



# Student and Family Handbook

*2022-23 School Year*

*Updated July 2022*

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# Care: Our Mission and Core Values

*investing wholeheartedly in our work and in one another; cultivating empathy, compassion, mindfulness, and resilience; recognizing and seeking to address injustice*

San Francisco University High School welcomes students of demonstrated motivation and ability to engage in an education that fosters responsibility and the spirited pursuit of knowledge. We are a school where adults believe in the promise of every student, and together we work to build and sustain a community of diverse backgrounds, perspectives, and talents. UHS challenges each individual to live a life of integrity, inquiry, and purpose larger than the self.

Our core values include:

<i>Inquiry</i>	Being curious, open-minded, and courageous; seeking out different perspectives and learning from one another; striving to deepen our understanding of the evolving world.
<i>Care</i>	Investing wholeheartedly in our work and in one another; cultivating empathy, compassion, mindfulness, and resilience; recognizing and seeking to address injustice.
<i>Integrity</i>	Being truthful, open, honest, and reflective; honoring the wholeness of each individual; acting to fulfill a purpose larger than the self.
<i>Agency</i>	Taking risks and growing from the experience; pursuing our passions with confidence, creativity, and humility; discovering and making real our own distinctive and evolving expressions of excellence.
<i>Interconnection</i>	Building and sustaining an intentionally diverse, equitable, and inclusive school; engaging as socially responsible citizens in communities both near and far; recognizing that we form a web through our common humanity: what affects one person affects us all.

## Statement on Equity and Community

At UHS, we believe that the deepest learning requires collaboration among people who embody a diversity of backgrounds, beliefs, experiences, and perspectives. In order to build and sustain a community that is comprised of a wide range of social and cultural identities, we must continually engage in furthering our self-knowledge, equity literacy, and ability to communicate effectively across differences. We challenge ourselves to do this work on both a personal and an institutional level, recognizing that our community is part of a larger and more complex world.

## Purpose of this Handbook and Disclaimer

The goal of this Handbook is to help community members of University High School ("UHS" or "the school") understand the rules, policies, procedures, and expectations of the school.

While we make every effort to include all relevant information that might affect UHS students, this Handbook is not intended to be all-inclusive.

UHS reserves the right to modify, revoke, change, or add rules, policies, and procedures at any time without notice as necessary. Please review this Handbook at the start of the school year.

## School Information

### *Phone Numbers, Addresses, and School Hours*

Main Number & Attendance	(415) 447-3100 - follow the prompt to the voicemail for attendance reporting
Fax Number and Email	(415) 447-5801 and <a href="mailto:reception@sfuhs.org">reception@sfuhs.org</a>

Upper Campus	3065 Jackson Street, San Francisco, CA 94115
Middle Campus	3150 Washington Street, San Francisco, CA 94115
Lower Campus	3185 Washington Street, San Francisco, CA 94115
South Campus	3220 Sacramento Street, San Francisco, CA 94115
California St. Business Office	3150 California Street, Suite 4, San Francisco, CA 94115

Jackson Street entrance	7:00 a.m. to 5:00 p.m.
Washington Street entrance	7:00 a.m. to 5:00 p.m.
Lower Campus	7:00 a.m. to 5:00 p.m.
South Campus	7:00 a.m. to 5:00 p.m.
Reception / Switchboard	7:30 a.m. to 6:00 p.m.
Faculty Offices	8:00 a.m. to 3:30 p.m.
Administrative Offices	8:00 a.m. to 4:30 p.m.

### *UHS Administrative Leadership*

Head of School	Matt Levinson	(415) 447-3121	<a href="mailto:matt.levinson@sfuhs.org">matt.levinson@sfuhs.org</a>
Assistant Head of School & Dean of Faculty	Nasif Iskander	(415) 447-3108	<a href="mailto:nasif.iskander@sfuhs.org">nasif.iskander@sfuhs.org</a>
Chief Financial and Operating Officer	Michael Novak	(415) 447-3110	<a href="mailto:michael.novak@sfuhs.org">michael.novak@sfuhs.org</a>
Dean of Student Life	Alexandra Simmons	(415) 447-3109	<a href="mailto:alexandra.simmons@sfuhs.org">alexandra.simmons@sfuhs.org</a>
Dean of Teaching & Learning	Byron Philhour	(415) 447-3171	<a href="mailto:byron.philhour@sfuhs.org">byron.philhour@sfuhs.org</a>
Director of Athletics	Jim Ketcham	(415) 447-3114	<a href="mailto:jim.ketcham@sfuhs.org">jim.ketcham@sfuhs.org</a>
Interim. Director of College Counseling	Kate Garrett	(415) 447-3182	<a href="mailto:kate.garrett@sfuhs.org">kate.garrett@sfuhs.org</a>
Director of Communications	Ruth McDaniels	(415) 447-5823	<a href="mailto:ruth.mcdaniels@sfuhs.org">ruth.mcdaniels@sfuhs.org</a>
Director of Breakthrough Summerbridge	Dara Northcroft	(415) 447-3127	<a href="mailto:dara.northcroft@sfuhs.org">dara.northcroft@sfuhs.org</a>
Dir. of Enrollment Management & Strategy	Nate Lundy	(415) 447-3104	<a href="mailto:nate.lundy@sfuhs.org">nate.lundy@sfuhs.org</a>
Director of Development	Shaundra Bason	(415) 447-3119	<a href="mailto:shaundra.bason@sfuhs.org">shaundra.bason@sfuhs.org</a>

### *Selected UHS Staff and Programs*

Assistant to the Deans	Carol Coles	(415) 447-3107	<a href="mailto:carol.coles@sfuhs.org">carol.coles@sfuhs.org</a>
College Counseling Assistant	Elizabeth Faris	(415) 447-3112	<a href="mailto:elizabeth.faris@sfuhs.org">elizabeth.faris@sfuhs.org</a>
Assistant Athletic Director	A'jaee Foster	(415) 447-3143	<a href="mailto:ajaee.foster@sfuhs.org">ajaee.foster@sfuhs.org</a>
Librarian	Nicole Hunter	(415) 447-3123	<a href="mailto:nicole.hunter@sfuhs.org">nicole.hunter@sfuhs.org</a>
Technology Help Desk			<a href="mailto:helpdesk@sfuhs.org">helpdesk@sfuhs.org</a>

## Emergency Information

### *Emergency Communications*

UHS has contracted with SchoolMessenger, which will act as our emergency “phone tree.” In the event of an emergency, UHS will call and/or text parents and guardians through SchoolMessenger with information about what has happened and what the next steps will be. Please keep your contact information up-to-date.

**The Emergency Telephone Number is 911. From any school telephone, dial 9-911.**

### *Adolescent Crisis Lines*

In times of life threatening or urgent crisis, the following numbers and resources are available to students and their families.

- All emergencies: dial 911
- National Hotline: (800) 273-TALK (8255) or text “hello” to 741741
- Sexual Assault National Hotline (RAINN): 1-800-656-HOPE
- National Domestic Violence Hotline: 1-800-799-7233 or text “LOVEIS” to 22522
- Trevor Project website/text/chat for LGBTQ+ folk

Depending on your physical location, the following neighboring counties offer mental health crisis support, and are 24/7 unless otherwise noted:

- San Francisco Comprehensive Crisis (415) 970-3800
- Marin County (415) 473-6392 (M-F, 1:00-9:00pm)
- San Mateo County (650) 579-0350
- Alameda County (800) 309-2131
- Contra Costa County 211, (800) 833-2900, or text HOPE to 20121

### *Drills and Procedures*

Fire, earthquake and lockdown drills are typically conducted once per semester.

#### **Fire**

The fire alarm is a continuous series of short bursts. When you hear the fire alarm, leave all books and other possessions behind. Quickly and quietly leave the building by the nearest exit and move to the nearest street corner. Remain quiet. Wait there for further instructions.

#### **Earthquake**

The earthquake alarm is a long continuous tone, followed by a short break and a recorded message with instructions.

If you are in a building at school, stay inside. Move away from windows and tall objects. Either move to a doorway or drop to the floor and protect yourself under a table or desk. Cover your head and eyes as best you can. Wait for instructions from the School’s Emergency Response Team.

If you are outside but at school, move away from buildings, trees and power lines. Drop to the ground and cover your head and eyes as best you can. When the earthquake is over, stay where you are. Follow instructions from the School’s Emergency Response Team.

If you are off-campus but not at home during the school day, move away from buildings, trees and power lines. Drop to the ground and cover your head and eyes as best you can. Return to the school as soon as you are able. Proceed with caution, being careful to avoid obstacles and/or downed wires. Go to the Middle or Upper Campus lobby and wait there for instructions from the School’s Emergency Response Team. Do not try to go home.

If you are at home during the school day, you should stay inside. Move away from windows and tall objects. Either move to a

doorway or drop to the floor and protect yourself under a table or desk. Cover your head and eyes as best you can. When the earthquake is over, stay at home, but call the school as soon as possible to let us know your location.

## **Lockdown**

The lockdown alarm is a long continuous tone, followed by a short break and a recorded message with instructions. It is activated when there is a campus intruder or other threat that requires community members to shelter-in-place. If you are in a building at school, get inside the nearest classroom. Move away from windows and tall objects. Lock and secure entrances to the room. Drop to the floor and protect yourself under a table or desk. Remain quiet and wait for instructions from the School's Emergency Response Team.

## *Campus Sign-In and Access Protocols*

All campus doors (except 3065 Jackson front) are locked at all times. Our Jackson Street front entrance is open between 7:30 a.m. and 6:00 p.m. and reception is covered during those hours. All visitors (including parents) are expected to use this entrance, to sign in, and to wear a visitor badge.

Faculty, staff, and students are issued lanyard/ID/electronic key cards that identify them as community members and allow access to all buildings. Students have week-day access between 7:00 a.m. and 5:00 p.m. Faculty and Staff have weekday access between 7:00 a.m. and 8:00 p.m. All buildings are alarmed before and after those hours. Faculty, students, and staff are expected to wear the lanyard displaying the ID. All lost IDs must be reported to Reception ([reception@sfuhs.org](mailto:reception@sfuhs.org)) immediately.

Faculty and staff who have codes and training to arm the alarm may have extended hours of access.

Visitors to Washington Street (deliveries, parents quickly dropping off items, visiting athletic teams, etc.) will be let in by security. Visitors who come to the Washington Street door for another purpose will be asked to sign in at Jackson Street and get a visitor badge.

One of the best security measures is a vigilant community. If a community member sees something, they should say something. If a community member does not see a UHS or visitor ID, they should politely ask the person on campus to check-in at reception on Jackson Street.

## *Attendance*

The classroom experience is vital to the education of our students, and routine attendance is required and expected. When a student is ill, they should stay home and get well. The school recognizes that there are special events that can require students to be absent. Students who miss more than 15% of all class sessions of a course in a semester (about 2 weeks), whether these absences are excused or unexcused, will be subject to policies outlined in the academic section of this handbook. In addition to normal class meetings, students are expected to attend All School Meetings, Responsive Education classes, cluster meetings, class meetings, school meetings, assemblies, exams, community engagement activities, and special school programs.

Advanced Placement examinations are generally administered during the first two weeks in May. During this time, a special attendance policy goes into effect for students sitting for these exams: Students who have a morning AP exam are required to attend, but not be prepared for, their afternoon classes; students who have an afternoon AP exam are not required to attend their morning classes; students with AP exams on two consecutive mornings are not required to attend afternoon classes on the first day.

## **Obtaining Permission for a Planned Absence**

If a student plans to be absent from school for any reason, they must get permission from the School. Excused Absence Forms and UHS Activities Conflict Forms are available online on the Students and Parents portal of the website and from the Assistant to the Deans. The Dean of Student Life decides whether to grant excused absences for the requested time away from school. The decision is based on attendance record, academic standing, workload for the duration of the absence, and any special circumstances that might apply. Once the request to be absent has been approved, the student will take it to their teachers, create a make-up plan, and ask the teacher to sign the form.

The green **Excused Absence Form** must be used for all non-UHS activities and events, including: college trips, family obligations, sports obligations with non-UHS teams, outside educational experiences, medical appointments, etc. This form must be submitted for approval at least one week ahead of time. Failure to do so may result in your request being denied. That said, the school understands that last-minute changes happen, and the school will partner with students on noting the absence.

