



Student Handbook

2024-2025

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OVERVIEW

Lick-Wilmerding High School community members arrive at Ocean Avenue from all parts of the Bay Area. We are home to a diverse group of students, teachers, staff and families, united by the vision and purpose of the school's mission. This diversity is central to the power of the educational experience and our personal growth. Thus, LWHS relies on the commitment of each community member to honor and practice the tenets of the mission, rooted in the principles of inclusivity, empathy, integrity and compassion for self and others.

Should individuals fall short of these ideals, there are varied systems of accountability in place intended to maintain the health, safety and integrity of the community, and to guide students in reflection, and to engage in acts of repair in an effort to restore trust with fellow community members.

Please note, not all of your questions will be answered in this handbook, but we hope it will help you identify where to get more information. We do update the handbook from time-to-time during the school year, so please be sure to read the weekly e-Tiger to stay up to date on any changes. Lastly, this handbook is not intended to be a contract; the terms of your student's enrollment with the school are set forth in the enrollment agreement signed by you and the Head of School.

LWHS PARENTS AND GUARDIANS ARE...

... integral members of the community, and it is their support and guidance that enables students to thrive in their high school years. However, this is also a time when students explore who they will be as adults: what inspires them, what passions they follow, and how choices and decisions shape their experiences. To this end, parents and guardians often struggle to know when to allow their student(s) the space and independence to steer their own ship, and when to intervene. Here are a few recommendations for navigating these exciting developmental years:

- If there is a concern about a specific class, whether about homework, grades or progress, it is best if your **student** meets with the teacher first, as this is the primary relationship. If, after this step, it is determined that more support is needed, the student and family should reach out to the student's advisor OR the

freshmen/sophomore class dean or junior/senior class dean, as applicable (collectively, the “Class Deans”) for additional consultation and referral to support resources.

- If there are concerns about multiple classes or that your student is not thriving academically overall, please connect directly with your student's Class Dean as this may indicate an issue beyond a singular class.
- If there is a social-emotional issue with the student or family, or your student is not thriving outside of classes, it is best to reach out to the student's advisor who may direct the family to the school counselors, Class Deans or Dean of Students (collectively, the “Deans”), or the Director of Student Inclusion.

Whenever possible, it is best to have the student included in all meetings and communications about their high school experience. However, we realize there may be occasions when families feel an "offline" conversation with a Dean or counselor is needed before bringing the student into the communication.

In addition, it is also best to include teachers in all communications about classes—it rarely serves the student-teacher relationship well for parents to engage a Dean or other administrator about a course or teacher without first discussing concerns with the faculty member. All Deans and advisors will encourage this process of communication should issues arise.

If ever you are unsure how to proceed in support of your student, it is always best practice to begin in consultation with your student and their advisor to determine next steps.

ONE OF THE MOST IMPORTANT...

... experiences for LWHS students is learning how to engage with, contribute to and sustain a diverse community. Central to this lesson is to cultivate an attitude of respect and empathy towards the self, others and the school environment. This includes:

- Being attuned to and responsive to how words and language (whether voiced, repeated, sung) can be used to build and sustain a community or, as especially true in the use of racial or other identity slurs, specifically the n-word, used to tear down a community.
- Seeking to be self-aware, and aware of and respectful to ALL community members.
- Acknowledging and assuming responsibility for the impact of one's actions, regardless of intent..

- Keeping the cafeteria, community spaces and general campus clean and accessible to all.
- Being mindful of the personal safety of self and others.

Students are expected to follow school policies and honor the reasonable directions of faculty and staff at all times. Students are also expected to encourage their peers to practice our community norms and policies, and to SPEAK UP when norms have been transgressed.

COMMUNITY

LIST OF 8 ITEMS.

1. Discrimination

Lick-Wilmerding High School prohibits unlawful discrimination of any kind against its students.

LWHS is committed to maintaining an environment that is free of all forms of discrimination, including discrimination based on race, religion, national origin, sex, sexual orientation, gender identity, gender expression, or disability. If a student feels that a peer, teacher, administrator, coach or anyone else in the LWHS community has discriminated against them for any reason, the student should promptly report the matter to the Dean of Students. If the student is not comfortable discussing the matter with a Dean, they should reach out to the Director of Student Inclusion. Even if the student is uncertain whether the specific conduct is actually prohibited, the student should still report the concern to a school leader or trusted adult. The school will investigate any matter reported and will take appropriate corrective action. If the student is not comfortable speaking with or is not satisfied with the action taken by the investigative committee or would prefer, the student is encouraged to speak directly with the Head of School and/or the President of the school's Board of Trustees.

Accommodations for Students with Disabilities

LWHS is committed to providing equal educational opportunities to students with disabilities. LWHS will make accommodations to allow students and their families to participate in the school's programs unless such accommodations would impose an undue

hardship on the school or fundamentally alter the nature of the school's educational program. Each accommodation request will be handled on a case-by-case basis. Students who seek accommodations should contact their Class Dean. In order for the school to evaluate the request for accommodation, the individual requesting accommodation may be required to provide information from a health care provider concerning the need for accommodation. Such information will be kept confidential.

LWHS will also provide accommodations to allow parents or guardians with disabilities to participate in their student's education. Parents or guardians who need accommodations to attend conferences, communicate with the school, or otherwise access the school's services and programs should contact the Dean of Equity and Inclusion.

2. Policy Against Harassment, Bullying and Hazing

LWHS is committed to maintaining an environment for all students and employees that is free from all forms of discrimination, harassment, bullying or hazing. The School prohibits sexual harassment as well as discrimination and harassment based on a student's race, religion, national origin, sex, sexual orientation, gender identity, gender expression, or disability. LWHS will not tolerate harassing or discriminatory treatment of students by other students, their family members, the School's volunteers, employees or contractors. Additionally, the School forbids retaliation against any individual who reports an incident of harassment, opposes harassment or participates in an investigation of a complaint of harassment.

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As a school that values inclusion and a community built upon trust and safety, interactions within OR outside of school can affect a student's ability to feel safe and thrive at school. Accordingly, this policy applies to all interactions involving students, whether or not occurring during school or school functions or on campus, if:

- the conduct has a negative impact upon the school performance of the student who is subject to harassment or affects that student's academic status or progress
- the conduct adversely affects the educational environment including creating an educational environment that is intimidating, hostile, or offensive
- such conduct affects the benefits, services, honors, programs, or activities available to any student at the School.

HARASSMENT

It is important that students think carefully about their actions and the impact their decisions have on others in the LWHS community; what a student may consider "joking" has a negative, often harmful, impact on other community members. There is no place for such behaviors in a school environment. LWHS is committed to educating students about the impact of harassing behavior, including how to assume responsibility and how to effect repair with others. Such behaviors include but are not limited to:

- Verbal or online comments such as derogatory jokes or slurs
- Verbal or online comments that make fun of or demean a peer or group based on racial, religious, gender, or sexual identity, class, sexual preference or any other identifiers
- 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.
- 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:
 - such conduct has a negative impact upon the recipient student's school performance

- such conduct adversely affects the educational environment including creating an educational environment that is intimidating, hostile, or offensive
- such conduct affects the services, awards, programs, or activities available to any student at the School.

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 academic status or opportunities
- subtle pressure for sexual activity
- repeated expressions of sexual or "romantic" interest after being informed that the interest is unwelcome.

Harassment may take many forms. It can be subtle and indirect, or blatant and overt. It can occur between people of either or the same gender, between peers, or between individuals in a hierarchical relationship. A single incident of prohibited harassment could be grounds for dismissal or expulsion, depending upon its severity.

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 the School's policy against harassment 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 the school's community, including employees, contractors, or family members of other students, should immediately bring this to the attention of either the head of school or any of the following administrators:

- Director of Student Inclusion
- Director of the Center for Civic Engagement
- Dean of Equity and Inclusion
- Dean of Faculty
- Dean of Students

A student or parent may also notify the President of the Board of Trustees at any time. If a student feels more comfortable speaking to another trusted LWHS employee, that employee will assist them in reporting their concerns.

