



**Student Handbook
2026-2027**

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OVERVIEW

Lick-Wilmerding High School (“LWHS” or the “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, to guide students in reflection, and to engage in acts of repair in an effort to restore trust with fellow community members.

The policies and procedures outlined in this handbook are geared toward fostering greater communication between parenting adults, students, faculty, and staff. This handbook is intended to provide general information on the school's policies and procedures, academic requirements, and resources. 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. The handbook can also be located online in the Resource Board in Blackbaud. 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 PARENTING ADULTS 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, parenting adults often struggle to know when to allow their student(s) the space and independence to steer their own ship, and when to intervene.

LWHS Mission Statement

A private school with public purpose, Lick-Wilmerding High School develops the head, heart, and hands of highly motivated students from all walks of life, inspiring them to become lifelong learners who contribute to the world with confidence and compassion.

LWHS Community Vision Statement

Lick-Wilmerding High School strives to cultivate a diverse, collaborative community of students and adults that is rooted in empathy, equity, respect, humility, and accountability. We commit to uphold the tenets of anti-racism and to interrupt all forms of interpersonal and institutional bias and discrimination. We aspire to create joyful spaces for learning where everyone brings their whole selves, feels known and heard, lifts each other up, and engages in all aspects of life at LWHS and beyond.

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 is a pattern of concerns about multiple classes or a concern 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 single 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 include the student in all meetings and communications about their high school experience, ensuring that the student voice remains central in support discussions. However, we recognize that there may be occasions when families feel an "offline" conversation with a Dean, a Learning Strategies Center team member, or school 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 parenting adults 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, can be 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.
- Being truthful when speaking with 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 GUIDELINES

1. Code of Conduct (General Expectations)

All members of the school community are expected to act with integrity, respect, and responsibility at all times. We expect our community members to treat each other with kindness and consideration, valuing differences, and contributing to a safe and inclusive environment.

- Honesty is expected in all academic and personal interactions. This includes completing work authentically, communicating truthfully, and taking responsibility for one's actions. Dishonesty, including cheating, plagiarism, or providing false information, undermines trust and is inconsistent with our community values.
- Community members are expected to use appropriate language and behavior, both in person and online. Disruptive, disrespectful, or harmful conduct—including harassment, bullying, or exclusion—will be addressed, even if it does not fall under a specific rule category.
- LWHS students share responsibility for maintaining a positive school culture. This includes following directions from faculty and staff, resolving conflicts constructively, and making choices that support the well-being and safety of the community.
- When situations arise that are not explicitly covered in other policies, this Code of Conduct will guide expectations and decisions. Students are encouraged to exercise good judgment and act in a manner that reflects positively on themselves and the school.

2. Non-Discrimination

Lick-Wilmerding High School prohibits unlawful discrimination of any kind against members of the school community.

LWHS admits and welcomes students of any race, color, creed, religion, national or ethnic origin, sex, sexual orientation, gender identity, or gender expression to all the rights, privileges, programs, and activities generally accorded to the students of the school. LWHS does not discriminate on any of these bases in the administration of its educational policies, admissions

policies, scholarship and financial aid programs, and athletic or other school-administered programs.

If a student feels that anyone in the LWHS community has discriminated against them for any of the above reasons, 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 or is not satisfied with the action taken, or if the student would prefer, the student is encouraged to speak directly with the Head of School or the President of the school's Board of Trustees (if the matter involves the Head of School).

3. LWHS Hate Speech Policy

The LWHS Hate Speech Policy (HSP) is a statement of zero-tolerance for the use of hate speech*, derogatory language, and any identity-based slur in any context—academic or non-academic at LWHS. LWHS, however, recognizes that in everyday speech, some communities have reclaimed certain terms, language, or otherwise harmful epithets. To this end, **the policy should not be leveraged to police the experience, bodies, or tongues of marginalized community members who are attempting to discuss and navigate their experiences of oppression and resistance.** As such, in all incidents regarding this policy, it is the responsibility of those leading restorative processes related to the use of slurs, to consider the identities of both those harmed and that of those who caused the harm. Simply put, this policy deals specifically with instances where derogatory language or identity-based slurs are used by members of the LWHS community **who do not** identify with the target group. For the general LWHS policy surrounding discrimination and harassment, please refer to the [Student Handbook](#).