The pink **UHS Activities Conflict Form** must be used for early dismissal for UHS athletic events, college information sessions, and non-required school field trips. In these cases, teachers grant or deny permission to miss their classes. Students may not miss class if their teacher does not approve the absence. Early dismissal times are posted on the athletic website. When requesting early dismissal or absence for a non-required field trip, students should ask at least two days ahead of time, should be caught up with all class work, and should arrange to make up missed work. The teacher's decision is based on academic standing, the number of classes already missed, and the activities taking place during that class period.

### **Absence Due to Illness**

Students who are experiencing symptoms of illness must stay home to rest, recuperate, and prevent the spread of disease. A parent, guardian, or caregiver should contact the school attendance line, and the student should contact their mentor and teachers to follow up on missed class or class work.

If a student becomes ill or injured during the day, they should notify the Dean of Student Life or the Assistant to the Deans. Parents, guardians, or caregivers will be contacted so that the student can be sent home or to an emergency service center.

If a student has questions about attendance or absences, they should contact their mentor, the Assistant to the Deans, or the Dean of Student Life.

### **Additional Attendance Policies**

- For students who miss classes and have not received permission to be excused from them, each class period missed will count as one unexcused absence, as will each missed cluster period, assembly, ASM, Responsive Education (REd) block, and any other required meeting.
- If a student is late to any required meeting or class at school, each late arrival will count as one tardy.
- Students may not miss their first period class and attend the rest of the day. If a student is not well enough to attend the first class of the day, the student must remain home for the rest of the day.
- Except in extraordinary circumstances, if a student misses any required activities during the day, they may not participate in or attend any after-school activities.
- If for any reason, a student and their parent/guardian/caregiver cannot follow the above procedures, every effort should be made to contact the Assistant to the Deans and/or the Dean of Student Life as soon as possible to try to find a solution.

If a student misses more than 15% of class meetings (about 2 weeks of class) for any class, excused or unexcused, a notice will be sent by the Academic Office to the student, mentor, teacher, and the student's family. If a student misses more than 20% of class meetings (about 3 weeks of class) for any class, they must petition for credit. This petition must be approved by the student's family, mentor, teacher, and the Academic Office.

### **Remote Attendance**

Given the expansion of technology access related to the COVID-19 pandemic, the school may hold classes and meetings remotely on days when in-school attendance is not possible (e.g., days with poor air quality). Please reach out to the Dean of Student Life or our Director of Technology for assistance if participating in such programming would cause a financial burden.

The school will not continue with the remote attendance option characteristic of the 2020-21 (pandemic) school year. The school may consider an exception only if a student is out for an extended amount of time (more than two weeks) due to a critical illness/injury. If a family petitions for this service and it is approved, students will be able to listen to their teachers and classmates on Zoom while viewing what is happening in the classroom. This will be a truly passive experience. Faculty will not be creating lesson plans for remote learning nor actively engaging remote students during in-class activities.



## **Religious Observances**

Religious observances and holidays are always excused, but we ask you to fill out the Excused Absence Permission Form at least one week ahead of time. Although you should be clear with your teachers about how you will make up any missed work, you will not be penalized for missing school for religious holidays. The school recognizes that some holidays will preclude you from doing any schoolwork at all, and we will work with you to accommodate your needs.

Permission to visit colleges is typically granted only to Seniors, and only if there are no significant UHS obligations during the anticipated time of the trip.

## **Leaves of Absence and Medical Leaves**

A leave of absence or medical leave may be granted under certain extraordinary circumstances, following a request by a student's parent, guardian or caregiver. A Petition for Leave should be made to the Dean of Teaching & Learning and the Dean of Student Life. In these cases, families are required to remain current in their financial commitments to the school, and all contracts remain binding. Families are strongly encouraged to reach out to the Business Office for a clarifying conversation. Failure to comply with any specific requirements will jeopardize the student's enrollment.

## **Open Campus and Safety**

During the school day, for safety reasons, both the school and a student's parents/guardians/caregivers should know where a student is at all times. Because UHS has an open campus, students are free to leave the campus when there is nothing required of them at the School. (Ninth graders must remain on campus throughout the school day until the class receives "off-campus privileges", typically after the first semester). If a student is off campus and there is an emergency, they must contact the school or return to campus immediately to seek help from adults. Students are expected to bring, wear, and use their security badge every day.

## **Unexcused Absences & Tardies**

If a student is regularly tardy for class, or if they have an absence that is unexcused, the Assistant to the Deans will reach out to the parents, student, and mentor.

An unacceptable number of tardies, or additional unexcused absences, will lead to escalation and a response from the Deans. A student who misses six class meetings or more in a semester, regardless of whether they are excused or unexcused, will need to consider petitioning for class credit (see assessment & grading section later in this document.)

# Integrity: Expectations of Our Students

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*being truthful, open, honest, and reflective; honoring the wholeness of each individual; acting to fulfill a purpose larger than the self*

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UHS rules, policies, and procedures should be treated with seriousness and respect. The school expects truthfulness, integrity, and honor in its students. We hold students personally responsible for their behavior at all times. Truthfulness, even and especially in the face of social pressure or worries about future impacts, is a fundamental expectation of the school.

We expect all students to uphold our community agreements. These are fundamental expectations of all students at UHS, and they support everything else that happens here:

- We understand that we all have ownership over creating a safe environment.
- We remember that while we may have different backgrounds and experience things differently, we share a common goal of knowing and understanding more.
- We stay curious. We start from wherever we are, and we don't end up where we started.
- We trust that discomfort is a catalyst for learning and growth.
- We give ourselves and others license to fumble; we accept that mistakes are a part of the learning process.
- We are flexible; we remain changeable. We allow perspectives to shift and alter.
- We embrace the principle that we form a web through our common humanity: what affects one person affects us all.

## Major School Rules

Students are asked to adhere to school rules during the school day (even if off campus) and during all school sponsored events or activities, including school dances. In addition to the policies described throughout this Handbook, the following major rules apply.

**Students are expected to be honest at all times and to treat all community members with respect.**

- Beyond academic integrity, we expect students to behave appropriately when interacting with one another and with the broader community. We also expect students to take responsibility for their actions, especially when harm is done, and to work to repair any harm.

**Students are expected to respect the property, privacy, and the rights of others.**

- Theft, vandalism, and graffiti and other illegal behavior will generate school consequences in addition to any civil or criminal consequences.
- Families must use the School Directory and other contact information for positive, school-related reasons only (never, for example, for business solicitations)
- Our school is embedded in a neighborhood: please do not litter or sit on the steps of neighbors houses.
- Students are expected to adhere to our Acceptable Use Policy for technology (detailed later in this Handbook)

**Students are expected to respect and preserve the safety and welfare of the entire community.**

- Students may not bring guns or knives or other dangerous objects to school or to any school-sponsored function.
- We expect students to notify relevant authorities if they are aware of any danger to the UHS community.

**Students may not possess, purchase, sell, or use drugs, alcohol, cannabis or tobacco (including Juuls and vape pens) at school or at any school-sponsored function.**

- We expect all students to be entirely sober with respect to substances when participating in any school function.

**As mandated by our conditional use permit with the City of San Francisco, no student may park on any public street, even if the student has a permit for that area.**

- A small number of students are given permission to drive to school and park -- to do so, you need to apply and obtain permission from the Assistant to the Deans. The rules describing such an agreement are detailed later in this handbook.

## Integrity and Restorative Practices

The word *integrity* in this instance refers to the wholeness of our program and relationships, and is one of five core values of the school. UHS recognizes that as teenagers grow and develop, they test limits and boundaries and their actions may lead to a negative impact on themselves or others. It is important that when students commit an integrity violation at UHS that there are appropriate consequences to those actions and that the process of responding, in a restorative manner, is first-and-foremost intended to be educational.

UHS expects all students to conduct themselves in a mature, responsible and honest manner. Actions contrary to UHS rules, policies, procedures or the values and mission of the school will lead to a restorative process. Because we expect students to be thoughtful about their community and respectful of its values and goals, the school also expects them to seek to learn from their mistakes and repair any damage they may have caused, considering all stakeholders. UHS calls upon some of the restorative practices as outlined in The Restorative Practices Handbook (Costello, Wachtel, Wachtel 2019).

UHS reserves the right to alter its disciplinary policies as needed, to immediately dismiss a student and/or decline re-enrollment of a student if they violate any of its rules, policies or procedures, or if it decides, in its sole discretion, that a student's progress, character, conduct, or influence are not in keeping with UHS' values or expectations. The integrity policy described here includes both academic and non-academic integrity incidents.

### Who is Involved

Once a suspicion of an integrity incident has been communicated, the deans make a determination of who will investigate and resolve the incident. In most instances, this will be handled either by the deans or by the student-led Council on Honor and Integrity. In some instances, however, if a student's actions were dangerous, destructive, criminal, or otherwise unlawful, or describe a pattern of behavior involving more than one integrity violation, their case may be heard by the Head of School and/or one or more deans.

Once a determination has been made that an integrity violation has, in fact, occurred, the student's mentor will be notified about the situation. The school encourages students to work with their mentor as a resource as they find resolution. All integrity cases are heard by one or more of the following: the Dean of Student Life, the Dean of Teaching & Learning, the Council on Honor and Integrity (CHI), and/or the Head of School. The Council on Honor and Integrity is composed of student and faculty representatives.

### Possible Outcomes

Depending on the specific nature of the incident, the harm caused, and/or the need for education of the student involved, some number of the following outcomes are possible. The school reserves its own discretion in deciding which or how many of these outcomes are enacted. The school aims to treat most first-time integrity violations as an educative experience for the student (though there may still be consequences). Second-time or further integrity violations may describe a pattern of behavior that will require stronger intervention on the part of the school, up to and including dismissal.

**Meetings with Affected Parties:** The student will meet with the person, people, or group that they directly affected as a result of their actions. This allows for the student to personally apologize to the affected parties and demonstrate that they understand their choices and how they affect others.

**Assigned Reading or Writing:** Used primarily in cases of academic integrity violations, assigned reading or writing allows the student to demonstrate that they understand the transgression and how to avoid it in the future. The student might be asked to write a letter to the affected parties detailing what happened, what the rule is, and their

commitment moving forward to act with integrity. This outcome might also include remediating the original assignment.

**Grade Consequences:** Used primarily in cases of academic integrity violations, the teacher may use the facts of the incident to ascertain whether the student has met, or failed to meet, the learning standards of the assignment or course, which may impact their grade accordingly. The teacher will employ their professional experience and discretion at this moment, in collaboration with the academic office and deans, to determine the extent and nature of any grade consequence.

**Warnings:** The School uses warnings as an official means by which to inform students of future consequences for repeated poor choices or bad conduct. Warnings are issued either in person or in writing, and can go to the student and mentor, or possibly the family.

**Restorative Circles:** The student may engage in a restorative circle, which is a process that brings together the offender with those affected, two CHI members, and appropriate adults in the UHS community. The goal of restorative circles is for all parties to discuss and process their feelings and emotions in response to the violation of integrity, and give all participants an equal space to contribute and listen.

**Calls Home:** The School calls home whenever any serious disciplinary problem arises, but in some cases the only outcome is a call home. In these cases, the family's awareness of a particular problem is deemed to be the most important outcome.

**Written Apologies:** In many instances, the student's action may have violated the trust of an individual or the community. In such cases, although other outcomes are likely to apply as well, the student is asked to deliver a written apology to the individual(s) affected. The audience of this written apology depends on the reach of the effects of the student's actions. This allows the student to demonstrate that they understand their choices and the impacts of these choices, and to learn from this moment.

**Behavioral Probation:** The school uses probation for a limited time to underscore the seriousness of disciplinary actions. Students who violate any school rules while on probation will incur further disciplinary responses up to, and possibly including, dismissal. During a period of probation, we expect students to demonstrate exceptional behavior and attitude in all their endeavors. Probation allows students to repair the damage they may have done to the community, while remaining within it. The student may have certain leadership roles revoked as a result of their actions.

**Suspension:** In certain cases, it may be best for a student to temporarily separate from the school during an integrity violation process. These absences will count as excused absences. The school may choose to enact this outcome depending on the severity of the violation, if there have been repeat violations, or if other outcomes have already occurred. We expect the student to consider what it would mean not to be a member of the UHS community and to rededicate themselves to maintaining our standards and supporting our values. When the School uses temporary separation from school, of whatever duration, academic and non-academic responsibilities will be affected as follows:

- a. Teachers will not be responsible for getting the student their work; the student will need to get assignments and notes from their classmates.
- b. Any course work missed because of separation is subject to the teacher's existing policies regarding work missed due to an excused absence.
- c. The student may not participate in any school functions on a day you are suspended, including athletic and evening events.
- d. The separation will become part of the student's permanent record and must, in almost all circumstances, be reported to the colleges to which a student is applying.