The parents of the student(s) involved will be notified. The Head of School will lead an immediate investigation and will take corrective action if any is appropriate, including possible disciplinary actions against employees of the School. The School will advise the student who reported concerns and the student's parents of the disposition of the complaint.

STUDENT-TO-STUDENT HARASSMENT, BULLYING OR HAZING

A student who believes that they have been subject to prohibited harassment, bullying or hazing by another student may elect to handle the matter informally by telling the other student to stop.

Whether or not the other student stops, LWHS encourages the student or their parent to bring conduct of other students that violates this policy to the attention of one of the members of the Anti-Harassment Committee or any faculty-staff member. Depending on the nature of the conduct involved, the complaint may be handled informally.

If informal actions do not cause the offensive behavior to cease, or if the behavior is of such a nature that informal resolution is not appropriate, the Anti-Harassment Committee will initiate a formal

process and notify the Head of School. The School will also notify the parent(s) of the students involved unless notice at that time is inappropriate under the circumstances.

The School will conduct a fair, timely, and thorough investigation of the complaint. The investigation will normally be conducted by School personnel although in some cases the School may retain an outside investigator. If the School determines that conduct in violation of this policy has occurred, the School will take prompt corrective action. The School will notify the student who made the complaint and the student's parents of the disposition of the complaint.

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.[SA2]

In some cases, the School may be required by law to report harassing conduct to law enforcement or child protective agencies. The School will cooperate with such agencies and may need to defer proceeding with its internal complaint procedures to avoid interfering with the agency procedures.

Student and parents may also refer to the [Know Your Options](#) for procedures on reporting sexual harassment and assault.]

ACCOUNTABILITY AND DISCIPLINE

Depending on the behavior involved, the students may engage in an accountability process that focuses on repair and restoration. A student who violates this policy may also be subject to discipline which may include a range of actions including warnings, suspension or dismissal.

CONFIDENTIALITY

Records of all compliant resolution proceedings will be maintained by the anti-harassment committee. The school will keep the complaint and the investigation as confidential as possible, consistent with the need to conduct an investigation, determine responsibility, cooperate with law enforcement, and implement any appropriate remedial measures.

MANDATED REPORTING

Employees of the School are considered mandated reporters, and they comply with the requirements of California law to make a report to child protective services agency or law enforcement whenever they have a reasonable suspicion that a child they encounter as part of their

job duties has been subjected to child abuse or neglect. In some cases, School employees will be required to report information they learn in connection with a complaint of violation of the School's policies against harassment. By law, reports made by mandated reporters must be kept confidential.

3. Conduct for Adult/Student Interaction

In order to best serve the well-being of the School's students, the School requires all employees and other adults in the School's community to maintain appropriate boundaries in their relationships with students to ensure that they avoid even the perception of inappropriate conduct.

In doing so, all employees are expected to adhere to the following guidelines. Note, this code of conduct applies to all current students as well as any recent alum.

- Do not friend or connect with students on social media, other than in groups necessary for job-related duties.
- Avoid telephone calls or text conversations with individual students unless necessary for student safety while off campus for a class or other School-sponsored activity. If texting is necessary, include another adult, such as the student's parent, in the messaging.
- Emailing from an employee's school account and to the student's school account is always the preferred method when conversing with individual students.
- Avoid communications with others containing inappropriate information if there is likelihood the receiving party will share it with a student, for example, sending content to a former student who is likely to share it with a current student.
- If alone in a space with a student, make sure that the space is visible to the public or that the door is open; otherwise, move to a more public location. If a space with adequate visibility is not available, find another adult to be present. When a student's privacy needs to be preserved and no appropriate location is available, consider delaying the meeting.
- Do not meet with individual students off campus, over coffee, socially, or otherwise.
- Do not have any unnecessary physical contact with a student in either a public or private situation.
- Respect a student's rights not to be touched or looked at in ways that make them feel uncomfortable.
- Avoid sharing or inquiring about overly personal details about a student's private relationships, or discussing the employee's own personal troubles or intimate issues with a student.

The School encourages parents or other members of the school community who have concerns about adults crossing appropriate boundaries with students to inform the Head of School or President of the Board of Trustees. The School will not retaliate against anyone who reports conduct that may violate this policy.

4. Sexual Abuse

Affirmative Consent to Engage in Sexual Activity

Students and families should be aware that intimate touching of another person against the will of that person is a violation of California law.

LWHS encourages students and families to be aware of California's 2014 Yes Means Yes legislation, which requires students at colleges and universities to obtain affirmative consent before engaging in any sexual activity. Affirmative consent is defined as "affirmative, conscious, and voluntary agreement to engage in sexual activity." Lack of protest or resistance does not mean consent, nor does silence mean consent.

- Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time.
- The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never, by itself, be assumed to be an indicator of consent.
- Affirmative consent cannot be given if under the influence of alcohol or drugs.
- Failure to honor a revocation violates affirmative consent;

If a student has been the victim of sexual abuse (including sexual assault) they may share that with any trusted LWHS employee. That employee will help the student find support and resources and may contact the Deans and/or the counseling department for assistance. The School will keep the student's disclosure as confidential as possible, except as necessary to provide support to the student or to comply with legal duties to report sexual abuse of minors. If a student who is a minor discloses sexual abuse to an LWHS employee, the LWHS employee will have a duty to call law enforcement or a child protective services agency to report the sexual abuse, because all LWHS employees are "mandated reporters." As mandated reporters, LWHS employees are required to report suspected neglect or abuse of a minor, including sexual abuse. Under California law, mandated reports are confidential, so LWHS may not be able to share information about the report or whether a report has been filed, even to the student's family. In some cases, the investigating agency does not want information about the report disclosed because that may interfere with its ability to conduct an investigation.

If a student reports that another LWHS student was involved in the sexual abuse, the School will address the other student's conduct in accordance with the Policy against Harassment. If a law enforcement or child protective services agency is investigating a report of sexual abuse, LWHS may need to defer its own internal complaint procedures.

5. Illegal Substances

Students will not possess, use (including vaping), sell, distribute or be under the influence of any illegal drugs or alcoholic beverages during school hours or at any school events.

Alcohol & Marijuana

It is illegal for minors to use alcohol or illicit drugs, including marijuana. They pose serious risks to physical and mental health, and they interfere with a student's ability to learn. Providing drugs to other people is a destructive act against the whole community and is a serious crime. Students caught in possession of or under the influence of drugs or alcohol on or near campus or at any school event (on or off campus) will be suspended from the community and placed on disciplinary review for a period of time. In certain cases or with repeated offenses, students will be dismissed from the school. Additionally, the school may require the student to undergo drug evaluation, rehabilitation and/or counseling. All infractions of this nature are reportable to colleges.

Students concerned about drug or alcohol abuse should seek help from the Counseling Department or the Deans, and will receive counseling, referrals and helpful intervention to the extent that the school is able to provide it.

Tobacco/Vaping

Smokers have to be at least 21 to buy tobacco products in California, therefore it is illegal for students to use any tobacco products, which includes vaping, at any school events, on or off campus. Violations will result in suspension and disciplinary probation. Repeated offense will result in dismissal from school.

6. Theft and Vandalism

Students will respect the property of individuals on and off the school campus.

Both theft and vandalism are destructive acts that promote distrust in the community and drain resources that could be devoted to improving the school's program, physical appearance and function.

- Vandalism is defined as: defacing and/or destroying school property such as desks, walls, toilets, lockers, tables, floors, or windows, OR defacing/destroying the off-campus property of a community member neighboring LWHS or in a community where you participate in an LWHS event.

Theft may include:

- “Borrowing” or “using” something without the owner’s consent (e.g. a book, laptop, phone, etc.) or keeping things that one “finds” around the school.
- If a student finds another’s valuable item, return it to the front office or to the person to whom it belongs (to keep the item is theft).
- Taking or consuming food or drink from the cafeteria without paying for it.
- Going through other students’ possessions, opening their lockers or reading their mail are all violations of this rule.