This policy extends across the entire school community and must be observed in both academic and non-academic contexts, on and off campus. It applies to any extracurricular or off-campus LWHS events, or in any context in which an LWHS community member is or can be perceived as representing the LWHS community.

*For the purposes of this policy, Hate Speech is defined as any use of language that violates a community member's sense of dignity as it relates to their core identifiers: race, religion (creed), sex, gender (identity or expression), sexual orientation, age, national origin (ancestry), disability, etc.

Academic Contexts

It is understood by the school that, in certain academic contexts, hate speech appears. Even in these academic contexts, the use of such language by any member of the community is prohibited. These contexts include but are not limited to:

- The appearance of hate speech in class texts (textbooks, books, text excerpts, etc.),
- The use of hate speech in an in-class film/audio assignment or film/audio-based homework assignment,
- The appearance of hate speech in quotes contained in peer essays or papers,
- The appearance of hate speech in the script or lyrics of a school production¹.

The transcription of hate speech within quotes is acceptable but should be censored appropriately. **Should there be a need for reference to a hate speech term inside or outside of a quote, the appropriate abbreviated and non-assaultive term should be used (i.e. “n-word,” “f-word,” “c-word”).**

In all academic contexts, all teachers must **provide a clear verbal and written warning to students should any sort of hate speech appear in upcoming class material**. This warning will come **before** students engage with said material and is particularly important ahead of any kind of audio-based class material. In addition, it is imperative that teachers help students to understand the distinctions between outdated language and hate speech. As additional resources, please check out these helpful pages from Stanford University:

- [Writing Content Notices for Sensitive Content](#)
- [Handling Planned or Unexpected Class Discussions Involving Sensitive Topics](#)

Violations and Consequences

In instances where the policy has been violated, we ask community members to intervene by:

- First and foremost ensuring that the person who experienced the harm is appropriately cared for and feels safe in their environment
- Informing the person who experienced the harm of the opportunity to engage in restorative processes with peers or adults, with support of the Director of Student Inclusion and Ethnic Studies Program.
- Making clear to the person who caused the harm the severity and nature of the harm, and reminding them that LWHS has no tolerance for hate speech
- Informing the person who caused the harm about the non-negotiable consequences (refer to complete [hate speech policy](#)) and the opportunity to engage in a restorative process with peers or adults, with support of the Director of Student Inclusion & Ethnic Studies Program.

¹ Should hate speech appear in the script or lyrics of a school production the term should be removed or replaced with appropriate non-assaultive language.

We also ask that any and all violations of the policy be **reported directly to the [Request for Harm Intervention Form](#)**. **You are also welcome to connect directly with the Director of Student Inclusion & Ethnic Studies Program and/or the Dean of Equity, Inclusion, & Belonging, and/or the Dean of Faculty Culture & Development** either in-person or via email. Either the Dean of Faculty Culture & Development, Dean of Equity, Inclusion, & Belonging or the Director of Student Inclusion & Ethnic Studies Program will be in touch with the reporter and appropriate parties within five school days of the report.

4. Accommodations for Students and their Family Members 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 with diagnosed cognitive/learning/attentional disabilities who would like to request accommodations should reach out to the Learning Strategies Center. Students who seek accommodations based on other types of disabilities should reach out to 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 parenting adults with disabilities to participate in their student's education. Parenting adults 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, Inclusion, and Belonging ("EIB").

5. Parenting Adult / School Partnership

LWHS believes that a positive and constructive partnership between the school and parenting adults of our students is essential for successful outcomes for students. By working collaboratively and supporting the fundamental values and mission of the school, LWHS and its parenting adults contribute to the success of our students.