**Dismissal:** As a last resort, the Head of School may decide that the student should no longer remain enrolled at University High School. The school takes this step reluctantly and after serious consideration for the welfare of the student and the school community.

The school also encourages students to come up with creative and meaningful solutions to the problems they may have caused. When determining outcomes, the school considers the violation, its seriousness, those affected, the student's

disciplinary history, and the student's overall school record. The ultimate goal of this process is to reintegrate the student into the UHS community and repair the harm done.

### *Academic Integrity Expectations*

The school will respond to all incidents involving academic integrity, intentional or unintentional. While we consider any infraction a serious violation that might lead to any of the outcomes above, we view first instances of academic integrity violations as primarily a learning experience for a student who might be new to the standards of high school. Accordingly, as outlined above, the consequences focus on asking the student to reflect on his/her decision-making process, to accept any natural consequences of the action, to learn from the experience, and, if necessary, to repair their relationship with their teacher. First violations will not be reported on the student's externally-facing records such as transcripts.

Every student is expected to familiarize themselves with the integrity guidelines of the school and their courses, outlined in the Council on Honor and Integrity Handbook and in individual course policy documents. Here are some broad guidelines:

- Under no circumstances should a student misrepresent the work of others as their own, or assist others in doing so. Even unintentional misrepresentation impacts the overall integrity of our program.
- When engaged in research, students should not use primary or secondary sources without proper attribution and/or citation. When engaged in analytical or essay writing outside of research, the student should use their own ideas and insights. Students are encouraged to have their ideas vetted through class discussions.
- Students should not forge signatures, logbooks or any other documents.
- Students should not gain unfair advantage on any assessment through the use of prohibited materials or communications, or by evading other requirements such as time limits.
- Students should not allow their family, tutors, or other outside help to "put pen to paper" in the editing process.

We encourage students to work with their peers and support networks to understand ideas, but any work submitted for assessment must be entirely the student's own intellectual product.

### *Responding to Community Incidents*

In any community, there can be moments where offense or harm happens. UHS views these moments as educational opportunities and intends to move through a process to assess and address these moments. In the event of potential community harm, defined as public or widespread incidents involving students, the school will activate a team of appropriate respondents to the incident. The Community Incident Response Team may include:

- Head of School
- Dean of Student Life
- Director of Equity and Community
- Mentor of the student(s) involved
- One student member of the Council on Honor and Integrity (CHI)
- One Peer Advisor (if the student is in 9th or 10th grade)
- Additional member(s) chosen by the Head of School

### **Protocols**

When the words or actions of any student(s), adult member(s)\*, or visitor(s) to the UHS community cause widespread harm within the UHS student body, ....

- Head of School or Dean of Student Life, as appropriate, names that harm has been done and that we are entering a [restorative or disciplinary] process.
- The team meets to identify the issue and determine whether the path forward will be one of restorative justice or administrative discipline.
- The Community Incident Response Team, with the support of any additional members as needed, outlines and engages in the process based on a robust set of principles listed below:

- To center the needs of those who experience harm within our community while continuing to serve our mission to educate all students;
  - To ensure all people involved feel held and cared for during the process that follows an incident that has caused harm;
  - To follow a protocol that has clear guidelines so that the school's response to harm is timely and thoughtful, and that no further harm is done during the process;
  - To have a designated team with permanent and additional members so that the protocol can provide flexibility that is adequate to the diverse needs of people involved;
  - To create transparency in processes, communication, and follow-up after an incident in our community that has caused harm.
- The Head of School or the Dean of Student Life, as appropriate, sends a follow-up communication to the appropriate UHS communities about the outcome and the resolution of the process.
  - The Community Incident Response Team regroups to debrief and to ensure a productive reintegration process for the parties involved, as appropriate.

## Appropriate Use of Technology

### *Internet*

Appropriate use of technology includes making use of the internet, while at school, for constructive, school-related activities or school-appropriate entertainment.

### *Phones*

Phones can be an enormous distraction at school.

- Cell phones may not be used for talking or texting, and should be off, during class, cluster, and any assembly, including All School Meeting.
- Students may not talk on cell phones in the library, but may text.
- When using phones for purposes other than talking or texting, students must adhere to the Acceptable Use Policies for use of computers and the internet on campus.
- Any adult on campus can ask a student to stop using their phone if they find it distracting.
- Students must remain aware of their surroundings and volume while talking on the phone and should not be on the phone near classrooms in use.
- Throughout the school day, students should limit calls to those that are necessary and logistical in nature.
- Students should not photograph, audio or video record others without their permission.

### *Communications*

Each UHS student has a UHS email account, and use of the UHS email account is subject to UHS' [Acceptable Use Policy](#).

In the event of a family emergency, the school can find a student to deliver a message or retrieve the student from class. However, the school cannot deliver non-urgent messages. We suggest that parents needing to get messages to their children send them email or leave a voicemail for those who have cell phones.

Students should not use their email accounts to send mass emails to the school community; announcements that seek a wide audience should be sent on behalf of the student by the Assistant to the Deans.

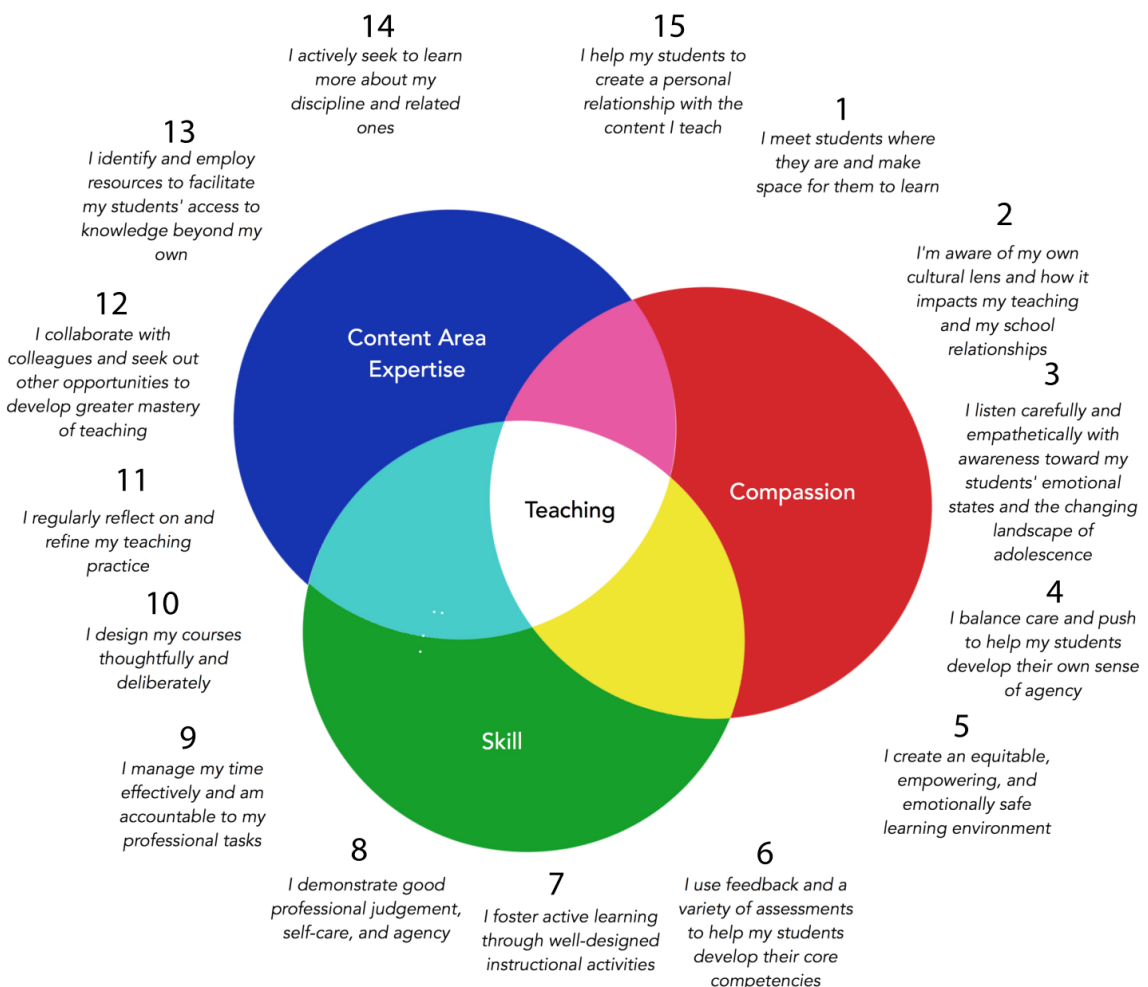
# Inquiry: Academic Programs and Policies

*being curious, open-minded, and courageous; seeking out different perspectives and learning from one another; striving to deepen our understanding of an evolving world*

## Teaching and Learning

The academic program at UHS is designed to meet our highly motivated and capable students with developmentally appropriate challenges so they can grow their talents in service of a better world. All of our core values are expressed in the work seen in our classrooms: inquiry, care, integrity, agency, and interconnection. We expect students to develop and rely on their internal motivation to know and understand more. In many respects, the classroom can feel informal: most teachers ask students to address them by their first name; narrative progress reports take a personalized approach; classes are small, and often teachers and students are working alongside one another in a spirit of collaboration and discovery. Despite this informality, expectations are high: we expect students to develop their own, novel ideas, and to express them with sufficient detail so that they can receive and grow from useful feedback.

The school believes the best teaching lies at the intersection of content-area expertise, skill in teaching, and compassion. The following chart lists our professional growth priorities for teachers:



All teachers share their course materials on the Canvas platform, with a set of common expectations for this platform designed to reduce cognitive load. These expectations include a common course template, a list of course policies (including grading policies), contact information, a calendar of major assignments and tests, and a listing of daily assignments. Teachers are supported in developing -- and are encouraged to share -- their curricular learning goals.

There are times when courses at UHS will use written or visual material that may be more mature in nature, either in its content or its themes, as a part of their curricula. In the context of class and discussions aimed at the larger issues of the course, the School supports the use of all appropriate materials. However, if any individual students or families have concerns, we encourage them to talk to the teacher with the support of their mentor as needed, so that a reasonable alternative can be arranged.

### *Student Workload*

Students should expect approximately 45 minutes of homework per class meeting, due at the start of class. That said, the amount of time spent on homework in any class will vary depending on the nature of the assignment and the approach the student takes to the work. Students are expected to develop their own work schedule for long-term assignments such as term papers and projects, and when studying for exams. Over October Mini-Break, Thanksgiving Break, Winter Break, February Break, and Spring Break, students will receive no more than one class meeting's worth in each of their courses, with the exception of Advanced Placement courses. No tests or quizzes will be given, nor will major assignments be due, for any course on the first class meeting after these vacations.

A student who has more than two major assessments (essays, tests, projects and performances) due on or scheduled for the same day may work with their mentor and teachers to arrange rescheduling.

### *Selecting Courses*

The regular academic program is divided into six departments: English, History, Math, Science, Arts and Languages. Students are expected to complete additional requirements in the Responsive Education program and in Physical Education. They may also take courses for full credit through the BlendEd Consortium of seven Bay Area independent schools. More information about our courses can be found in the Program Guide.

### *Full time load*

All courses at University High School have the same weight and are awarded equal credit, except where noted in the Course Catalog. It is expected that each student will take at least five courses each term, exclusive of Independent Study projects or Responsive Education courses. The exception to this policy is for students conducting a Senior Project (within the Independent Study program), in which case the Senior Project may count as one of the five courses that make up the minimum load. The School recognizes that a reduced course load may be appropriate given unusual circumstances in a student's life. In such cases, the student may petition the academic office to take fewer than five courses; the academic office will work with the student, their family, and their mentor to determine the best course of action.