In light of the damaging effects of vandalism and theft on a community, and the ease with which vandals and thieves can avoid detection, students are requested to inform an adult about the identity of someone who has been stealing or vandalizing the school.

Students must also use common sense in protecting their possessions.

- NEVER leave a phone/computer or any device unattended.
- Lock your valuables in your locker or keep the items on your person.
- Never leave backpacks, sports bags, or other items unattended; if not in your locked locker, bring all items to your sports practice.
- Don’t assume that the sports locker rooms are safe; the only way to prevent theft is to lock bags into a locker.

Consequences for vandalism or theft may include repair or replacement of the property involved, community suspension, and even dismissal. If appropriate, the police may be notified.

7. Surrounding Neighborhood

Students will respect the neighborhood, its residents, and their property.

LWHS does not exist in isolation, but as part of a larger community. It is the duty of each community member to maintain good relations with neighbors so that the school’s presence is not a burden to the community. LWHS trusts students enough to have an open campus policy. In return, students are expected to:

- keep the neighborhood clean
- refrain from all forms of vandalism and graffiti

- not loiter or sit on property belonging to others
- treat all persons in the neighborhood with courtesy and respect

8. Violence and Weapons

Students will not use violence or exhibit violent behavior, verbal or physical, at school or during school events.

Violent acts such as fighting, bullying, using projectiles, or any other act with the intention to injure a member of the community holds significant consequences, including possible suspension or dismissal.

It is extremely important that all students and employees cooperate with the school in order to minimize this potential threat to our community. Immediately report to a Dean or other administrator, advisor, counselor, or the Head of School any concerns or information you have which could lead to violence within our community.

- This includes potential or actual threats by anyone, including fellow students or employees, former students or employees, their relatives, as well as former friends.
- The school will endeavor to maintain the privacy of any confidential information shared with us.
- Students and employees may report any incidents or weapons, violence, or threats of violence without fear of reprisal of any kind.

Weapons

Students will not possess guns, knives, or any other weapons during school or at school events. These objects are wholly inappropriate in a school environment. They create the potential for accidental harm. Students are expected to use good judgment in determining what objects fall under this rule and should always defer to adult expectations of what is appropriate. If any object is used in a threatening way, they would immediately become subject to the rule.

Objects in violation of the rule will be confiscated and families will be notified. Depending on the severity of the event, additional consequences, up to and including dismissal, may be imposed.

ACADEMIC INTEGRITY & ACADEMIC SUPPORT

LIST OF 3 ITEMS

1. Academic Integrity Policies

Academic integrity is the cornerstone of education; without it, no true teaching or learning can happen. It is expected that students will exhibit academic integrity in all of their work.

Faculty and Staff must be able to evaluate accurately how much a student has learned, and they cannot do that if one:

- Cheats on an exam.
- Turns in someone else's work as their own.
- Uses the ideas/language of other sources without appropriate citation.
- Submits individualized but identical work as a classmate.
- Helps a friend cheat or encourages that person to be dishonest (this will result in disciplinary action as well).

Cheating of any kind undermines the atmosphere of trust in the community and compromises the integrity of the institution and the diploma that represents a Lick-Wilmerding education.

Plagiarism

When you put your (singular) name on your work, you are indicating that it is your own work and ideas. A specific form of cheating is plagiarism, which involves presenting others' work as one's own, whether in writing, lab work, problem sets, visual arts or other media:

- Copying all or part of any source—book, internet, radio or television program, is permissible if one uses quotation marks and identifies the source through formal citation.
- Using another's words, ideas, images or research **without** proper citation is plagiarism even if one changes the wording.

Teachers take time to teach the correct use of sources and citations so there is no excuse for improper or insufficient citations; this is plagiarism, even if the student did not intend to cheat.

Other examples of violating academic integrity, include but are not limited to:

- Missing class to avoid a test or assessment due date.

- Talking to another student during a test or exam or sharing information with others after the exam.
- Having your phone (or any electronic device) out during an exam (without the express permission of a teacher).
- Submitting a document that was the product of group effort/group thinking (e.g. a google doc) as solely your own work.
- Submitting an assignment assigned and assessed in one class for credit in another without clear teacher acknowledgment and approval.

A **first** integrity violation results in academic consequences.

- The student will receive a “zero” or a significant grade reduction on the work submitted. This depends on the severity of the cheating, to be determined by the teacher, in consultation with their Class Dean.
- The student will receive a formal disciplinary warning.*

*Additionally, the student may also be suspended from the community or have additional consequences depending on:

- The age of the student.
- The gravity of the cheating incident.
- Any prior warnings or accountability processes of any kind.

A **second** academic integrity violation at any time during the student’s time at LWHS is regarded as a serious offense, resulting in community suspension or possibly, even dismissal. **Colleges require students and college counselors to report academic integrity infractions.**

2. Academic Support, Level 1

Students who experience a sudden drop in grade(s), have significant outstanding work in one or more classes, or are struggling to thrive will be offered additional resources and support through the LWHS student support services team.

The student support team is notified of these situations either through a support referral or in review of the quarterly grade book. Once notified, a support process begins with the student’s Class Dean who will:

- Meet with the student and, if warranted, the student's advisor.
- Devise, in collaboration with the student, a plan of action to address the concern.

- Refer the student, as needed, to additional resources such as counseling or learning support.
- After meeting with the student, the Class Dean will communicate with the family regarding the concerns (s) and support plan.
- In some cases student privileges, including participation in extracurricular programs, may be temporarily suspended to prioritize completion of academic coursework.

3. Academic Support, Level 2

When it becomes apparent, generally through student support referrals, that a student is struggling in many of their classes, a more defined and long-term team plan is enacted.

This specifically applies to a student who receives one or more semester grades of D+ or below, and in some cases, multiple C minuses. In these situations, the student:

- will be required to work closely with their Class Dean throughout the successive quarter or semester.
- will access school support resources which may include LSC support, the counseling department, peer or external tutoring, etc.
- may be restricted from other privileges such as off-campus, participation in athletics, student council, clubs and/or non-class-related performances (this may also be implemented in situations when there are significant outstanding assignments or a significant attendance concern).

The primary goal of the long-term collaboration is to provide needed and consistent support until a student can thrive independently.

If, at the end of the support semester, the student has improved to the point where they have no grades of D+ or below, they will no longer be required to follow the support plan. If the student continues to struggle academically, there will be an additional semester of monitored work with a Dean or other member of the student support team. *Lick-Wilmerding has extensive support resources for students but does not make modifications to the academic program that would fundamentally alter the program or academic standards.*

Students receiving an F may be in danger of not fulfilling graduation requirements and families should be aware that the UC's and CSU's do not accept transcript grades below a C- for A-G designated classes. Students in these situations or who demonstrate an unwillingness to follow the support interventions and/or use the resources provided may be denied continued enrollment.

The final decision concerning continued enrollment is usually made at the end of the first grading quarter of the following semester so that the student can begin looking for another school if necessary. In some cases, the school may decide to wait an additional quarter to make a decision about continued enrollment. Parents will be notified of the student support plan, including the terms and conditions outlined in a letter, and may request a meeting with the Dean of Students or Head of School.

The guidelines that follow describe the school's processes with students who engage in conduct that violates the values and integrity of the LWHS mission

The core objective of the accountability protocols is to teach and assist students in a process of **acknowledging harm**, establishing **repair** with the community and personal growth in **restoring trust** with peers and the institution.

The school seeks to balance supporting students in being accountable in an instructive and equitable manner with the need to be responsive and responsible to the larger community. In addition, public education standards of due process and fair hearing are not applicable.

The Head of School, at their sole discretion, has full authority to administer consequences, including the authority to determine the appropriate accountability procedure to be utilized in each specific instance. Consequences may also be administered by agents of the Head of School including the Dean of Students, Class Deans, or the Dean of Teaching and Learning.