If the Head of School determines that the actions or inactions of a family prevent a positive working relationship with LWHS or determines that the family is not acting in accordance with the mission, philosophy, or policies of the school, the Head will address this with the family and reserves the right to take any actions necessary to resolve the situation, up to and including terminating the current enrollment agreement or not offering the student a re-enrollment agreement.

6. Transgender Rights & Provisions for Students

LWHS seeks to create a safe and inclusive community where all students can be their authentic selves.

To ensure the safety and wellbeing of students, school staff will not disclose any information that may reveal a student's transgender or gender nonbinary status to others, including parenting adults or guardians and other school staff, unless legally required to do so, the student has authorized such disclosure, or disclosing such information is deemed necessary to support the student's health and safety. The fact that a student may have selectively disclosed their transgender or gender nonbinary status to some individuals does not mean they want their status disclosed to others.

LWHS will respect transgender and gender expansive student's gender identity and/or expression through the use of chosen names and pronouns (whenever possible); will allow students to dress in conformity with their gender identity; will provide access to sex segregated spaces such as restrooms and locker rooms; and will ensure safety and access in sex segregated activities and courses such as in physical education and all athletics programs in ways that correspond to and respect transgender students' identity. If a transgender student desires more privacy and/or support, the school will provide access to single stall facilities and/or gender neutral restrooms or changing areas.

To learn more, read our [Student Gender Transition Protocol](#). You can also reach out to Class Deans, the Dean of Students, and/or the EIB Department.

7. 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 harassment 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.

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" can have 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, social media posts, 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, including depictions that have been digitally altered or forged to incorporate the likeness of students
- 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, Bullying, and Hazing 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, volunteers, 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
- Director of Human Resources
- Assistant Head of School

A student or parent may also notify the Chair 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.

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.

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, board members, certain volunteers, and certain contractors 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 mandated reporters 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.

8. Code of Conduct for Adult/Student Interactions

The school's Board of Trustees has adopted the following Code of Conduct for Adult/Student Interactions ("Code of Conduct"). This Code of Conduct outlines (1) standards for interactions

between employees and students, and (2) standards for interactions between contractors or volunteers and students.

Employee-Student Relations

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. Some activities may seem innocent from an employee's perspective but can be perceived as flirtation or sexual insinuation from the perspective of a student or parent. The objective of this policy is not to restrain positive relationships between employees and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct. Employees must ensure that they do not cross the boundaries of a professional relationship. Employees should be aware that failure to comply with this policy or to report violations of this policy, may lead to discipline up to and including immediate termination of employment.

Unacceptable Behavior

All employees are expected to adhere to the following guidelines. Below are examples of conduct that cross the boundaries of appropriate relationships with students and guidelines for maintaining boundaries. Although the examples below refer to employee interactions with students, employees must also maintain professional boundaries in interactions with any minors with whom an employee interacts as part of their employment with the School (e.g., applicants, siblings of students, former students under age 21, students visiting from other schools, etc.). Employees should also be familiar with the guidelines for contractors and volunteers that are included later in this policy.

The examples below will not address every situation an employee may encounter, so employees should confer with the Director of Human Resources or the Head of School if they have questions. If an employee encounters a situation where they find it necessary to engage in conduct described in the following examples, they must inform their immediate supervisor, the Director of Human Resources, or the Head of School in advance. If it is not possible to provide the information in advance, the employee must inform their immediate supervisor, the Director of Human Resources, or the Head of School as soon as possible after the exceptional event occurs.