### *Distribution Requirements for Graduation*

For students in the class of 2026 and onward, UHS maintains the following course completion requirements for graduation and a diploma:

**English:** Level I & II and one seminar course in each semester of 11th and 12th grade (a total of 8 semesters)

**Mathematics:** Six semesters (3 years) of UHS mathematics courses.

**Language:** Six semesters (3 years) of UHS courses in a single language.

**Science:** Physics and Chemistry; Biology strongly recommended, but not required

**History:** History I: Non-Western Civilizations and Honors US History



**Arts:** Civilization and the Arts; two semesters of Arts electives

**Responsive Education:** participation for all four years in the Responsive Education program.

**Physical Education:** After-school P.E. class, interscholastic sports, or an alternate activity, divided into seasonal trimesters, for at least two separate hours per week throughout the school year for all four years.

To receive a diploma, seniors must pass all their courses in the eighth semester, complete all graduation requirements, return all school property, including books and athletic uniforms, and fulfill all of their obligations to the school. It is important to recognize that these requirements represent minimum expectations only; the programs of study in all departments include advanced and accelerated courses that interested students should pursue.

### *University of California Eligibility*

A student who meets UHS Graduation Requirements also meets the minimum subject requirements for application to the University of California (UC) system as long as the grade earned in each of the courses is C– or above. UC requires minimum coursework in all subjects. For example, in English, UC requires applicants to complete four years of high school English with grades of C– or higher to be eligible for admission. Therefore, any student earning a semester grade in English below C– will need to make up for that subject deficiency in order to be UC eligible. (Note: In addition to these subject requirements, a student must also meet UC’s minimum GPA requirement in order to be eligible for admission to the UC system.) For a complete list of requirements, please refer to the UC Admissions website. If you need to make up a subject requirement, be sure to speak with your mentor and deans to discuss your options. Please note that UC eligibility does not guarantee UC admission.

### *Program Planning Process*

Prior to the start of each term, there is a one or two week “Program Planning” period for students to submit course requests to the Academic Office. Program planning for the Spring semester occurs in November, and planning for the Fall semester takes place in April. Updated program guides and all necessary forms are distributed online and by mentors. It is our expectation that all of our students will have thoughtful conversations about the choices they are making with their parents and their mentors.

Because we offer such a broad variety of courses, we have a large number of single-section courses, particularly for Juniors and Seniors. This means that we can’t always accommodate a student’s first choice of courses. Often this is due to unresolvable schedule conflicts (a single-section math course at the same time as a single-section arts course, for example). The registrar spends a great deal of time over the summer building, reviewing, and fine-tuning student schedules to avoid as many conflicts as possible. Unfortunately, not all of them can be resolved, and occasionally students will have to make difficult choices. It is for this reason that we ask students to rank up several alternatives for each elective that they request.

Due to our relatively small size and the wide variety of courses that we offer, we cannot honor requests for specific teachers. We maintain high standards for teaching and professionalism at University High School, and we have confidence that each member of our teaching faculty provides an excellent opportunity for students to learn. The school values the diversity of individual styles that our teachers bring to the classroom and recognizes that each student will also have particular preferences in how they are taught. It is one of our educational goals that students will develop their ability to learn in a variety of settings, with teachers who teach in a variety of ways.

### *Grace Period for Schedule Changes*

The first five school days of each semester are considered a “Grace Period” for schedule changes. The following guidelines apply to schedule change requests during Grace Period:

- Students must submit a signed, handwritten schedule change request form. These are available on the student webpage portal or in the Registrar’s office.
- All student requests for change in courses should be discussed first and in detail with the student’s mentor and parent. Both signatures will be required on the form.
- Requests for changes will be reviewed by the academic office in consultation with the mentor when changes are significant or complex. We shall try to accomplish as many schedule changes as possible using the written forms only, but when further discussion is needed, students may be asked to make an appointment with the registrar.

- Student, mentor, and affected teachers will be notified by email as soon as a decision has been reached about a schedule change request. An updated student schedule will be available online.
- In order to meet our obligations to account for students' whereabouts, students are required to follow the last schedule they received from the registrar. They should not start attending new classes until they receive a revised schedule from the registrar by email.
- Teachers will notify the registrar immediately of any attendance sheet discrepancies.

In order to protect the integrity of our program, students are not allowed to drop or add courses after the end of grace period. Similarly, students are not allowed to drop a full-year course at the start of the Spring semester. The only exception to this rule is when the teacher, mentor, and dean determine that the student has been placed in the wrong level or course.

### *Physical Education*

For the purposes of physical education (PE), UHS divides the school year into trimesters to match the athletic seasons. The first trimester lasts from the start of school to the beginning of November. The second trimester is from November through January. The final trimester begins in February and extends into May. Students make their PE selection at the beginning of each trimester. Students can change their PE election simply by informing the PE Director. There are no deadlines on changing PE choices (as there are for academic class changes).

Each student must meet the PE requirement each of their 12 trimesters at UHS. The PE requirement can be met in one of four ways:

1. Participate on a UHS interscholastic team
2. Attend a PE class (typically, two days per week after school)
3. Arrange an alternate activity (see description below)
4. Participate in a UHS play (cast or crew)

Students are graded on attendance, attitude, and timely completion of required tasks – not on athletic ability. If a student fails to meet the minimum PE hours and other requirements by the end of the grading period, they will receive an Incomplete (INC) grade. If these hours are remediated promptly, the student will earn a Low Pass (LP). If they are not remediated, the grade will convert to a Fail (F). A doctor's note is required for a Medical (MED) withdrawal, which does not need to be remediated. Students on a UHS team, in a PE class, or who participate in a school theatre performance have no documentation requirements as their attendance is reported to the PE Director by the coach, PE class instructor, or theatre program head. Students in a supervised alternate activity must complete a contract and an activity log.

PE is graded on a Pass / Low Pass / Fail system. PE activities are aligned with the school's athletic calendar, which is based on a trimester (Fall / Winter / Spring) calendar. PE grades are based on a student's PE activities over the normal academic semester. So the Fall semester PE grade is based on the Fall PE trimester activity and half the Winter PE trimester activity for example. The spring grade is based on the second half of the Winter PE trimester and the Spring PE trimester.

## **Academic Support**

The academic progress of our students is carefully monitored by teachers, mentors, and deans. Teachers alert mentors when there is any concern, and mentors work with mentor coaches and deans to design and implement appropriate responses.

### *How Students are Supported in their Studies*

<b>Teacher</b>	Teachers are the first and most important source of academic support. Teachers will reach out to students who fail to turn in work, or who exhibit patterns of tardiness or disengagement. Teachers are regularly available to students during meetings periods for drop-in or scheduled help, and aim to answer emails from students within 24 hours. When teachers notice any patterns of concern, they will reach out to the student's mentor.
<b>Mentor</b>	Mentors are the communication hub for students, and because they receive reports from teachers, they are able to identify and act on broader patterns or concerns. Mentors are also the first point of contact for families, and will reach out to families if a student is having a significant academic

struggle. Mentors can also help students navigate their relationships with school, with teachers, and with other forms of academic support.

<b>Learning Specialist</b>	The Learning Specialist works with all UHS students, even those without diagnosed learning differences, to help them develop strong academic habits. Teachers and mentors will, at times, refer students to the Learning Specialist for extra help.
<b>Peer Tutors</b>	Students are encouraged to request a peer tutor from the Student Council Academic Vice Presidents or the Academic Office. These tutors can set up a regular meeting time, or just be available for help. Peer tutors are expected to help students develop their own skills and to work within our rules around academic integrity.
<b>Deans</b>	When students are having academic troubles that may jeopardize their status at the school or place them on academic notice, warning, or probation, they will gain the support of the deans in helping them navigate their situation. Read more about dean-level academic interventions below.

### *Academic Interventions*

For students with more serious academic concerns, the school implements the following formal academic intervention process.

<b>Academic Notice</b>	Triggered if a student earns below a C– in one or two courses at the quarter or semester. The student meets with their mentor to determine an appropriate action plan. The mentor will communicate with the student’s family. Notice is lifted after a subsequent quarter with grades C– or higher.
<b>Academic Warning</b>	Triggered if the student earns below a C– in more than two courses, or, after being placed on notice, again earns below a C– in any course at the quarter or semester. The student meets with his/her mentor and the dean to institute more specific academic support. The dean will communicate with the student’s family. Warning is replaced by notice after two subsequent quarters with grades C– or higher.
<b>Academic Probation</b>	Triggered if the student again earns below a C– in any course at the quarter or semester. The student and family meet with the dean and mentor, and possibly the head of school to determine probationary conditions that will last no longer than one semester. The student and family may be advised to explore alternative options for the following school year. Probation is replaced by warning after three subsequent quarters with grades C– or higher.
<b>Separation</b>	If the student does not meet the conditions of academic probation by the end of the probationary period, the student will be asked to leave the School at the end of the school year, or sooner if appropriate.
<b>Exceptions</b>	The school recognizes that each student’s situation is individual and unique. Accordingly, the school may decide on certain exceptions to this process. Any exception must be determined and authorized by the deans and head of school. Further, the school reserves the right to alter UHS’ Academic Intervention Process and Academic Probation policy, including the right to immediately dismiss students, as deemed necessary.

### **Athletic Probation**

If a student's grade point average (GPA) falls below 2.0 at the end of a grading period, UHS must, at a minimum, place the student on athletic probation. The deans, in consultation with the athletic director and the mentor, determine whether or not a student should be placed on athletic probation. If the student's GPA at the end of any particular grading period is below 2.0, and the Deans decide not to grant probation, the student will become ineligible for any interscholastic team until the end of the subsequent quarter. Any student on athletic probation whose GPA matches or exceeds 2.0 at the end of the subsequent quarter will be removed from probation; any student on athletic probation whose GPA remains below 2.0 at the end of the subsequent quarter will become ineligible for any interscholastic team until their GPA, as measured at the end of an academic quarter, matches or exceeds 2.0. This policy carries over the summer and all other vacations as well.

### *Diagnosed Learning Differences*

#### **Process for requesting academic accommodations**

1. In most cases, the student approaches the Director of Learning Services for an intake conversation to familiarize them with the process.
2. Parent or guardian submits documentation that meets the school's requirements (see below).
3. The Director of Learning Services, in conjunction with the Academic Office, reviews the documentation and makes determinations about the student's eligibility for accommodations. It is the educational institution (or standardized testing agency) that ultimately determines whether or not a student is eligible for accommodations. The examiner who writes the initial documentation can make recommendations, but does not determine eligibility.
4. The parents or guardians attend a meeting with the Director of Learning Services to discuss the results of the review process and any further steps that may be required. Typically the student also attends this meeting.

#### **Deadlines for Submission of Documentation**

A careful review of disability documentation is a time-consuming process. It may take several weeks for the review to be complete, and then additional time to get appropriate accommodations in place. To request accommodations for the start of the Fall semester, please submit documentation to the Director of Learning Services by the beginning of May. If requesting new or revised accommodations for the current school year, please allow approximately four weeks from the date of submission to the implementation of the accommodations, if any. This careful review process is intended to protect the integrity of the program and also to ensure the student gets a professionally sound finding.

#### **Accommodations Plan and ongoing Student Support**

The student, Director of Learning Services, Academic Office, and teachers all work together to design and implement an appropriate Learning Support Plan (LSP) for classroom accommodation. The motivation underlying this process is to encourage responsibility and self-advocacy within each student. In addition, the uniqueness of each student's cognitive profile, of his/her schedule, and of each course requires individual attention and discussion.

In consultation with the family and with the student, the Director of Learning Services prepares a summary of the student's psycho-educational assessment report, including the student's strengths and challenges as well as suggested strategies for learning. The Learning Specialist shares this summary with the student's teachers and then serves as a resource for the teachers and the student in the teaching and learning processes.

#### **Guidelines for documentation**

These guidelines have been adapted slightly from the College Board website: "Guidelines: Basic Requirements for Disability Documentation." <https://accommodations.collegeboard.org/request-accommodations/provide-documentation> - accessed January 21, 2022.

1. State the **specific disability**, as diagnosed. Diagnosis should be made by a person with appropriate professional credentials, should be specific, and, when appropriate, should relate the disability to the applicable professional standard, e.g., DSM-IV.
2. Be **current**. In most cases, the evaluation and diagnostic testing should have taken place within five years of the request for accommodations.