THE RULES

LIST OF 5 ITEMS.

1. Accountability Process

"If I love you, I have to make you conscious of the things you don't see." (Baldwin, "The Black Scholar")

The guiding principles of accountability at LWHS are to ensure the safety of all community members, uphold the integrity of the school, show students the limits of acceptable behavior, and to provide them with a learning experience that contributes to their growth as ethical adults.

LWHS respects students' privacy, and seeks to limit disclosures about accountability processes to families, Deans, advisors, and if appropriate, students' teachers. However, it is important for students and families to recognize that public actions in violation of school policies and norms often necessitate a public apology or action to make amends for the transgression. Students suspected of violating community norms or demonstrating misbehaviors are generally reported to the Deans or the Director of Student Inclusion, initiating the accountability process.

Acknowledgment—If the student accused of a violation admits to the infraction, the Class Dean recommends the most equitable and fair consequence, often in consultation with other agents of the school. If the student does not admit to the infraction, the Class Dean will determine whether the matter should be investigated further, in consultation with the fellow Deans and the Head of School.

Investigation— The school may need to investigate to fully understand the circumstances. When the Dean of Students determines that an investigation is appropriate, the Dean of Students and/or Class Deans will:

- Examine relevant evidence, such as potentially plagiarized assignments or social media communications.
- Interview parties who may have been involved in or witnessed the incident (students and faculty-staff).

Consult with advisors, faculty, counselors or other school leaders, as needed.

The school will inform the student accused of a violation and their family of the findings of the school's investigation while protecting the privacy of other students involved.

Repair and Restoration—Integral to acknowledging a transgression is accepting the impact and consequences of actions. LWHS strives to balance empathy, fairness and consistency with a recognition of the individual circumstances, the nature of the infraction, and the age of the student. To that end, LWHS has a two-tiered system of consequences; during the accountability process, the Class Deans determine, in consultation with the Dean of Students and/or Head of School as appropriate, if an infraction warrants a warning including an expectation of making repair or more serious consequences, including community suspension, a lengthier disciplinary review period or expulsion.

2. Disciplinary Warning

A student committing a minor community offense (determined by the Class Deans and/or other school leaders) for the first time will receive a warning, which is recorded by the Dean of Students or Class Dean. The student will also be encouraged to engage in a facilitated

restorative circle with those impacted, if the impacted individuals are willing to do so. Depending on the nature of the infraction, consequences in addition to a warning may be issued, including:

- A reduced or "zero" grade for an academic integrity incident.
- A letter or presentation of apology.
- Restricted privileges (such as participation in sports, plays, clubs, or attending off campus events).
- An in-house suspension monitored by the Deans.
- A warning may also result in a student being placed on disciplinary review (see below).

The Deans strive to collaborate with the student and student's family to ensure the student understands and assumes responsibility for the infraction, in the most transparent, supportive way possible. If a student who has received a warning commits a second infraction during their time at LWHS, there will be more serious consequences, including community suspension, or dismissal.

3. Disciplinary Review

The disciplinary review period is designated by the Deans to any student who commits a more significant violation of school norms and policies (community based OR academic), demonstrates exceptionally negative behaviors, or has previously been issued a warning.

Disciplinary Review is:

- Intended to heighten the student's awareness of their responsibility to honor school norms and policies and the impact they are having on others.
- Often accompanied by other consequences such as community suspension and/or suspension of privileges or exclusion from extracurricular activities in order to emphasize the importance of personal integrity and accountability.
- A review status that may last one semester or a full academic year; to be determined by the Deans.

If a student does not make efforts to acknowledge the impact of their behavior or commits another infraction during the review period, the result will be additional consequences, including community suspension or dismissal. A decision concerning continued enrollment may be made at any time during the year.

4. Community Suspension

Community suspension is designated by the Deans and/or the Head of School when the institution deems it necessary to remove a student temporarily from the LWHS community. A

suspended student must be away from the LWHS campus and all school activities—on or off campus—for the duration of their suspension, unless otherwise directed.

The length of the suspension will be determined by the nature of the transgression and a suspended student will receive zero (or reduced on major benchmark assessments) credit on all forms of academic work during their suspension. Community suspension is often accompanied by other aspects of the accountability process, including public apologies, restorative meetings with those harmed by behaviors, or redoing an assignment or assessment without credit. Students are also placed on disciplinary review for a period of one year.

5. Dismissal

In cases of major disciplinary offense and/or an accumulation of lesser offenses, the Head of School, in consultation with the Dean of Students, may dismiss a student from LWHS. An infraction committed while a student is on Disciplinary Review may also result in dismissal. This step is a last resort and becomes a part of the student's school record.

6. Reporting Discipline to Colleges and Others

In response to inquiries from colleges and/or in recommendations, LWHS may report any disciplinary consequences beyond warnings.

FOR YOUR INFORMATION

LIST OF 24 ITEMS.

1. Absence and Tardy Policies

At LWHS, we place high value on the active presence and participation of students in their classes. Classroom experiences are vital to a LWHS education. The following policies are a reflection of these values.

Students will demonstrate consistent and punctual attendance at all classes and required school events.

Families—In case of illness or family emergency, please notify the school before 8:30am and leave a message on the absence line (ext. 333) or email attendance@lwhs.org, stating your name, the name of the student, the date, and the reason for absence.

—TARDY POLICY—

Teachers take attendance at the very beginning of class, after which point students are considered tardy. Students/Families are expected to monitor their own attendance and school progress and must clear tardies with their Class Dean. Four (4) unexcused tardies in one class, in one semester, are the equivalent of a cut and will result in a 1/6 (or 1.67%) semester grade reduction.

Process for Excusing a Tardy:

- Student/Family **MUST** contact the receptionist and their Class Dean within two school days from the date of tardy.
- Receptionist (in consultation with the Class Dean and sometimes the teacher) determines if the tardy is excused.
- Students and Families can refer to their Attendance Record on the student's Progress Page to view the status of a tardy.

After the two school days time frame has elapsed, the tardy will remain as unexcused and may result in a grade infraction (see above).

—ABSENCE POLICY—

Students miss classes for varied reasons, most often illness. Please find below the school policies about class absences. Please note, any student who amasses 10 missed class meetings (25% of class time) OR 15 missed school days in a semester, **for any reason**, may be denied credit in that course. A family meeting will be required for any student approaching this number of absences.

Planned Absences

Families are asked not to schedule extended trips during school time—whether for college visits, personal vacations, etc. These trips should occur during scheduled school vacations. However, when such trips are absolutely unavoidable, families are required to contact their Class Dean to get administrative approval.

Medical and dental appointments should be scheduled after or before school hours, but students who must miss school for such appointments must bring a signed doctor's note within two school days of the appointment to clear the absence.

All students are expected to use the **Anticipated Absence Form** (obtained from Class Deans in person or requested via email) when missing more than one class block, and should work out a plan with their teacher for making up work. As a courtesy for teachers, this must be done 48 hours in advance of missed classes.

Multiple Absences (not including illness) and Grade Reductions

When a student has missed 6 classes (*not due to illness*) during a semester because of a trip of choice (including college visits, family trips, etc.), extracurricular activities, or unexcused absences (a.k.a. "cuts") their course grade is reduced by 1/3 for every missed class, and they cannot earn higher than an A- for the semester.

The student's grade continues to drop by 1/3 with each additional class missed in that semester. For example, a semester grade of B+ would be reduced to B if that student misses 6 classes in the semester. The grade reductions are implemented by the Class Deans at the end of each semester.

Classes missed for illness, bereavement, or in-school field trips do not count towards the Multiple Absence limit.

Absences Due to Illness

Students who are ill should stay home and recover. Teachers post assignments on the website and students will have as many class days to make up work as they were absent. Students who become ill while at school must check-out with the receptionist or the health coordinator who will contact a parent/guardian to pick up the student or request permission for the student to travel home. After 3 consecutive absences due to illness, the Class Dean may request a note from a doctor.