- Limit electronic communications with students as follows:
 - Do not communicate with a current student or former student under age 21 on any social media platform (e.g., following a student on X, letting a student follow the employee on Instagram) (See Social Media Policy);

- Do not friend or connect with current students on social media.
- LinkedIn may be used for legitimate educational and career networking purposes, particularly with high school juniors/seniors and with alumni. However:
 - Your LinkedIn profile must reflect a professional presence appropriate to your role.
 - All communication must be professional in tone and related to academic, career, or alumni engagement purposes.
 - Employees must use professional judgment when connecting with current students and alumni.
 - If content on either party's profile could create a perception of impropriety or undermine professional boundaries, the connection should not be made.
- Use the school's email system for electronic communications with students, and normally only send emails to students during the School's normal business hours. If sending an email outside of business hours is necessary for urgent matters, copy a parent/guardian or supervisor on the email.
- 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.
- Avoid communications with others containing inappropriate information if there is the likelihood that 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.
- Do not intentionally be alone with a student (1) in a vehicle (except in an emergency situation), (2) in a space that cannot be observed by others, or (3) away from campus, without parent and supervisor permission; if an employee must be alone with a student to perform their job duties, the employee should:
 - 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.
 - Document in writing and submit to the Head of School any unusual incident, including but not limited to the disclosure by the student of abuse or maltreatment, behavior problems and how they are handled, injuries, or any interactions with the student that are significant or unusual.
 - Employees whose roles require individual student support — including but not limited to counselors, grade-level deans, the Dean of Students, college counseling staff, the Director of Student Inclusion, and health-related personnel (e.g., nurse, athletic trainer) — may conduct one-on-one meetings with students

as necessary to fulfill their professional responsibilities. Such meetings must occur in designated, appropriate spaces and in accordance with relevant school policies.

- Do not have contact with a student or group of students off campus or outside of school-sponsored activities, unless part of an employee's regular job duties and/or with prior approval by a school administrator and the student(s)' parents/guardians.
 - 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.
 - Brief pats on the back, handshakes, high fives or side-hugs may be appropriate for occasional expressions of celebration or support, if the contact occurs in a public space and the employee first asks the student for permission. Such physical touch must be limited to safe-touch areas (i.e., shoulder, upper back, arm). Employees should remember the power dynamic between adults and students, as students may not feel comfortable declining even an occasional side hug.
 - Respect a student's rights not to be touched or looked at in ways that make them feel uncomfortable.
- Where physical touch is necessary for an employee to perform their job duties, including emergency situations where the safety of a student is involved, the employee must adhere to the following:
 - Employees should not be alone with a student or in a space that cannot be observed by other adults.
 - Employees should always ask permission before touching any student.
- Employees must comply with the school's "Policy Against Harassment, Bullying, and Hazing" in the school's Student Handbook. Among other things, the policy prohibits:
 - Making, or participating in, sexually inappropriate comments; sexual jokes, stories, or jokes/comments with sexual innuendo with or in the presence of students; or
 - Displaying sexually-oriented materials in the presence of students, except where part of approved curriculum.
- Employees may not use or be under the influence of alcohol or illegal drugs in the presence of students or encourage them to use alcohol or illegal drugs.

- Limited consumption of alcohol during school-sponsored social events for adults during non-school hours may be permitted only with the approval of the Head of School.
- Employees must keep communications with students professional and, when communicating with students, may not:
 - Share or discuss the employee's personal troubles or intimate issues with a student.
 - Employees also should not ask students for such information unless it is part of their job responsibilities (e.g., school counselors).
 - Use pet names or terms of endearment for students;
 - Swear or use inappropriate, sexualized, or suggestive language in the presence of students;
 - Gossip about, disparage, or share private information of other students or adult members of the school community;
 - Discuss drug or alcohol use (except when necessary to the purpose of the employee's professional duties);
 - Keep a student's secrets or ask a student to keep secrets from other employees or their parents or guardians.
- Do not engage in preferential treatment or excessive personal attention toward a particular student (or group of students) including:
 - Do not give gifts of a personal nature to individual students.
 - Do not give excessive attention to a particular student.
 - Do not seek emotional involvement with a student for the employee's benefit
 - Do not become involved with a student so that a reasonable person may suspect inappropriate behavior.
- Inform an administrator of any activity that you observe between an adult and a student that appears to be inappropriate.

Reporting

The school encourages students, parenting adults, or other members of the school community who have concerns about adults crossing appropriate boundaries with students to inform the Director of Human Resources or the Head of School. In some circumstances, employees will also have the duty to report such conduct in accordance with mandated reporter requirements.

