:59 on the 5th day.

Year-long courses

- Teachers will use a continuous, rolling gradebook throughout the year. At the end of each quarter, students will be given feedback on their progress in the form of written comments. They will also receive a percentage which is a snapshot of where their grade is at that time. Comments from each teacher will include strengths and areas for growth. For example, the third quarter feedback reported in March represents a cumulative grade earned by the student for the period September through March.

Semester-long courses

- Similar to year-long courses, semester-long courses will use a rolling gradebook. At the end of the first marking period of the semester, students will be given feedback on their progress in the form of written comments. They will also receive a percentage which is a snapshot of where their grade is at that time. Comments from each teacher will include strengths and areas for growth. At the end of the 1st or 2nd semester, students will receive the cumulative grade for the class.

STUDENT SUPPORT PROGRAMMING

Advisory

All students are assigned a grade-level advisor and remain with this advisor and their fellow advisory group for four years. Advising at DTS includes time for small group conversation and one-on-one guidance to help students navigate their academic and community experiences at the school. Advisories meet twice per week and students' advisors are the first-point-of contact for families to reach out to the school with questions or concerns.

Social Emotional Wellness

Social Emotional Wellness includes many explicit and subtle strategies curated to promote connection and wellbeing at the school. Advisories often feature social emotional learning activities to help students learn skills for self-regulation and effective communication. Community workshops and guest speakers are scheduled quarterly on topics germane to teen mental health, dating, community safety and more.

Mental Health

As a clinically-trained Professional Mental Health Counselor, our Director of Student Support is prepared to support students experiencing a wide range of ongoing Mental Health concerns. Though we do not offer regular therapy for students we do support individuals experiencing short-term distress and manage crisis situations that may arise. With a signed Release of Information, the Director of Student Support can collaborate with outside providers to provide school-based accommodations and/or support families in pursuing support needs for new or emergent issues.

PROCEDURES AND POLICIES FOR UNSATISFACTORY PROCESS

Delayed Course Advancement (DCA)

Students passing a course with a grade lower than a C- will attend a meeting with their teacher and advisor to discuss the student's **transition to the next course in a sequence**. (For example, from Geometry to Algebra 2, or Spanish 2 to Spanish 3.) The recommendations of

that meeting will be shared with the Director of Student Support, who may amend the recommendations, and will finalize. (DTS does not allow a course retake to replace a course already listed on a DTS transcript.)

Agenda of the Delayed Course Advancement Meeting:

- Present areas of deficiency
 - Determine potential plan of remediation
 - Set recommendations for a smooth advancement
 - Map out conditions for advancement in content area
 - Notify academic dean of course enrollment adjustments which dean will communicate to parents/guardians
-
- *For example, if a student earns a D+ in Geometry, they would meet with their teacher and advisor at the end of the year. The Geometry teacher would present the areas where the student is least prepared. The three would decide if there is a desire/need to work on those areas. If so, a plan would be agreed upon that might include self-work or work with a tutor. The three might plan on a test of skills at the start of the next school year to see how the student has progressed. The three might also set the outcome of that test as the condition for continuing into Algebra 2. They will share the plan with the Dir. of Student Support. The final version of the plan will be shared with the academic dean who will summarize the plan and share with parents/guardians.*
 - *It may be that the student is not interested in elevating their preparation. In which case, the areas of least preparation have at least been shared with the student and the faculty have expressed their concern and offered support. That is what would be communicated with the parents/guardians.*

The notes of these meetings should be in a running document, with the beginning being the conversation and plan from student/ advisor/ teacher, Director of Student Support then signs off, then the report goes to the Academic Dean, who then writes a letter to the family.

Extra Accountability Procedures (EAP)

Student progress is marked by regularly meeting academic success markers that include (but are not limited to) a) consistently attending class, b) completing all course work, and c) progressing through levels of mastery. Students identified as missing any of the above academic success markers will attend a meeting with their advisor and Director of Student Support.

The following behaviors or outcomes may initiate Extra Accountability Procedures:

- excessive tardies or absences (across all enrolled courses),
- two or more late or missing assignments (across all enrolled courses), or
- multiple assignment grades of C- or lower (across all enrolled courses).

Goal of the Extra Accountability Procedures meeting:

- Define behaviors/outcomes tracked
- Discuss possible causes/triggers

- Personal issues?
- Academic Skills Deficiency?
- Behavior contrary to community expectations?
- Set immediate corrective action plan
 - With student reflection, teacher input, and confirmed by the student support director.
- Map longer-term plan for addressing causes
- Notify Academic Dean of recommendations which they will communicate to parents/guardians

Potential Extra Accountability Procedures (including, but not limited to):

- Mandatory peer tutoring
- Mandatory office hour attendance (reinforce one option for office hours to be in club)
- Recommended outside tutoring/coaching
- Other recommendations which will be communicated to the academic dean who will notify parents/guardians.

The notes of these meetings should be in a running document, with the beginning being the conversation and plan from stu/adv/teacher, Student Support then signs off, then report goes to Academic Dean, who then writes a letter to family.

Academic Warning (AW)

Students earning two grades of C- or lower in one grading period, or one grade of D+ or lower, or one grade of NC in one grading period, will be placed on Academic Warning. Two consecutive grading periods of Academic Warning may result in The Downtown School not offering a contract for the next academic year. Note: for students new to the school, their first quarter of enrollment is exempt from Academic Warning.