Students who suffer a concussion requiring a medical accommodation of school attendance or work should immediately notify their Class Dean.

Lengthy Illness that Results in a Medical Leave

Should a student miss a significant amount of school due to lengthy illness (excused absences, explained by a doctor's note) the Class Dean will devise a support plan including a timeline for the completion of class papers/projects and final exams. *LWHS will provide for academic accommodations in the event of a medical crisis; however the school does not make modifications to the academic program that would fundamentally alter the program or academic standards.*

If course work has not been completed according to the established timeline, the student's work will be subject to a reduction in grade to be determined by the instructor, Class Dean and/or the Dean of Teaching and Learning.

For students who have missed 7 or more school days due to illness:

- The Class Dean may require a family conference to discuss the missed course work.

- The Deans/counselors/teachers will consult and devise an appropriate timeline for the student's completion of curricular work.
- Extracurricular pursuits may be suspended until the student has caught up in the coursework.

Should the extended absence equal 10 missed class meetings or 15 missed school days in a semester (not necessarily consecutive), the student may not receive course credit for that semester and may be asked to take medical leave from school. Students who take medical leave from school and seek to re-enroll will be asked to provide a doctor's note and parents/guardians will be asked to meet with the Dean of Students to agree to the terms and conditions of the leave and re-enrollment, as established by the Head of School and outlined in a formal re-enrollment letter.

UNEXCUSED ABSENCES, a.k.a. "Cuts"

Absent students not on the list of excused absences will be considered unexcused and the absence will be marked as a "Cut."

Lateness or absence due to malfunctioning alarm clocks, missed buses, late night studying, and the like, are considered unexcused. Being tardy to or absent from a given class for 30 minutes or more is also considered a cut. **Cuts taken because of social justice work are treated differently: see below.*

Process for Excusing a Cut:

- Student/Family MUST contact the receptionist and their Class Dean within TWO school days from the date of unexcused absence.
- Receptionist (in consultation with the Class Dean and sometimes the teacher) determines if the absence is, in fact, excused.
- Students and Families can refer to their Attendance Record on the student's Progress Page to view the status of an absence.

After the TWO days time frame has elapsed, the CUT will remain as unexcused and is subject to consequences below.

An unexcused absence ("cut") results in a:

- Grade reduction of 1/6 (or 1.67) of the student's semester grade.
- "Zero" on any daily assignment and/or lowered grade on any major assignment (including papers, projects, or tests) that was due during the class that was cut, as determined by the Class Dean in consultation with the teacher.
- "Cuts" also count towards the Multiple Absence limit (see above).

Failure to attend a Community Meeting, Assembly, or Advising Group is counted as an unexcused absence and will result in a warning and consequences such as suspension of

off-campus privileges, or, if such behavior continues, disciplinary review.

If a pattern of unexcused absences and tardiness continues, the school will contact the student's family for a conference to discuss further disciplinary consequences, which may include denied credit in a course. Students who continue to amass unexcused absences and tardies will be put on Disciplinary Review and may even be asked to leave LWHS.

Athletics and Performing Arts

Students participating in school activities such as athletics and performances must attend classes on the day of those activities/performances (or day before in the case of a Saturday event). They may not participate in games, practices, performances, rehearsals, or attend school-sponsored functions such as a dance, play, etc., if they have missed any part of the school day. Exceptions are made for medical and dental appointments if a parent has notified the school in advance. In the case of illness, the student should stay home and recover.

If students need to miss any classes or portions of classes for sports or performing arts activities or other school-sponsored events, they must obtain teacher permission and signature on an Athletics Anticipated Absence Form (available from receptionist) **the DAY PRIOR TO THE EVENT, no later than 4pm.**

- If the signed form is NOT submitted the day before, the student MAY NOT miss any class(es) to attend the event.
- Students are responsible for turning in assignments on time and for making up any work missed as a result of their absence, preferably in advance.
- Students in good standing will be allowed to miss class— however, students may be required to attend class because of the negative academic consequences of being absent.
- Teachers and/or Deans reserve the right to deny early dismissal for such events.
- Students who have multiple assignments or major projects outstanding in a given class (e.g. semester papers or projects) may not attend athletic, performing, or any school-wide co-curricular events until this work has been submitted.

CUTS for Social Justice/Activism/Protests:

Students who miss class(es) due to a protest or other activism will initially receive a cut for those missed classes. Within two school days of receiving a cut for social justice-related work, students must complete the social activism [attendance form](#). Once this form is reviewed by the Director of Student Inclusion, they will notify the appropriate Dean with the final decision on whether or not the document is approved. The Dean will uphold this decision unless there are extenuating circumstances that must be addressed. When the document is approved, the receptionist will be notified and will turn the unexcused absence (cut) into a "approved cut for social justice work."

Additionally, the following will occur:

- Students will **not** receive a 1.67 grade reduction in the semester grade of the class(es) missed.
- Students must submit homework due in the class (es) you missed, digitally, by the start time of that block.
- Students will need to rely on a peer to access missed coursework.
- Students will receive a "zero" on any classwork that was assigned and due in the block missed, a 1/3 letter grade deduction on any major, quarter-dependent assessments, and students must coordinate with their teacher to make up the assessment for reduced credit.
- Students will also receive a "zero" on assessments that cannot be made up (debates, presentations, etc.)

Cuts for Social Justice Work do not mean that the school is in support of the student leaving school. Students should make individual choices in accordance with their personal and familial values. Students are encouraged to consider the risks in attending rallies and protests, and be mindful of their personal safety and aware of their surroundings.

2. Advising

Upon entering LWHS, each student is assigned to an advising group of approximately twelve students. A faculty-staff advisor usually moderates each group for four years, guiding students from Frosh Orientation to graduation. The advisor's most important role is as the principal advocate for each of their individual advisees.

Additionally, advisors:

- Build relationships with their advisees through individual check-ins and group experiences.
- Serve as the school's first point of contact for student and family concerns, connecting them with needed resources.
- Hold annual conferences with families and advisees to discuss the fall semester, including academic progress, feelings of belonging and access and co-curricular engagement.
- Work closely with the Class Deans and/or counselors, to develop strategies in assisting students experiencing personal or academic difficulties.
- Meet with their advising group typically once a week, to establish personal connections, a sense of community, care for self and others and celebrations.

For more information about the LWHS Advising Program, please see the Advising link on the school website under "Community."

3. Homework Policy

In the completion of homework LWHS students are asked to reflect, review, and expand upon what is learned in the classroom, reinforce skills, prepare for upcoming lessons, persevere, and take intellectual risks.

At LWHS learning takes place in multiple ways and in multiple locations. It happens both during class instruction and outside the scheduled class time. Each department within the school determines the kind of learning that serves their students best, which includes work to be completed outside of class.

To support this philosophy, homework is closely aligned with the learning that occurs within the classroom. It provides opportunities for analytical thinking and practice, and develops time management skills. As students move from ninth to twelfth grade, expectations around homework increase both in terms of the kind of work required, and the time that is needed to complete it meaningfully.

Responsibilities and Expectations Regarding Homework:

- Teachers assign homework that balances a rich education with an awareness of the full lives of LWHS students and their families.
- Teachers announce the homework that is to be completed for the next class meeting during class. If the work is new or unfamiliar, teachers will set the context and expectations for learning.
- Teachers will strive to assign a week's homework on the Friday prior; however specifics regarding homework will be posted online by 4:00pm of the class meeting day, and remain unchanged.
- Teachers design assignments that require, **on average**, up to 45 minutes for ninth and tenth graders to complete (in a quiet, study focused space) and up to 60 minutes for eleventh and twelfth graders to complete.
- Students will check their homework assignments daily, and develop the habit of contacting the appropriate teacher with clarifying questions about homework at least a day before it is due.
- Students will allocate up to three hours of focused, distraction-free homework time in their daily schedules. A student who consistently spends significantly more time should consult with their teacher, advisor, or their Class Dean.