3. Provide relevant **educational, developmental, and medical history**.
4. Describe the **comprehensive testing** and techniques used to arrive at the diagnosis. Include test results with subtest scores (standard or scaled) for all tests.
5. Describe the **functional limitations** - for example, the limitations to learning impacted due to the diagnosed disability
6. Describe the **specific accommodations** being requested and explain why they are warranted
7. Establish the **professional credentials** of the evaluator - for example, licensure; certification; area of specialization

If the school determines that a student receiving financial aid needs neuropsychological evaluation, financial aid may be available for testing expenses at the same proportion that the family receives for their tuition award. Contact the Dean of Teaching & Learning for more information.

### *Tutoring*

We expect and encourage students who have questions or concerns about coursework to actively seek out their teachers both in and out of class. Our weekly schedule was designed to allow time for teachers and students to work together one-on-one as needed. The teacher is the most important course resource for the student.

There are times, however, when students may need more intensive, regular coaching than their teacher can provide. The Director of Learning Services maintains a list of tutors and academic coaches. University High School provides this information for your convenience only; we cannot guarantee the quality of the services offered by each tutor. In ordinary circumstances, we do not allow tutors to come to campus; in unusual circumstances, tutors who have passed a background check (including fingerprinting) may meet with students in unused classrooms outside of class time.

If the school determines that a student receiving financial aid requires professional tutoring, financial aid is available for those tutoring expenses at the same proportion that a family receives for their tuition award. Families should contact the Dean of Teaching & Learning for more information.

## **Grades and Evaluation**

Teachers use assessment and feedback to share with students, mentors and families an honest, unbiased, and actionable profile of learning achievements and areas for growth. They employ formative assessment practices such as verbal feedback, peer review & critique, self-reflection, class workshops, written comments, exemplars, rubrics, and one-on-one conferences. They also employ summative assessments such as projects, practical demonstrations, written exams, term papers, reflections, and - when practical - authentic tasks and audiences.

In most courses, evaluation of student progress is based on regular daily assignments, papers, projects, tests, and final examinations. Class participation may also be employed to assess student learning. No single assessment (project, test, paper, or exam) can count for more than 20% of a student's final semester grade. Grading standards are evaluated periodically by the administration and faculty to ensure equity and fairness.

### *Letter Grades*

Student course work is evaluated using an A to F system with pluses and minuses. The A+ grade is not assigned. The following descriptions and numerical ranges are associated with each letter grade. Scores are rounded to the accuracy shown.

Letter Grade	Grade Point Equivalent	Interpretation	100-pt Scale Range	4-pt Scale Range
A	4.00	Excellent or exemplary accomplishment; outstanding engagement; deep proficiency in most or all of the learning goals of the course; sophisticated understanding; strongly recommending of future work in the subject. Students who receive a grade in the A range have demonstrated their ability to successfully apply their learning in novel situations and contexts.	93 – 100%	3.67 – 4.00
A–	3.67		90 – 92%	3.50 – 3.66
B+	3.33	Good or very good work; commendable engagement; solid proficiency in many of the learning goals of the course; recommending of future work in the subject.	87 – 89%	3.33 – 3.49

<b>B</b>	3.00	Students who receive a grade in the B range have demonstrated their ability to go above and beyond the minimum expectations set by the school.	83 – 86%	2.67 – 3.32
<b>B–</b>	2.67		80 – 82%	2.50 – 2.66
<b>C+</b>	2.33	Satisfactory progress, sufficient to continue study in the subject without remediation; developing proficiency in most of the learning goals of the course; may reflect middling engagement or accomplishment, but typically not both; may represent a mix of stronger and weaker performance; students who receive grades in the C range have met the minimum expectations set by the school.	77 – 79%	2.33 – 2.49
<b>C</b>	2.00		73 – 76%	1.67 – 2.32
<b>C–</b>	1.67		70 – 72%	1.50 – 1.66
<b>D+</b>	1.33	Poor understanding or poor quality work; this is a passing grade, but not recommending of ongoing work in the subject without remediation of missing content or skills. Student is developing proficiency in few of the learning goals of the course; may reflect low engagement or accomplishment. Students who receive a grade in the D range will engage in an academic intervention process with the goal of returning to stronger academic standing.	67 – 69%	1.33 – 1.49
<b>D</b>	1.00		63 – 66%	0.67 – 1.32
<b>D–</b>	0.67		60 – 62%	0.50 – 0.66
<b>F</b>	0.00	Student has not met the learning goals of the course and will need to remediate the missing content or skills by repeating the course or its equivalent; developing proficiency in few-to-none of the learning goals of the course. Students who receive a grade of F will engage in an academic intervention process with the goals of remediating the course and returning to stronger academic standing.	50 - 59%	0.00 – 0.49

<b>Other Grade</b>	<b>Interpretation</b>	<b>100-pt Scale Range</b>	<b>4-pt Scale Range</b>
CR / CREDIT	Student has earned credit for the course, equivalent to a C– grade or higher as described above. The Credit (CR) / No Credit (NC) system is used for Independent Study courses and some Responsive Education courses.	73% or higher	1.67 or higher
NC / NO CREDIT	Student has not earned credit for the course, equivalent to a D+ grade or lower as described above.	72% or lower	1.66 or lower
P / PASS	Student has passed the course, equivalent to a C– grade or higher as described above. The Pass (P) / Low Pass (LP) / Fail (F) system is used for our Physical Education courses and some Responsive Education courses.	73% or higher	1.67 or higher
LP / LOW PASS	Student has passed the course, equivalent to a D– grade or higher as described above.	60% or higher	0.50 or higher
IP / IN PROGRESS	This grade, given at the quarter only, signifies that the course is in progress and it is too early to assign a letter grade because of important assessments that will come after the grading period.	n/a	n/a
INC / INCOMPLETE	The Incomplete (INC) is a temporary grade, given at the semester only. It is used, rarely, when illness or other unpredictable circumstances prevent submission of late materials or exams. Used when the teacher can't otherwise offer a grade that assesses the student's understanding without additional evidence of learning.	n/a	n/a
MED / MEDICAL WITHDRAWAL	This grade indicates that the student withdrew from the course for <b>medical</b> reasons. The student does not receive credit for the course.	n/a	n/a
WD / WITHDRAWAL	This grade indicates that the student <b>withdrew</b> from the course for non-medical reasons. The student does not receive credit for the course.	n/a	n/a

Under exceptional circumstances only, incomplete grades (INC) may be recorded if a student has significant work outstanding at the end of the semester. The teacher will specify the date by which the assignment is due, usually no more than two weeks after the end of the term. If the student does not turn in the assignment by that date, the grade will be calculated accordingly. The teacher will submit the final grade to the Registrar to replace the incomplete grade. Incomplete (INC) grades are typically not offered for mid-semester progress reports.

### *Grade-point average*

UHS does not report Grade Point Averages (GPAs) on our transcript sent to colleges. We do not report student rank, and do not offer academic awards (Dean's List, Valedictorian, etc.). Ordinarily, GPAs can be determined based on a four-point scale for letter grades only, taking into account pluses and minuses.

### *Credit / No Credit Option*

To encourage students to take courses outside their areas of strength, the school allows enrollment in certain classes on a Credit/No Credit basis that would normally assign a letter grade. Under this policy, the student receives a record of "Credit" if he or she earns a C- or better in the course, and a record of "No Credit" if the grade is a D+ or lower. The following guidelines apply:

- This option is not available for required or pre-requisite courses.
- A limit of two semester courses or one full-year course over a student's four years at UHS may be taken under this policy.
- A student choosing this option must have the permission of their parent/guardian and mentor, the teacher of the course, and the Academic Office.
- The completed application (forms available in the Registrar's office) must be submitted to the Academic Office by the end of Grace Period (the first five days of class each term).
- The decision to enroll in either a semester or full-year course on a credit/no credit basis cannot be reversed.

### *Grading periods*

Reports of student progress are issued quarterly to school families; only end-of-semester grades, however, are recorded on the transcript and become part of the student's permanent record. Grades in full-year courses are cumulative through one semester only. Thorough written comments accompany the grades at three of the four quarterly marking periods: Fall Mid-Semester, Final Fall Semester, and (at the teacher's discretion) either Mid- or Final Spring Semester. Teachers will write comments for all seniors at the Spring Mid-Semester marking period. Comments will always accompany the grade for a marking period in which a student earns a C- or below, or whose work has changed significantly since the last marking period.

### *Grade disputes*

To preserve the integrity of the UHS transcript, the teacher of a course is vested with the responsibility to assign a letter grade. If a student has concerns about a grade offered in error, they should work with their mentor and the teacher in question to resolve any errors. In the rare case that a grade dispute cannot be resolved in direct conversation between the teacher and student, the teacher will consult with their department chair and the Academic Office. The chair will either serve as, or seek in the department, a second reader for the coursework in question. The teacher will consult with the second reader before assigning a final grade. The department chair will apprise the Academic Office of the appeal, who will document the process for the student's file.

### *Grade replacement*

Students who receive a grade of "F" in a course that is a graduation requirement will have to repeat that course, at UHS or at an institution approved in advance by the Dean of Teaching & Learning. The grade earned in the repeated course will not replace the original grade of "F"; however, the new grade will be recorded on the student's transcript and factored into their cumulative grade point average.

Although a passing grade at UHS is "D-" or higher, the University of California gives credit only in classes where students have earned grades of C- or higher. Therefore, students occasionally need to repeat a class in which they have earned a "D" range grade. The grade earned in the repeated course will not replace the original grade; however, the new grade will be recorded on the student's transcript and factored into their cumulative grade point average.

When using a 100-point grading scale, no score below 50% will be offered, and the failing range will comprise 50 - 59% rather than 0 - 59%. More broadly, when using any numerical scale to produce letter grades, the “buckets” for each letter will be adjusted in a similar way so they are equal in size.

For more information about the purpose and meaning of grades, why a policy such as this makes sense, and other good practices in assessment, please read our [UHS Faculty Statement of Assessment Philosophy](#) or check out [Grading for Equity](#) by Joe Feldman or [Five Obstacles to Grading Reform](#) by Thomas Guskey.

### *Attendance*

If a student misses more than 15% of class meetings (about 2 weeks of class) for any class, excused or unexcused, a notice will be sent by the Academic Office to the student, mentor, teacher, and the student’s family. If a student misses more than 20% of class meetings (about 3 weeks of class) for any class, they must petition for credit. This petition must be approved by the student’s family, mentor, teacher, and the Academic Office.

## **Unusual Circumstances**

### *Leave of Absence*

The school may grant a leave of absence to allow a student to participate during the school year in an appropriate off-campus educational plan, when the Head of School determines that such a plan is in the student’s best interest. Students wishing to establish this kind of a plan must submit a written proposal which outlines:

1. the nature of the program
2. their plans for applying to particular programs
3. the implication for their academic program and college plans
4. the personal reasons for wishing to undertake the venture

Proposals will be considered on their individual merit, as well as in the order in which they are received. Students must submit proposals well in advance, ideally by the February before the year in which they propose to undertake the plan. In all cases, families are responsible for full tuition commitments unless the School is able to successfully replace the student with a qualified applicant.

### *Early Graduation*

In occasional, very extraordinary circumstances, certain exceptionally qualified students may wish to advance themselves as candidates for early graduation. The following criteria will be considered by the Head of School and members of the faculty whose advice he or she seeks in cases of a student applying for early graduation.

- The student should have a positive and exceptional reason for wishing to graduate early.
- Early graduation should be reserved for those students who have demonstrated outstanding academic excellence.
- The school is not expected to waive distribution requirements for the diploma in order to facilitate a student’s premature graduation.
- The student should have excellent prospects for college admission and should be deemed sufficiently mature to handle college work.
- Any request to be considered for early graduation should be made early enough in a student’s career to make adequate course-planning possible and feasible.
- Such requests should be initiated through the Head of School, who may then seek the advice of members of the faculty.
- The Head of School will submit to the general faculty – and subsequently to the Board of Trustees – for their approval of those petitions which they believe should be acted upon favorably.



## Agency: Daily Student Life

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*taking risks and growing from the experience; pursuing our passions with confidence, creativity, and humility; taking responsibility for personal health, safety, and growth.*

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### Communication Within The School

Students are encouraged to make announcements and presentations at All-School Meeting (“ASM”). Online sign-up sheets for ASM are posted to the student portal by the Dean of Student Life. Any presentation involving audio-visual needs must be submitted to the Dean of Student Life at least 2 days in advance to make sure the content is appropriate and to give the ASM Tech Crew time to test it beforehand. Longer announcements and presentations are certainly possible, but because ASM is short, and because space can be in demand, it is rare that any single student will be allotted more than 5 minutes.