Other Policies

Confidentiality

In the state of Washington, children 13 years of age and older have the legal right to confidentiality, including from their parents and guardians. When serving in a counseling role, the Director of Student Support will discuss the right to confidentiality and its exceptions at the beginning of each counseling relationship and students are given the opportunity to ask questions and raise concerns. The exceptions to confidentiality are as follows: 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 Student Support Office needs to be a safe space for students to process distress they are experiencing related to relational hurts and conflicts. It also needs to be a place where students

can talk candidly about topics related to their developing adult identities and behaviors that are part of growing up. This can include talking about substances, sexuality, and risk-taking or concerning behaviors.

The Director of Student Support is committed to creating a safe space for these conversations. If a student reports something about another student or adult that requires mediation or disciplinary attention, the counselor will collaborate with the student to inform the necessary parties (Deans, Head, etc.) If a student discloses something that poses a risk to self or others, they will follow MANDATORY REPORTING PROCEDURES

The Director of Student Support 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 Director of Student Support and/or do not respond to emails or other communication, the Director of Student Support may share relevant information with someone who can help them get in touch with those students.

Transgender and Gender Non-Conforming Students

This policy sets out guidelines and practices for The Downtown School to address the needs of transgender and gender-nonconforming students and clarifies state and local policies and laws that should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This document does not anticipate every situation that might occur with respect to transgender and gender-nonconforming students, and the needs of each student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and health development while maximizing the student's social integration and minimizing stigmatization of the student.

Privacy

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 with 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.

When a DTS faculty/staff member is made aware that a student would like to change their names and pronouns, the faculty/staff member will put an official note in The Hub. The goal is to have the note seen and approved within 24 hours of the note being made.

Once the school registrar is made aware of the change of name/pronouns, they will update the students information in The Hub. If it is a legal name change, the registrar will update the appropriate forms in The Hub. A new email can be set up, if desired. The old email will remain active as it is linked to all of their prior information. Emails sent to the old address will be automatically forwarded to the new email address.

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, or on official transcripts, 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. Two all-gender bathrooms are available to all members of our community. No student will be required to use an alternative restroom because of their gender identity, gender expression, or pronouns.

Student Conduct

Process Preceding and Following Disciplinary Action

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. The dean will then call a meeting of the conduct committee, composed of six members with the dean of students serving as the chair. The committee will determine if any rules were broken and what, if any, consequences are appropriate. The dean will talk to the Head of School before any consequences are announced and then and then contact the parents

If 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 to the 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 original investigation on the

issue. The dean of students may change the decision based on the new information. The renewed consequences will not be communicated officially to the student until all these steps have been taken.

Resolution Process

Behavioral issues that fall under this policy will be addressed in the following manner. When The Downtown School is put on notice by a student, an employee, or by a third party of an allegation of a violation of this policy by another member of The Downtown School, the head of school or dean of students will immediately commence a preliminary investigation. This preliminary investigation is to determine the level of potential harm to the recipient of the unwelcome or unwanted conduct as well as to other members of the The Downtown School community.

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

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

Following the preliminary review of the facts presented, the dean of students will determine if the allegations would fall under this policy. If the allegations do fall under this policy, the dean of students will either engage in an informal/education-based resolution between the parties or refer the case to an investigator.

The assigned investigator will conduct a thorough, reliable, prompt, fair, and impartial investigation of the allegations; make a recommendation for a finding; and develop a report detailing the evidence and the analysis of the evidence. The investigator will present this report to the dean of students and head of school, who may accept or modify the recommendation of the investigator.

If it is determined that an individual has violated the above policies, the school will take prompt and appropriate corrective action. Because we are a school, at a minimum that action will include an educational component. The nature of the corrective action will be commensurate

with the nature of the offense and the frequency of the behavior, and the corrective action may include disciplinary sanctions up to and including termination of enrollment or employment.

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

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

Students who withdraw from The Downtown School during an investigation of allegations of this policy will have a notation placed on their academic transcript that they withdrew from the school pending resolution of allegation of a violation of The Downtown School's harassment, discrimination, and sexual misconduct policy. This notation will remain until there is a resolution of the allegations. If the student fails to continue to participate in the investigation process following their withdrawal, the investigator will gather all relevant evidence and will make a recommendation for a finding based on the evidence available. The Downtown School will make a final determination regarding if this policy has been violated and that decision will be noted in the student's records.

Once a disciplinary matter has been referred to an investigator the allegation will be fully investigated to a final conclusion, even if the student has withdrawn during the investigation. A withdrawal during this time will be considered a "withdrawal not in good standing." Additionally, the school will notify other schools that a student withdrew during an investigation.

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:

- A Reporting Administrator (Head of School, Dean of Students and/or 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 Reporting Administrator 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 themselves or to a specific intended victim(s), The Downtown School employee has a duty to protect the student and/or 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 expressing a risk to self or another person to a hospital emergency department for a safety evaluation.
- The Reporting Administrator will inform the head of school, Director of Student Support, 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 and Head of School 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 to the Director of Student Support or Head of School that the student is safe to return to school.

CPS Reporting Protocol

Once a school official has been put on notice of an allegation of a violation of this policy the school official should:

- Take notes of the information the student is sharing.
- Let the student know that the information they shared with you has activated your duty as a mandatory reporter and you will be taking the following actions: notifying a counselor; and notifying the appropriate administrator.

CPS Reporting Implementation Practices

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

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

If neither custodial parent/guardian is the reported offender, the school will notify the home that the interview has occurred. All CPS contacts will be documented in the office of the director of student and family support.

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