- Students should consider that the number and the kind of courses taken often determines homework load.
- Students will not be assigned homework over specific holiday breaks including the November fall break, and Winter and Spring breaks and homework-free weekends as designated on our school calendar..

Two Assessment Policy

No student can be required to take or submit more than two major papers, projects, or tests on one day. A “major” assessment includes tests, papers, projects, and presentations. A major assessment also can be determined if: 1) its grade value is large, or 2) the time it takes to work or study for it is more than a few regular nights homework. Exactitude in determining what is a major assessment might be difficult, but taking into consideration the spirit of the idea might also help.

When teachers announce a test or major assignment, students should enter the test or due date in their day planners. If one or more students already have two such entries on that date, the teacher must accommodate those students, either by changing the date for the entire class, or arranging an alternate test or due date for the students in question.

4. Grades

Final grades are issued at the end of the academic year for year-long courses, or at each semester's end for semester-long classes. These are the only grades recorded on transcripts. Most courses are graded on an “A” through “F” scale. Incomplete grades are given only in the case of a medical issue, and must be completed and the grade changed within one semester or the Incomplete becomes an “F.”

Throughout each semester, student progress is measured through grade-book assessments and comments. Grade-books include teachers’ feedback on student progress and suggestions for improvement. For semester courses, second and fourth quarter report cards display semester letter grades without narrative comments. For year-long courses, fourth-quarter report cards display the grade for the year. Grades are available on our website, and not mailed home.

LWHS' Grade Scale's purpose is to provide clarity and consistency by establishing a clear line between grades, rather than have each teacher determine rounding policies. Teachers maintain the authority to determine how assessments are scored, category weights and other components of their grading system.

A+	100–97
A	96.99–93
A–	92.99–90
B+	89.99–87
B	86.99–83
B–	82.99–80
C+	79.99–77
C	76.99–73
C–	72.99–70
D+	69.99–67
D	66.99–63
D–	62.99–60
F	Below 60

5. Counseling Program

The Counseling Department is here to offer nonjudgmental support in negotiating the varied aspects of teen life and student experience here at LWHS. The counselors are faculty members with time dedicated for students to utilize for supportive conversation, problem solving, and help with coping skills. All students can speak with the LWHS counselors at their own request. Students may also be referred by a parent or guardian, teacher or administrator.

While the counselors are trained and licensed, LWHS does not offer ongoing psychotherapy on campus or virtually. The counselors will not diagnose or offer ongoing treatment for any specific mental health disorders. Meeting with a counselor is not intended to be a substitute for psychotherapy with a licensed mental health practitioner.

The counselors are available to help students and families figure out whether or not they need or want therapy, as well as what kind of therapy might be a good fit. The department prioritizes maintaining a robust network in order to help students and families find a therapist, agency, or program to more fully meet their needs.

The content of counseling sessions with an LWHS school counselor(s) is confidential with limited exceptions such as disclosures to protect the student or others or where mandated reporting of suspected abuse is required.

LWHS is committed to supporting overall student well-being. As such, during circumstances of Distance and/or Hybrid Learning, the LWHS counselors provide online counseling. This

involves the use of electronic communications to enable the counselor to connect with students through interactive video and/or audio communications. In order to protect the privacy of students, meetings with counselors will never be recorded by the counselor and may not be recorded by students or any other party. Despite reasonable efforts on the part of LWHS and the LWHS counselors, there are risks associated with online counseling, including, but not limited to, the possibility that (1) the transmission of personal information could be disrupted or distorted by technical failures, and (2) the transmission of personal information could be interrupted by unauthorized persons.

6. Learning Strategies Center

The Learning Strategies Center provides services for students with diagnosed conditions which impact academic performance. Students who hope to access accommodations at LWHS should contact the Learning Strategies Director. Accommodations are based upon current documentation which meet specific guidelines (which can be found on the LSC pages of the school website), and are facilitated by the LSC staff. Examples of accommodations available at LWHS include:

- Extended time on examinations
- A separate, quiet, and well-lit room in which to take examinations
- The use of a basic four-function calculator during examinations
- The use of a computer (portable or desktop) during examinations

For safety, security and equity reasons, non-employee academic coaches and tutors may not meet with LWHS students on-campus. On a case-by-case basis, exceptions will be considered. The Learning Strategies Director in consultation with the Deans may grant exceptions.

7. Public Purpose Program

Every student is expected to fulfill the requirements of the LWHS Public Purpose Program. Connections to the community through service learning is an integral part of the LWHS school missions and curricular experience and is a graduation requirement with expectations for each grade level as follows:

- **Frosh** are expected to attend every PPP curricular session and participate in the class service project and spring service fair.
- **Sophomores** are expected to complete their 40 required service hours during the academic year (not the summer) by the third week of May.

- **Juniors and seniors** are expected to fulfill their requirements through a PPP course, a PPP independent or cohort study, or an independent internship approved by the Director of Public Purpose Program.

Students who need to miss any sessions are expected to complete the anticipated absence form (48 hours in advance) and submit for approval to their Class Dean. Students are required to make up the hours missed to complete the graduation expectations in consultation with the Director of Public Purpose Program.

8. Schedule and School Hours

Monday–Friday | 7:30am–6:00pm

The school campus is open at 7:30am, when there will be supervision at the school's front entrance. The school is not responsible for supervision of students prior to 7:30am.

Classes meet on an eight-day rotation. Each class meets four times a rotation. On average, school begins at 8:50am and ends at 3:30pm (there are certain late arrival or early dismissal days). Students with first or last free blocks are permitted to set their own arrival and departure times.

Class periods last 70 minutes, with 10 minutes of passing time between classes. The daily schedule includes co-curricular programming such as community meetings, grade-level class meetings and advisory, all of which require student attendance. The schedule also includes both tutorial and office hours time for student study hall and consultation with instructors.

After School Hours, Closing Times, and Protocols at LWHS

After school, students are allowed to commune/work in adult supervised spaces per below:

- The Library building is open until 4:30pm. (closed alternating Wednesdays for faculty staff meetings)
- The Center for Civic Engagement is open until 6:00pm.
- H201 is available after school for student use. Other classrooms are not open for unsupervised student use.
- The Safety Monitor is on duty at the main entrance desk until 6:00 pm, or until the last student leaves from on-site student activity. Reception desk at the Ocean Avenue entrance will have phone coverage until 6:00 pm.
- Students must leave campus by 6:00 pm daily unless they are involved in athletics, performing arts, or other organized school activities that are supervised by a LWHS adult.

9. Campus Stewardship

The cleanliness of the campus is the responsibility of all students and adults in the community. Because trash and garbage can smell and attract ants and vermin, it is essential that each student be responsible for cleaning up after themselves in the halls, gymnasium, cafeteria, and outside.

- LWHS is committed to stewardship of the environment. All community members are to recycle and compost. Use the recycling bins for paper, glass, plastic and aluminum. Use composting containers for all food scraps and used napkins.
- Litter should be deposited in trash containers.
- Plates, bowls, and silverware should be scraped clean in the compost bin and be returned to the cafeteria dish bins 5 minutes before lunch ends.
- During the year, all students are expected to serve on cafeteria clean up duty and campus breakout spaces with their advising groups for one week.

Campus-wide signage indicates that food is not permissible in the buildings except when students are meeting in clubs with adult supervision.

In the main building, there are designated break-out work spaces adjacent to classrooms and offices. These spaces are for both student and adult use. There are defined school-wide norms in these spaces and all community members are expected to embrace and act in accordance with these norms. Community members who violate these norms will be asked to leave the break-out space.

Each student is assigned a locker to be used for storing books and other personal belongings.

- Items that have been removed from the top of lockers or hallways may be found in the lost and found, with facilities or (in the case of technology) with the receptionist.
- Students are expected to keep lockers in good condition by keeping the outside of their lockers clean of stickers and pen marks and free of offensive text/images.
- Students may store sealed snacks in their lockers but all food consumption must be outside or in the cafeteria.
- Students must leave their lockers clean and empty at the end of the year. Failure to do so may result in charges for repair and cleaning.