Please see the policy on Speech and Writing for the School’s perspective on what can and can’t be said at ASM. The School reserves the right to make the final decision as to whether certain announcements and presentations can be made.

### Mentoring and Advising at UHS

#### *The Mentoring Program*

The UHS mentoring program is a nationally recognized and innovative expansion of traditional advising systems. In most schools, students are assigned an ‘advisor’ - at UHS, they are assigned a ‘mentor.’

Students are assigned a faculty or staff mentor upon enrollment at UHS. This mentor acts as an advisor to the student and about a dozen other students in the same grade, known as a cluster. The mentor can be seen as a “big red help button,” someone who can be useful when help is needed navigating school rules, programs, and systems. They also act as an advocate and confidant (within certain parameters), and as a communication and information hub. Nearly all communications about a student will involve or carbon-copy (cc) the mentor. Typically students keep the same mentor for all four years, though at times staff turnover requires a change in mentor.

9th grade mentors are given a “course relief,” meaning if they ordinarily teach 4 classes per semester, they would only teach 3 while a 9th grade mentor. This gives them the time -- and energy -- to form connections with their mentees and help them navigate their first year at the school.

Mentors are assigned an experienced mentor coach for their grade level who meets with the grade-level mentoring team weekly to provide support, answer questions, and help the team to understand larger trends and problem-solve. The mentor coach also receives course relief so they have the bandwidth to support the mentor team. At times, mentor coaches also act as “class deans,” assisting the deans with grade-level activities and projects.

At times, students will ask the Dean of Student Life if they can change clusters and therefore mentors. Nearly all of these requests are denied. Our strong belief is that the mentor can still do their job even if there isn’t a strong personal connection between mentor and student: it is important to us that a student be connected to at least one adult at school for support, but that adult need not be the mentor. Even in the absence of a strong connection, mentors can still assist the student in navigating the school and in consolidating and acting on information about the student.

Because we want mentors to be at the center of all student communication, we request that parents, guardians or caretakers who have concerns or questions about their student’s academic or social experience reach out to the mentor first. The mentor can then assist the student in working out whatever issue they have with the adults on campus. Parents, guardians, and caretakers are of course allowed to reach out to teachers, we just believe the student is best served by a mentor-centered approach.

## Mental Health Support

Adolescence is a time of discovery, growth, and transition. Sometimes, the journey can be confusing or painful. Counseling support at University High School is available to all students, whether there is an urgent need or a persistent, long-term struggle. Counseling services provided by the school are generally short-term, but our counselors will often work with students to locate longer term therapeutic spaces outside of the school.

It's common for parents and caregivers to have questions or concerns about their child's mental health. Our school counselor is available to support UHS families to think through situations that arise and/or provide resources outside of the school. The school counselor regularly interfaces with a diversity of clinicians & resources in the community and keeps an updated list of these services.

### *Confidentiality*

An essential component of effective school counseling with teens is confidentiality. In order to build trust and to support the counseling relationship, the school counselor is not legally required to share information with anyone, except in the situations outlined in the bullet points below. That said, parent collaboration is often sought in situations where additional family support would be useful to the student's mental and physical health. As part of a school team, the counselor may share information with mentors, teachers, and administrators on a need to know basis, and consult with teachers to design effective supports in classroom learning environments or activities. The counselor aims to discuss all disclosures with the student prior to talking with families or adults at the school. Records or confidential information related to the counseling relationship is never disclosed to colleges.

School counselors are required by law to report the following instances, which often includes engagement with parents as best practice or when it's determined that additional support is necessary for the student:

- Reports of danger to self or another person (this may include extreme self-harm and disordered eating)
- Evidence or disclosure of abuse (sexual, physical, emotional) or neglect (this includes incidents of sexual assault, rape, and harassment)
- Threats to school security (including undisclosed COVID+ in a public health crisis, which applies to in-person learning)
- Criminal or delinquency proceedings are pending and there is court subpoena

### **Additional Resources**

In times of life threatening or urgent crisis, the following numbers and resources are available to students and their families.

- National Hotline: (800) 273-TALK (8255) or text "hello" to 741741
- Sexual Assault National Hotline (RAINN): 1-800-656-HOPE
- National Domestic Violence Hotline: 1-800-799-7233 or text "LOVEIS" to 22522
- Trevor Project website/text/chat for LGBTQ+ folk

Depending on your physical location, the following neighboring counties offer mental health crisis support, and are 24/7 unless otherwise noted:

- San Francisco Comprehensive Crisis: (415) 970-3800
- Marin (M-F, 1:00-9:00pm): (415) 473-6392
- San Mateo: (650) 579-0350
- Alameda: (800) 309-2131
- Contra Costa: 211, (800) 833-2900, or text HOPE to 20121

## Financial Assistance

It is crucial that all students be able to take advantage of the breadth of UHS programming, whether curricular or extracurricular. To that end, as part of the UHS Financial Assistance program, any student receiving financial assistance from the school may apply to use UniFunds for curricular, extracurricular, and athletic expenditures. A link to the UniFunds form can be found on the Students page of the website. Students may request funds in advance or may be reimbursed after an expenditure at an equal percentage to their financial assistance. For questions or support, families may reach out to the Senior Associate Director of Admissions.

## Student Clubs and Affinity Spaces

Clubs at UHS are generally student-organized and run. Any student is welcome to create a club—forms for starting a club are on the Students page of the website. Students will need a faculty sponsor with whom they will check in from time to time and who will oversee all activities. They will also need a mission for the club. All clubs must be open to any student who wishes to be a member, must not require any membership fee, and must be oriented around activities appropriate to high school.

## Athletics

The mission of the athletic and physical education program at UHS is no different than any other department of the school: to help UHS students develop into young adults capable of succeeding in college and beyond. Therefore, we place student development at the very top of our priority list. We want program participants to develop as skilled athletes. We want our teams to be successful. We want every student to learn the benefits of physical fitness. Much more than that, though, we want our student-athletes to find that their participation in the athletic program is a positive, constructive, and memorable experience – one that will help shape them in a useful way as they go forward with their lives.

We focus on three key objectives for our program: participation, achievement, and honor. The third objective is the most important of all. We expect and demand that our student-athletes, coaches, and fans develop a sense of honor that manifests itself in the following ways:

- Respect for Opponents: We always want our opponents to be respected, appreciated, and congratulated.
- Respect for Officials: We expect our players, coaches, and fans to interact with officials with total respect.
- Respect for the Game: We understand the right way to play our chosen sport, and we govern our actions by both the letter and the spirit of the written and unwritten rules of that sport.

### *What it Takes to Play*

#### **Eligibility**

All currently enrolled students are eligible to play interscholastic sports assuming the following conditions are in place:

1. Academic eligibility: Students who have earned less than a 2.0 GPA (straight C average) are not eligible to participate in interscholastic sports until the conclusion of the next formal grading period (end or mid-semester) when they have raised their GPA to that level. The school does have the option to allow one probationary period in which interscholastic eligibility is maintained, but is not obligated to grant this probationary status.

Students with academic, attendance, or behavior problems that become chronic can also find their athletic eligibility subject to review.

2. Transfer student eligibility: Transfer students (those entering UHS after the beginning of the 9th grade year) must receive special clearance through the League and the Section prior to participating in team competition. The athletic department works directly with students, families, and former schools to obtain this clearance, a process that can take 3-4 weeks.
3. Students in disciplinary status: Students in various states of disciplinary status (suspension, detention, etc.) are ineligible to participate in team activities.

4. Absent students: Students who miss school (defined as not being present for the start of the second period of the day or who leave school due to sickness during the day) are ineligible to participate in team activities for the rest of that day. Exceptions can be granted by the Dean of Student Life when a student's absence is due to approved non-sickness related reasons (e.g., returning mid-day from an approved college visit).
5. Team specific requirements: Coaches, in consultation with the Athletic Director, can establish additional requirements for players interested in participating on their teams. Most normally, these requirements would focus on behavior, attitude, and attendance.

The attendance topic is one that can be complicated, especially for student-athletes with outside activities such as club teams or other outside non-athletic conflicts. Some UHS coaches insist on full 5-day per week availability. Other coaches are willing to consider some commitment short of that level. Coaches have latitude to set their own policy in this area, but must apply that policy uniformly. In all cases, the obligation is on the student-athlete to clearly explain the conflicts that do or are likely to exist so that the coach can make an informed decision that is in the best interest of the team.

6. Other prerequisites: Students must have a signed medical release form on file with the Dean of Student Life (part of the standard enrollment paperwork) prior to participating in team activities. Students also must sign the North Coast Ejection form which explains the importance of sportsmanship and explains the consequences for those athletes ejected from any contest.

### *Try-Outs—Making a Team*

All students must participate in team activities during the established try-out period, usually the first few days of official team practice. This information is posted on the UHS website and on the athletic department white board located outside the athletic office in lower campus.

Exception: any student participating on a UHS team that has not completed its season (a common occurrence) will be provided their own try-out period through arrangement with the coach once the current season ends. The intent is to insure that no disadvantage accrues to a student who participates on multiple UHS teams.

In the vast majority of our programs, try-outs do not result in any student being cut from a program, only in the establishment of Varsity and JV (or Frosh) teams. This is our clear hope for all programs, consistent with the participation objective outlined above. Additionally, when team numbers exceed team capacity and facilities exist, we add extra teams (e.g., a second BJV Soccer team).

However, because some teams cannot function with too many players and our access to practice facilities is not unlimited, it is possible that cuts may be necessary in some sports in some years. Looking back over the past few years, sports that have experienced cuts include volleyball, basketball, and baseball and tennis. In a situation where cuts are required, we do our best to work with the student-athlete to find other athletic opportunities during that season of sport.

### *Team Leadership*

#### **Coaches**

Most varsity teams have a head and an assistant coach. Some have additional volunteer assistant coaches. JV teams typically have a single head coach. Our varsity head coaches have an average of more than 7 years of experience coaching at UHS. Our JV and varsity assistants average about 2-3 years of experience with their UHS team.

Our coaches are encouraged to be clear about their expectations for team, player, and parent behavior. Some do so through written team rules. Most do so through verbal discussions during practice or through an early season team meeting (including parents). Coaches are encouraged to be clear with players who do not meet coach expectations for behavior or attitude and to impose consequences when useful or necessary. This is a key part of the constructive part of the coach's mission.

UHS coaches have broad latitude and authority to set team policies, practice times, player expectations, and game schedules. Coaches also have full authority over decisions related to team organization (positions, tactics/strategy) and

playing time. While coaches are encouraged to provide playing time for all team members when situations allow, there are no minimum playing time requirements either at the Varsity or sub-varsity level. Most sub-varsity teams do adopt the custom of having each player play at least some in each game.

### **Captains**

Each year players and coaches elect one or more captains to help lead their teams. On average, about 30 students serve as team captains. For many, it is the first significant leadership position of their lives.

The first Saturday of each school year, all captains attend leadership training at the Captains' Retreat. The first Monday of each month is an open lunch discussion between the athletic staff and captains. Captains can play many roles including organizing pre-season or off-season practices, spearheading off-field team activities or team clothing purchases, acting as a liaison between players or between players and the coaching staff, providing constructive feedback to the coaching staff or to the athletic director, among others.

### *Logistics and Resources*

#### **Early Dismissal**

Occasionally, teams need to leave school early to be on time for an away game. When this happens, early dismissal is required. The athletic department posts early dismissal times on the team schedule (the team scorecard of the athletic website) under the column headed EDT. When early dismissal is posted, players need to **request** permission from their respective teachers to leave class early or to miss class altogether. Teachers are not required to grant this permission, but usually do. If permission is not granted, players should let their coaches know immediately. For urgent situations, the coach may then ask the athletic director to get involved.

There is paperwork involved with early dismissal. The pink 'UHS activities conflict form', available from the Dean of Student Life or the Athletic Department, needs to be completed and delivered to the Dean of Student's office. The form requires the signature of parent, mentor and teacher. Experienced UHS athletes often list or attach all dates requiring early dismissal during the season to minimize the paperwork for all involved.

Students are then solely responsible for contacting teachers or fellow students to learn about what was missed in class.

#### **Transportation**

Team parents work with coaches and the athletic department to make sure that all players have transportation to each off-site team activity. The exceptions are weekend games and evening games when coaches may ask players to arrange their own transportation – something that is often easily done through parents or coordinating with teammates. For some games, buses are hired. For most games, though, transportation is through a combination of school Suburbans that coaches drive with parent drivers handling players not accounted for through the coaches.