By order of the San Francisco Fire Marshall and in an effort to be considerate to members of the school community, backpacks and/or books must not be left on the floor, hallways or on top of the lockers.

- For problems with a locker, please notify the Dean of Students or the receptionist.
- Please note that an LWHS student is not to enter another student's locker without permission.

- Lockers are school property and may be entered without notice at the discretion of the Head of School or Dean of Students when either deems it appropriate to do so.
- Be considerate of others by not blocking hallways and doors, especially during passing periods.

Students may use the office telephone for emergency messages or important family matters. Office staff will not personally deliver messages except in emergency situations. As a general rule:

- Cell phones are an inappropriate distraction in a school setting, and can only be used under teacher discretion.
- Parents should not call students during class; if there is an emergency, parents should contact the receptionist or any of the Deans who will then communicate with the student.

Lost and Found

Lost and found objects can be found in a bin in the lower hallway. If a student finds something that someone else has lost, or if they are looking for something they have lost, please check the bin first. More valuable items, such as calculators, jewelry, glasses, iPods and cell phones are kept with the receptionist. Students taking any objects that do not belong to them will be disciplined for theft.

10. Dress Code

LWHS students are expected to learn how to live and thrive in a diverse school community, cultivating an attitude of respect towards the self and others in personal interactions, verbal communication, and in dress. There are many reasons to define a dress norm as part of any school community including:

- to respect the diverse cultural and religious beliefs of community members.
- to recognize issues of inclusion, namely access to certain "styles" and "brands."
- to challenge the societal endorsement of unrealistic body expectations and/or definitions of beauty.

To this end, LWHS students are expected to refrain from attire that does not reflect a culture and community of respect. This means:

- Clothes displaying images and/or text related to violence, sex, drugs, alcohol, profanity, and hate speech are forbidden.
- Shoes, shirts and bottoms must be worn at all times.
- Underwear of any kind should not be visible.

- Students must change clothes in the bathrooms or locker rooms and not in public spaces.
- Students should always follow particular dress norms for specific classes, for example, protective eyewear in science or closed-toe shoes in the tech arts.

Students are expected to comply with any LWHS adult's request to adhere to these norms.

11. Open/Closed Campus

The LWHS campus is closed at the start of the year for ninth grade classes, but the school may open it for ninth graders later in the year at the school's sole discretion. This means:

- Ninth grade students may not leave and return to campus during school hours (8:30am-3:30pm) at the start of the school year. Students will be informed when this changes. .
- Students may, however, arrive late if they do not have a first block class (or advising) and leave early if their school day is complete.

The LWHS campus is open for tenth, eleventh, and twelfth graders (and may be opened to ninth graders later in the school year). This means:

- Such students may leave and return to campus during school hours provided they do not miss any classes, or class/community/ advising meetings.
- Such students are required to sign in and out with the VisitU app.
- Such students are responsible for time management when off campus; a late bus or waiting for a sandwich order are not valid excuses for being late to class.

Students leaving campus during school hours do so at their own risk; the school is not responsible for student safety while they are off campus. LWHS is not immune to urban risks. Common sense and awareness of one's surroundings are important as one leaves campus. Safety suggestions:

- **Be careful around traffic.** Ocean and Geneva Avenues are busy thoroughfares filled with cars and public transportation. Cross at the light and in the crosswalk. Don't play or loiter in the street or around the streetcar tracks.
- Don't wear/advertise jewelry, watches, Air Pods, or valuable warm-up jackets, and don't flash large amounts of cash. If you need money for the MUNI, transfer what you need from your wallet to your pocket before leaving school.
- **Walk in groups**, especially at night.
- When riding the bus, choose a single seat or an aisle seat near the driver.

- Don't get boxed into a window seat or a seat in the back. Learn the bus schedules to minimize waiting at bus stops (use nextmuni.com). After late practice or rehearsal, try to get a ride instead of taking public transportation.
- **Anticipate problem situations.** If you see or are approached by a threatening person or group of people, return to campus, cross the street, go into a store, or do whatever seems necessary for your safety. Trust your instincts.

12. Outside Credit Policy

LWHS allows students to take courses off campus but the grades earned will not be factored into a student's grade point average and the courses will not appear on the LWHS transcript. Per student request, the College Counseling Department will forward copies of non-LWHS transcripts directly to colleges. A few things to note:

- Once the course has been completed, students should have the institution mail an official transcript directly to the Academic Scheduler and Registrar.
- Courses taken outside of LWHS are to complement, not take the place of LWHS' graduation requirements.
- Students may use summer school courses in math to accelerate their program at LWHS or to test into an advanced section of a particular course. Students considering this option should consult with the Math Department Chair, and indicate in the appropriate section of the April course signup form that summer work is planned.
- Some colleges do consider summer school courses and grades by recalculating a student's grade point average to reflect all course work completed while in high school.
- Students may take credit recovery summer courses to address a low grade. This is recommended for students wishing to remain UC/CSU eligible as these schools do not accept semester grades lower than a C-.

13. Policy on Student Leaves

It is expected that all students who intend to graduate from LWHS will matriculate at LWHS for eight semesters. As a result, it is the policy of the school to not grant semester or year-long leaves of absence unless a student can present in writing compelling family reasons for needing to do so.

Many students long for a variety of enriching experiences in their lives. However, for both LWHS students' and the community's wellbeing, it is expected that LWHS students will commit fully to LWHS during their four academic years here.

LWHS strongly suggests that students opt for Summer alternatives (see College Counselors for

information) to satisfy their desire to further round-out their high school years.

The following procedures apply to leave of absence requests:

- Consistent with the above policy, a student should submit a request for a leave of absence from LWHS only if they have a compelling family reason for doing so. All requests must be made, in writing, to the Dean of Teaching and Learning. Any request not supported by a strong "family need" rationale will be automatically denied.
- In the rare circumstance when a leave of absence is granted, the student will not need to reapply to LWHS in order to return, and LWHS will, of course, reserve a space for the student upon their return from an approved leave of absence. However, LWHS will not automatically waive tuition monies due per the enrollment contract, will not necessarily guarantee the courses needed for graduation from LWHS, will not give the student scheduling priority over other LWHS students, and will not waive or alter graduation requirements.
- If a student who has not been formally (in writing) granted a leave of absence chooses to leave LWHS, they will be considered to have withdrawn from the school and will need to reapply formally in order to return. In such a case, LWHS will not waive tuition obligations called for by the family's enrollment contract. Nor will LWHS assess the program to which the student is going prior to their departure, guarantee the student the courses needed for graduation from LWHS, waive or alter graduation requirements, or reserve a space for the student at LWHS.

14. Library

The following are the policies of the LWHS McCullough Library:

- The library is open daily from 7:45am to 4:30pm.
- The library is intended to be a workspace for students and adults, and not a social space. All class blocks as well as every tutorial period is designated as quiet work time.
- The check-out period for library materials is four weeks.
- LWHS does not charge any overdue fees for materials but does require payment for materials lost or damaged.

15. Food

LWHS offers a daily lunch that is included in the cost of tuition for all students. If a student has a life threatening food allergy, we recommend a meeting with the Director of Food Services and a Class Dean prior to the start of the school year.

- Every student may choose between a hot lunch, salad bar or a sandwich. Sandwiches must be ordered by 6:30am the day of through the Simple Subs app. The cafeteria staff will accept sandwich orders until 6:30am each day, unless the maximum number of orders has already been received.
- Students may only go back for an additional serving when signage indicates that all students have received lunch.
- No student may cut in front of others in the cafeteria lines or be allowed into the line by a friend.
- Each student has an individual PIN to use to purchase snacks between passing periods or after lunch.

The cafeteria does not sell water in plastic bottles. Students should bring their own reusable water bottle and fill it at one of the water dispensers located in the main building.

16. Activities and Organizations

In addition to an extensive athletic program, LWHS offers a wide range of activity programs such as the Student Council and clubs. Clubs include the BSU, A.S.I.A., Latinx Unidos, LWOW, Girls in Tech, and the Environmental Club. There are both on and off campus volunteer experiences. Some on campus volunteer experiences include the Community Tutoring Program, The Pact Mentor Program, Peer Tutors, Open House

Volunteers,, and Shadow Visit Hosts. Students also have the opportunity to produce publications such as The Paper Tiger, Lit Mag, and Yearbook, or participate in performance opportunities outside of the classroom, including a cappella groups, the One Act plays, the Fall play, and the Spring Musical. Please reach out to The Center for Civic Engagement for a complete list of opportunities.

17. Visitors to School

LWHS often has visitors and asks that everyone shows them courtesy.

The school asks all visitors to sign in when they arrive on campus, and to wear the school approved security badge. During the school day visitors may come on campus only for school business. Students should not invite friends on campus to socialize, which can be disruptive.

Students are not allowed to host friends/peers at school unless they have received advanced approval by a Class Dean.

If there is someone on campus who does not appear to belong here, please inform any administrator or the receptionist. If a guest is on campus without an approved security badge, they will be treated as an intruder.

18. Dance Rules

LWHS sponsors three dances during the school year, each chaperoned by members of the faculty and administration. The purpose of dances is to provide a safe and fun opportunity for students to socialize and relax. Students are expected to behave respectfully in exchange for this privilege. Below are specific rules each LWHS student and family should review prior to attending a school dance:

- All school rules apply. As is the case with all school functions, alcohol, drugs, weapons, and tobacco products are strictly forbidden. Guests also must follow our school rules.
- Any student who comes to a dance intoxicated, is under the influence of drugs, or brings illegal drugs or alcohol to a dance, will face significant disciplinary consequences. The school may conduct a combination of random and suspicion-based drug and alcohol testing, including the use of breathalyzer testing, and the inspection of personal belongings, both on school property and at venues contracted for LWHS events.
- There are no ins and outs at school dances; once a student leaves a dance, they may not return.
- Appropriate attire is expected at all dances.

- Students who choose to attend a school dance (at Lick or a peer school) must maintain the same level of respect toward classmates and faculty chaperones that they would show at any other school function.

LWHS students may sponsor one guest for school dances. All guests must complete a Dance Guest Form, available at the Dean of Students' office. Guests must show a current high school ID card and must be accompanied by the LWHS student who invited them upon entering a dance. Eighth graders are not permitted at LWHS dances nor are guests over the age of 20.

Dance Hours: 8–11pm on or off campus.

19. Safety and Emergency Protocols

Lick-Wilmerding regularly practices emergency protocols to ensure the safety and well-being of all community members.

- All Emergency Drill Protocols can be found on the LWHS Resource Board under the button "Emergency".
- Lick Wilmerding uses AlertNow to inform families of practice drill times as well as a means to communicate in the event of an actual emergency.
- LWHS uses City College (CCSF) as a long term evacuation site--community members will gather either on the south lawn (outside the health center) or on the football field.
- To ensure the safety of our community, LWHS has installed cameras on campus, so as to provide a safe work and educational environment. The school uses security video cameras installed on its property in the following areas:
the exterior of School buildings, all entryways and exits, the school parking lot, and hallways, as applicable. Security video cameras are not installed in restrooms, locker rooms, lactation rooms or other rooms specifically designated by the school as areas for changing clothes.
- Employees, students and visitors have no expectation of privacy in areas on school property where security video cameras have been installed. While security video cameras are installed for safety purposes, the School reserves the right to use security video footage for any purpose, including but not limited to support for taking disciplinary action up to and including termination of employment, expulsion from school, or removal of any person from school property.

20. Distribution of Books, BART tickets, and MUNI passes

Textbooks are distributed twice a year: a week before school starts in the Fall and then again the week before the second semester begins, usually in early January. The cost of textbooks is

included in the student tuition. Additional books will be given out in class. School textbooks must be returned at the end of the school year—a return bookstore is available during spring final exams.

During the school year students can purchase:

- Additional books, replacement books, BART discount tickets, MUNI Fast Passes, and some limited supplies through the Business Services Office during school hours (8:00-12:30pm; 1:30-4:30pm).
- Purchases can be paid with a check, cash, or a credit card.

21. Driving, Parking, and Commuting to and from School

Parking is a problem in this neighborhood; therefore, we encourage students to use public transportation or car pools. Should you need to drive please adhere to the following rules:

- Do not park in the white zone on Ocean Avenue. If ticketed, students are responsible for paying their own fines.
- At the end of the school day, cars tend to congregate by the front entrance; DO NOT block traffic by double parking.
- No student may park in the school parking lot without a doctor-identified medical reason and approved by the Facilities Director and a Dean.
- Students participating in an after school activity—e.g. play practice and sporting events—may park in the school parking lot after 3:30pm with permission from the adult supervising the activity.
- There are times when certain events, such as but not limited to practices, competitions, athletic and non-athletic events, field trips, community service projects, School social events, and other School events and activities will be held off campus. The School prefers to transport students to and from all such Off-Campus Events on School-provided transportation. However, there may be circumstances where it makes sense for a student to drive themselves to and from Off Campus Events. **A student may only drive to and from Off Campus Events if permitted by the School and the School has received written consent from their parent/guardian in the form provided by Magnus Health.**
- **Students may not drive other students during the school day or to school sponsored events leaving directly from school.**

If bicycles are ridden to school they should be parked and locked around the perimeter of the school in accordance with SF laws and regulations or in the designated spaces on

campus. Students assume full responsibility for their bicycles and park them at their own risk. Bicycles, skateboards, rollerblades, and scooters may not be ridden on campus.

22. Communications

School information is available on the school website (www.lwhs.org), the telephone switchboard (415.333.4021), the *eTiger* weekly newsletter, video screens in the foyer, café, and theatre lobby, and bulletin boards around the school.

LWHS provides technology resources to students, faculty and staff for educational purposes. Use of computer labs, hardware, software and the network is a privilege. LWHS expects that students will exercise good judgment when using the school's technology 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 Director of Technology and/or a Dean. Any use of electronic resources, including the internet, is bound by applicable U.S. Federal and California State laws, as well as the School's [Technology Policy](#).

Students are expected to include and make visible the following information on their student profiles—name/pronouns, address, phone number, email, and emergency contact information. For emergency purposes, this information needs to be available to all adult employees of the school.

23. Accidents and Insurance

Any accident that requires attention should be reported to the Dean of Students' office immediately.

- First-aid supplies can be obtained at the Front Desk, the Athletic Office or Health Services.
- A Dean should be notified if a student needs medical attention.
- Students must not leave campus without the knowledge of someone in the front office who will call their parents.

Student accident coverage, intended only to supplement family policies, is provided for students. The coverage extends to certain injuries sustained by students while engaged in activities at school or in connection with school events. The insurance coverage is subject to a number of definitions, terms, conditions, and expectations which are set forth in the insurance policies. A copy of the policy is available for inspection in the Business Office. Claim forms are available in the Business Office. The insurance company requires forms be submitted within 20 days of the accident.

24. Medications

- In the case that a student is taking a medication that alters or impairs their ability to use machinery of any kind, and is enrolled in a Technical Arts class, the family must inform the Health Coordinator and teacher.
- The school does not administer pain-reliever or fever-reducer without parental permission. Parental permission is provided at the beginning of the year when completing the Over-the-Counter Medication Form.
- Requiring prescription medications must complete a Prescription Medical Form. Students may only self-carry prescription medications if they have been authorized to self-carry by a physician as indicated on the Prescription Medical Form. The family must provide an Epi-Pen to be held by the School for any student with life-threatening allergy. Upon a family's request, the school will hold other emergency medications such as an insulin that is provided by families for their students. Contact the Dean of Students for more information.