Students are not allowed to drive other students to any game located outside of city limits without the specific approval of the athletic director.

Pick-up and drop-off is always in the Washington Street area. Because of vehicle congestion right after school, parent drivers are urged to wait on Lyon Street for players to be directed to their vehicle.

Often players leave games directly with parents who did not drive them to the game. In those situations, players should let coach and driver know to avoid the stress of an unaccounted for player.

The school is indebted to the many, many parents that rearrange schedules, leave work early, etc., to help out with team transportation. For most teams, if a majority of parents can help out 2-3 times per season, the load is not overly heavy on any one parent.

## Communication

Communication between players, coaches, parents, and the athletic office is an important task. Here are the primary vehicles and their core uses:

1. [www.uhsathletics.org](http://www.uhsathletics.org) The athletics website has official game schedules, directions to fields, school vehicle assignment to coaches, practice times and locations, and game results. Game cancellations due to weather or any factor are posted on the website in the comments section next to a scheduled game.
2. Email distribution lists: Coaches use these to communicate directly with players and/or parents. Team parents use these to provide information or to request help from other parents.
3. Athletics White Board: Located outside the athletics office in lower campus, daily changes in team logistics are listed here by 1pm each day.
4. Phone trees: The athletic department will start phone tree announcements when things change with very short notice.

## Uniforms/Equipment

All players are issued uniforms early in the season. These uniforms are the property of the school, and players promise three things upon uniform issuance:

1. To return the uniform issued (not someone else's)
2. To return the uniform in clean condition
3. To return the uniform within one week of the last team contest

Because it can be impossible to order replacement uniforms, we rely on all players to return (not keep and pay for) their uniform. Students who don't return their uniforms in a timely manner will see their PE grade reduced one full letter grade. For students who can't locate their uniforms, the mailing of grades home to parents is delayed until the uniform is returned or it is clear that all efforts to locate a uniform have been exhausted.

To some, these last two policies can seem harsh. But we do expect that players learn to take care of property that is being loaned to them and, in that light, we do have high expectations that uniforms will be returned in full, clean, and on time.

Parts of the team uniform that are not expected to be returned are purchased by players. Examples would include soccer socks, baseball hats or softball visors, swim suits, practice jerseys. The school orders these items and sells them to players through the athletic office or through the coach in some situations.

Any player who finds that any purchase of a required team item is financially difficult is asked to talk to a member of the athletic staff, who will then access the University Funds policy to provide the item for free. This policy applies to any aspect of full team participation that comes with a cost.

Player equipment is typically the responsibility of the player to provide. Examples would include baseball gloves, lacrosse sticks, gloves, helmets or goggles, tennis racquets, or athletic shoes. Again, students with financial need are encouraged to talk to the athletic staff to access the University Funds policy.

For sports like field hockey or lacrosse, the school maintains an inventory of sticks to help players new to the sport participate prior to the acquisition of their own equipment.

## Resources

*Athletic department staff* handle the vast majority of the behind-the-scenes tasks that help the UHS program operate. One of our most important tasks is to be available to answer questions from any player or parent. We want to encourage all players to stop in at any time to ask a question, share a problem, or have a piece of candy. Parents too are encouraged to call, email, or stop by whenever the need exists.

*Team Parents* work directly with the coaching staff as team needs are identified.

*UHS Boosters* is an organization headed by 3-4 parents that focuses on supporting the athletic program through the volunteer help of parents. Unlike many Booster organizations, fund-raising (beyond the sale of baseball hats) is not a needed activity.

The primary entry point to the Boosters is through volunteering to be a team parent, taking on a role in support of a team parent, or volunteering to help with a Sports Night celebration.

### **Issue Resolution**

Despite all the best efforts of coaches and department staff, we know that issues will arise from time to time given the scale of our program and the passion of the participants. It is important to lay out effective (and ineffective) methods to effectively surface and resolve issues when/if they arise.

If you are not sure how to handle an issue, you can always get advice from one of us in the athletic office. Sometimes you will find that you can't resolve an issue with a coach. In those cases you can take the issue to the next level (Coach>AD>Head). But please respect the chain of authority by not bypassing a step along the way. That means that a player or parent should attempt to talk an issue through with a coach prior to taking it to the athletic office. Similarly, the athletic director should always be contacted prior to an issue making its way to the Head of School's office.

# Interconnection: How We Treat One Another

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*building and sustaining an intentionally diverse, equitable, and inclusive school.*

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## Behavioral Expectations

### *Personal Property, Safety, Security*

Although we are a close and responsible community, personal items can go missing and are sometimes stolen. While it is rare that anything of great value is stolen, any theft is frustrating. The School cannot, however, guarantee the safety of students' property or replace items which have been stolen. Students are advised to use their lockers or to keep valuable items with them.

The School has crossing guards to ensure the safety of students crossing the streets between buildings. Students should not cross the street at dangerous places or without being aware of the traffic.

### *Library Rules*

- Most books can be checked out for two weeks. Renewals can be arranged with library staff. Reference books are not available for check out. Audio-visual material and reserve material can be checked out overnight.
- No eating in the library. Water is allowed.
- Please keep talking to a minimum out of respect for your fellow students.

### *Noise*

Because the campus is small, and because there are many competing activities in close proximity to one another, please be conscientious about noise and space. During class or any required school meeting, cell phones must be switched to silent mode. Please don't yell or behave loudly, play loud music, or interrupt others while they are in class or studying. This includes non-academic spaces.

### *Freedom of Expression*

Students have the right to express themselves in any manner unless such expression directly interferes with the educational process, threatens immediate harm to the welfare of the school or community, encourages unlawful activity, interferes with another individual's rights, harasses another based on race, color, religion, gender, sexual orientation, national or ethnic origin or disability, or is lewd, vulgar, profane, or obscene.

### **Flyers and Advertisements Around Campus**

Many times, students will wish to advertise a particular event, meeting, game, etc., around campus. In order to keep the litter and posters to a minimum, the School asks that students check with the Dean of Student Life before putting posters around campus.

### **Speech and Writing**

The School has many opportunities for students to speak or write what is on their minds, and we encourage speech and debate wherever possible. In addition to ASM and the various School publications, the School also hosts a free speech area ("The Wall") in the Middle Campus, behind the theater tech area. While students are encouraged to present their perspectives and criticize policies or structure, it is important to note that speakers and writers may not defame, harass, or



intimidate anyone. Further, speakers and writers may not use crudities, epithets, profanities, or obscenities. Also, speakers and writers should not use insults relating to race, color, religion, gender, sexual orientation, national or ethnic origin, or disability. Speakers and writers should always identify themselves by name and not hide behind anonymity. The community should be safe for anyone to voice their opinions without causing harm to anyone else.

### **Campus Art**

There are several mural spaces around campus for student murals. The available spaces rotate every year; no mural should expect to be up for more than 5 years, although that does sometimes happen. To apply for a mural space, students should have a clear proposal and schedule for the work to be completed and should submit the proposal to the Dean of Student Life. In conjunction with the Arts Department, the Dean of Student Life will decide whether the proposal seems feasible and will assign it a mural space. School funds are available to support the creation of murals.

The Wall, located behind the theater, is a safe, dynamic forum for the free expression of students' ideas. To this end, we ask that all students sign their work with their name and class year. Should there be a need to paint over a section of The Wall, to allow for organic conversation to continue, a single painter can cover a section no larger than the approximate size of his/her own body.

### *Bake Sales and other Fundraisers*

The School encourages students to support any and all causes they want to, and to use the campus to do minor fundraising for these causes. Because families at UHS get many requests for contributions to various aspects of UHS, we are careful not to burden the community with excessive fundraising. For this reason, students should always get permission from the Dean of Student Life to have any fundraiser on campus or within the School community.

### *Food*

The School's cafeteria sells a la carte breakfast and lunch items. The cafeteria caterer determines prices and menus. The cafeteria is open on any school day which lasts through the lunch period, including exam days.

### *Lockers*

Lockers are located throughout the campus, for students' convenience. Lockers are the property of UHS, and UHS reserves the right to access and inspect UHS lockers at any time without notification, on a regular or random basis. Lockers are assigned to 9th-graders; all other students should request a locker from the Assistant to the Deans at the beginning of the school year. Students are responsible for their own locks.

### *Transportation*

The San Francisco Muni system has several buses that come close to the school. The #3 Jackson and the #43 Masonic stop within two blocks of the school. Four blocks away is the #1 California and slightly farther are the #4 Sutter and the #38 Geary. Bus fare (??) is available in the Assistant to the Deans' office.

The School's contract with the City of San Francisco includes an agreement that no students will park on city streets. Permission to drive to school must be obtained from the Dean of Student Life, through a form that is available on the Students page of the website. All students requesting permission to drive to school must find off-street parking before submitting the permission form. Permission to drive to school is a privilege, not a right. Permits may be denied and/or revoked if students violate any rules, policies, or procedures, as determined by the Dean of Student Life and/or Head of School.

Be reminded that unaccompanied minors (below age 18) are prohibited from traveling with Transportation Network Companies (TNCs) such as Uber/Lyft/etc.

### **Driving to School**

Our conditional use permit - a document filed with the City and County of San Francisco - means we can't allow students to drive to school and park on the street.

Some students are allowed to drive and park under extraordinary circumstances. In order to obtain permission to drive, you must pick up a contract available in the Assistant to the Deans' office and online on the Student Life page of the website. Permission to drive can only be granted after the student, the parents, and the Dean of Student Life have signed this contract describing the terms of agreement. This agreement includes: not driving during school hours (8:00 am-3:30 pm), parking in a designated off-street location only, and driving only those passengers designated on the permission form. Any infraction of the driving rules requires that you remove your vehicle from the neighborhood immediately (any class time missed to do this will be considered unexcused), and may result in a one-day suspension. Further, UHS driving permits may be denied and/or revoked if students violate any rules, policies, or procedures, as determined by the Dean of Student Life and/or Head of School.

## **Non-Discrimination, Mandated Reporting, and Harassment**

### *Non-Discrimination*

San Francisco University High School welcomes students of any race, color, religion, gender, sexual orientation, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School does not discriminate on the basis of race, color, religion, gender, sexual orientation, national or ethnic origin, or disability in the administration of its educational policies, employment policies, scholarship and loan programs, and athletic or other school administered programs.

### *Mandated Reporting*

University High School, its teachers, administrators, and counselors have certain mandated reporting responsibilities under California law. Specifically, as childcare custodians, we must report to local child protective services agency any knowledge or reasonable suspicion of child abuse or neglect. Further, if any student communicates about a serious threat of physical violence to an identifiable individual, the School Counselor must report to the police and warn that individual.

### *Harassment, Sexual Harassment, and Bullying/Hazing*

**General Policy:** It is the policy of University High School to provide an academic environment that is free from all forms of discrimination, harassment (including sexual harassment), bullying or hazing. UHS will not tolerate such conduct by students, their family members, UHS's employees, volunteers or contractors.

Because behavior away from school may have a significant impact on the school environment, this policy applies to all interactions between UHS students or by adult members of the UHS community toward UHS students, whether or not occurring during school, at school functions or on campus.

Violation of this policy will lead to disciplinary action. For students, such disciplinary actions may include warnings, counseling, suspension, or expulsion. Additionally, UHS forbids retaliation by students or any adult member of the school community against any individual who reports an incident of harassment or participates in an investigation.

### **Harassment**

Prohibited harassment may include, but is not limited to, the following behavior based on a student's race, religion, national origin, sex, sexual orientation, gender identity, gender expression, or disability:

- Verbal conduct such as epithets, derogatory jokes, slurs or comments;
- Visual displays and written communication, such as derogatory posters, photography, cartoons, drawings, gestures, or email messages;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work; and
- Retaliation for reporting or threatening to report harassment.

### **Sexual Harassment**

In addition to the examples of harassment described above, for the purposes of this policy, "sexual harassment" is defined to also include:

- For adult to student interaction: any sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, whether or not “welcome.”
- For student to student interaction: unwelcome sexual advances, requests for sexual favors, and other verbal, written, visual, or physical conduct of a sexual nature when: (1) such conduct has a negative impact upon the recipient student’s school performance; (2) such conduct adversely affects the educational environment including creating an educational environment that is intimidating, hostile, or offensive; (3) such conduct affects the services, honors, programs, or activities available to any UHS student.

Student to student sexual harassment is not social or courting behavior. The overriding factor in student to student sexual harassment is that the behavior is uninvited and unwanted and often an assertion of power. Sexual harassment may include:

- physical assault, including rape
- coerced sexual relations
- inappropriate personal questions of a sexual nature
- sexually explicit or suggestive remarks about a person's body, clothing, or sexual activity
- sexually stereotyped or sexually charged insults, humor, or verbal abuse
- public display of sexually explicit, offensive or demeaning objects, photographs, or cartoons
- leering or ogling at a person's body
- unnecessary touching in any form
- demanding sexual favors, accompanied by promises, hints, or threats concerning one's status or opportunities
- subtle pressure for sexual activity
- repeated expressions of sexual or "romantic" interest after being informed that the interest is unwelcome.

### **Bullying and Hazing**

Bullying consists of acts of aggression toward a student by an individual or group of individuals with the intent of harming the student either physically or psychologically. Bullying may be physical, verbal or social, and it may include hitting, threatening, intimidating, teasing and taunting, and name-calling. It may also be accomplished by use of technology and electronic communications or by more subtle attacks such as spreading rumors or encouraging others to reject the student.

Hazing is a form of bullying and consists of actions by a group (such as an athletic team) to intentionally produce mental or physical discomfort, embarrassment, harassment, or ridicule among one or more students wishing to join the group.

### **Complaint and Resolution Procedures**

Complaints of violations of this policy will be handled in accordance with the following procedures.

#### ***Adult to Student Harassment, Bullying or Hazing***

A student or their parent who believes that the student has been subject to prohibited harassment, bullying or hazing by any adult member of UHS's community, including employees, volunteers, contractors or family members of other students, should immediately bring this to the attention of the Dean of Student Life or the Head of School. The Head of School will lead an immediate investigation and will take corrective action if any is appropriate, including possible disciplinary actions against employees. The Head of School or Dean will advise the student who complained of harassment, bullying or hazing and the student's parents of the disposition of the complaint.

#### ***Student-to-Student Harassment***

Informal: Any student who believes that s/he/they has been subjected to harassment, bullying or hazing in violation of this policy by another student or students should tell the offending student(s) to stop. If a student does not feel comfortable doing this or is unable to do so, s/he/they is encouraged to make his/her/their concern known to a mentor, teacher, coach, dean or administrator who will take appropriate action which may include informing the other student(s) that the offensive behavior must stop. The school official will also report the concern to the Dean of Student Life.

Formal: If the informal actions taken by the student or school official do not cause the offensive behavior to cease, or if the behavior is of such a severe nature that informal resolution is not appropriate, the student should submit a complaint as soon as possible to the Dean of Student Life or another trusted employee who will then report it to the

Dean of Student Life. The Dean of Student Life will notify the Head of School of the complaint. UHS will also notify the parents of the students involved unless notice at that time is inappropriate under the circumstances.

The Dean of Student Life will conduct an investigation into the incident(s) described in the complaint. If the Dean of Student Life determines that conduct in violation of this policy has occurred, the Dean of Student Life will take prompt corrective action. UHS will notify the student who made the complaint of the disposition of the complaint and may also notify his/her/their parents if appropriate.

**Final Review:** A complaining student not satisfied with the disposition of the complaint or a student subject to discipline under this policy, and/or their parents, may ask the Head of School to review the matter. Such a request for review should be submitted in writing within fifteen days of receiving notice of the disposition of the complaint or the imposition of discipline. The request for review should explain why the student believes the disposition was not satisfactory or the discipline was not warranted, including reference to any relevant facts. The Head of School will issue a decision which shall be final.

After a matter is resolved, the Dean of Student Life or the Head of School will follow up to make sure that the situation has been corrected; to prevent recurrence; and/or to ensure that no one is subjected to acts of retaliation. Any student or his/her/their parent who believes that the student has been subjected to retaliation for reporting violations of this policy or cooperating in an investigation should immediately inform the Dean of Student Life or Head of School.

### **Confidentiality**

UHS will keep complaints of violations of this policy confidential except as necessary to enforce this policy or as required by law. If required by law, UHS will report violations of the policy to appropriate government agencies. UHS will notify colleges of disciplinary action imposed for violation of this policy in accordance with its College Reporting Policy.

## **Student-Employee Contact Policy**

University High School has strict policies to ensure the safety and well-being of our students including policies on adult-student interactions and mandated reporting of child abuse. Any members of the school community, including students, parents, volunteers, alumni or employees, who have concerns about compliance with any of these policies should contact Julia Eells, Head of School, or the Chair of our Board of Directors.

### *Student-Employee Interactions*

Strong and caring connections between students and faculty/staff form the foundation of a transformational education. Trusting, respectful relationships foster learning and growth, both inside and outside the classroom. Given the critical role that the student-teacher relationship plays at UHS, we must ensure that it is not compromised by actions that, intentionally or unintentionally, cross professional boundaries. Therefore, the following guidelines are in place:

- An adult must not be alone with a student in a space that cannot be observed by others (e.g., an office with no windows, an automobile).
- An adult must not socialize with a student or group of students off campus, outside of school-sponsored activities.
- An adult must not conduct private, personal communication of any kind with a current student on any social media platform (e.g. “friending” a student on Facebook, following a student on Twitter).
- An adult must not interact with current students by text or e-mail, unless the communication is exclusively related to the adult’s professional work with the student (e.g., a class, a sports team, etc.). When emailing students, employees must use the school’s email system.
- An adult must not offer preferential treatment or disproportionate/excessive personal attention to any student.

The above guidelines apply not just to interactions with current students, but any interactions with minors with whom an adult interacts as part of his/her employment with UHS, (e.g., 8th grade applicants, siblings of students, former students who are minors, students visiting from other schools, etc.)

If faculty or staff members encounter a situation which requires an exception to any of these guidelines, they must inform their Department Chair or immediate supervisor in advance. If it is not possible to provide the information in advance, the

faculty or staff member must inform the Department Chair or immediate supervisor as soon as possible after the exceptional event occurs.

Because we all have ownership in creating a safe learning environment, we expect any member of our community, and require all faculty and staff, to report a concern about a potential violation of these guidelines to the Head of School, the Chief Financial Officer, the Dean of Faculty, or the Dean of Student Life.

#### *Inappropriate Behavior Towards Students*

The School expects all of its faculty and staff to demonstrate the highest level of professional and institutional responsibility in their interactions with students. Any personal involvement between a staff member and a student beyond the professional educator-student relationship is prohibited and may lead to disciplinary action up to and including termination. Dating currently enrolled students is prohibited. Similarly, all sexual advances, requests for sexual favors, expressions of "romantic" interest, or other verbal or physical conduct of a sexual nature are prohibited with respect to students, even if a student initiates, invites, or is apparently accepting of them. Faculty and staff behavior with respect to students must be above reproach. School employees have an obligation to report to the Head of School any behavior they deem inappropriate between an adult employee and a student.

#### *Mandatory Reporting of Child Abuse*

The School recognizes that it has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. School employees shall report known or suspected incidents of child abuse in accordance with school regulations and state law (Penal Code 11166). Incidents should be reported to the appropriate child protective services agency immediately with written reports submitted within thirty-six hours of the discovery of the incident. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

The reporting duties are individual. No supervisor or administrator may impede or inhibit such reporting duties and no person making such report shall be subject to any sanctions for making such report. If an employee believes an incident may be reportable or has any question about whether a matter should be reported, the School encourages the employee to advise the Head of School and/or to consult with the Assistant Head of School and Dean of Faculty to ensure that all incidents are reported promptly and appropriately. This will also ensure that the School is able to provide appropriate support to the student involved.

By law, reports of suspected abuse are confidential, and the School will maintain information concerning suspected abuse in confidence, except as necessary to cooperate with the agency investigating the matter and to provide support to the student involved. In order to protect the safety of the child involved, employees reporting suspected abuse should not share information concerning the report with parents or other parties without consulting with the Head of School and the Assistant Head of School and Dean of Faculty and/or the child protective services agency.

## Reporting Misconduct

Reports of misconduct can be made to the Anonymous Hotline or to the UHS administrators below:

### Anonymous Hotline

- **Toll-Free Telephone**
  - English: (833) 640-0004
  - Spanish: (800) 216-1288
  
- **UHS Administrators**
  - **Julia Eells, Head of School**
    - Julia.Eells@sfuhs.org
    - (415) 447-3121
  - **Alexandra Simmons, Dean of Student Life**
    - Alexandra.Simmons@sfuhs.org
    - (415) 447-3109
  - **Lindsay Repko, School Counselor**
    - Lindsay.Repko@sfuhs.org
    - (415) 447-3111

## Acceptable Use Policy and Computer Safety

UHS' electronic mail, wired and wireless computer systems networks, including hardware, software programs, internet access, iPads, and computer labs ("Computer Resources") are the property of UHS and are provided for the use of its students and employees for educational purposes. Use of UHS' Computer Resources is a privilege, and UHS expects that students and employees will use good judgment when using UHS' Computer Resources, recognizing the public nature of the space and that all school rules apply. Abuse of this privilege will be dealt with on an individual basis by the members of the computer/technology staff, the Dean of Student Life, and/or the Council on Honor and Integrity (IHC), and may result in the revocation of all computer/email/network privileges and other disciplinary procedures, including dismissal when appropriate. Use of the Computer Resources, including the Internet, is subject to applicable US federal and California state laws and to the following **Acceptable Use Policy**:

The use of UHS Computer Resources is a privilege which UHS can revoke at any time. Students must respect both the privacy and rights of others when using the School's computer resources. Interfering with, changing, or even viewing files that are not one's own is forbidden. Illegal copying of software, re-configuring software or tampering with the operating system or security systems on school computers will result in disciplinary action.

Students are strictly prohibited from using UHS' Computer Resources contrary to the educational purpose of UHS or in any way that may be disruptive or offensive to others, including, but not limited to, the transmission of any sexually explicit material of a prurient nature, including text, images, or cartoons; ethnic or racial slurs; or comments which may offend on the basis of age, national origin, sexual orientation, religious beliefs, disability or anything that may be construed as harassment or disparagement of others (including but not limited to repeated unwelcome contacts with another). Whether any use violates this policy shall be in UHS' sole discretion.

Illegal use of Computer Resources -- that is, use in violation of civil or criminal law at the federal, state, or local levels -- is prohibited. Examples of such uses include but are not limited to: promoting a pyramid scheme; distributing illegal obscenity; receiving, transmitting, or possessing child pornography; infringing copyrights; and making bomb threats. Students should be aware that copyright law governs (among other activities) the copying, display, and use of software and other works in digital form (text, sound, images, videos, and other multimedia). While the law permits use of copyrighted material without authorization from the copyright holder for some educational purposes (protecting certain classroom practices as "fair use," for example), an educational purpose does not automatically mean that the use is permitted without authorization from the rights owner.

Students are strictly prohibited from defeating or attempting to defeat any UHS Computer Resources security -- for example, by "cracking" or guessing and applying the identification or password of another user. Additionally, students must not knowingly distribute or launch computer viruses, worms, or other rogue programs.

Without specific authorization, students may not (physically or otherwise) attach any non-UHS computers and/or peripherals (such as an external disk, printer, or video system) to UHS Computer Resources. Exceptions to this policy are made for the use of USB flash drives, and for establishing connections to the UHS guest wireless network.

Electronic mail, files, messages, documents, and other information stored, created, retrieved or transmitted on the Computer Resources is not confidential or private. UHS has the right to access, review and use for any purpose any and all messages and information on its Computer Resources at any time without notification, on a regular or random basis, without regard to (i) the use of passwords or access codes or (ii) who composed or placed or received the information, document or message. Any of the information stored in any of its Computer Resources, therefore, is subject to disclosure by UHS to others as may be permitted or required by law. Users should not use electronic mail or the computer network to communicate sensitive or confidential information. Password protection is provided to prevent other students, employees and third parties from accessing users' communications. It does not grant protection from access by UHS. That said, students are responsible for maintaining the security of their own Computer Resources accounts and passwords. Any student changes of password must follow published guidelines for passwords. Accounts and passwords are normally assigned to individual students and are not to be shared with any other person without authorization by UHS. Students are presumed to be responsible for any activity carried out under their Computer Resources accounts and/or posted on their personal web pages (including, but not limited to, Facebook and other social networking pages/sites).