The school has the right to investigate adult compliance with this code of conduct even if no report has been made.

Retaliation

The school will not retaliate against anyone who reports conduct that may violate this policy. An employee who retaliates against an individual who makes a report under this policy will be subject to discipline up to and including termination.

Contact with Students After Graduation

Employees are expected to maintain professional boundaries with students after graduation. Employees should not initiate or engage in personal contact or relationships with alumni until they reach at least 21 years of age. Any communication before that time should remain professional and, where appropriate, limited to school-related matters.

Interactions between Contractors or Volunteers and Students

Below are examples of conduct that cross the boundaries of appropriate interactions with students and guidelines for maintaining boundaries. The examples below will not address every situation a contractor or volunteer may encounter, so they should confer with the School administrator overseeing their work if they have questions.

- Contractors and volunteers may not have physical contact with a student except in emergency situations where physical contact is required to prevent physical harm to the student and no School employee is available to assist.
- Contractors and volunteers may not engage in conduct that would violate the School's "Policy Against Harassment, Bullying, and Hazing" in the Student Handbook including:
 - Making, or participating in, sexually inappropriate comments; sexual jokes, stories, or jokes/comments with sexual innuendo with or in the presence of students; or
 - Displaying sexually-oriented materials in the presence of students, except where part of approved curriculum.
- Contractors and volunteers may not intentionally be alone with a student (1) in a vehicle (except in an emergency situation), (2) in a space that cannot be observed by others, or (3) away from campus, without permission of a school administrator and the student's parent or guardian;
- Parent/guardian volunteers may drive a group of students for a school-sponsored activity with approval by a school administrator. In such instances, the parent/guardian volunteer should not be alone in a car with an individual student, unless the student is their own child.

- Contractors and volunteers may not have contact with a student or group of students off campus, outside of school-sponsored activities (except for volunteers who are also parents of school students who oversee contact between their children and other students).
- Contractors and volunteers may not be under the influence of alcohol or illegal drugs in the presence of students or encourage them to use alcohol or illegal drugs.
- Contractors and volunteers may not engage in preferential treatment or excessive personal attention toward a particular student (or group of students) including:
 - Giving gifts to a student that are of a personal or intimate nature;
 - Seeking emotional involvement with a student for the adult's benefit;
 - Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Contractors and volunteers must keep communications with students professional and, when communicating with students, may not:
 - Use pet names or terms of endearment for students;
 - Use sexualized or suggestive language;
 - Gossip about, disparage, or share private information of other students or adult members of the school community;
 - Ask students personal or intimate questions, share their own personal or intimate information, or discuss their personal problems;
 - Keep a student's secrets or ask students to keep secrets from employees or the student's parents or guardians.
- Contractors and volunteers may not connect with students (other than their own children or family friends) on any social media platform.

Contractors and volunteers generally may not have electronic communications (including email or texting) with students except that volunteers supervising students away from school (e.g., on sports teams or field trips) are permitted to text or email with students for communications about logistics, such as changes in schedules or locations for sports practices. When texting a student, they should send group texts and include a school employee on all communications.

In addition, volunteer coaches may communicate with students for legitimate athletic and/or educational purposes. These volunteers should use their school-provided email address, not their personal emails. Volunteer coaches should generally only send emails to students during

the school's normal business hours. If sending an email outside of business hours is necessary for urgent matters, copy a parent/guardian or supervisor on the email.

9. Relationships and Consent

Students are expected to understand and practice consent in all relationships and interactions with other students. Engaging in any sexual activity without the consent of all participants is strictly prohibited.

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.

10. Illegal Substances

Tobacco, Alcohol, & Drug Use, Possession, and/or Distribution

Students may not use, be in possession of, or under the influence of illegal drugs, alcohol, or tobacco or related paraphernalia on the school campus, prior to or at school functions or athletic events, school field trips, or functions held at or sponsored by other schools. "Tobacco" paraphernalia includes e-cigarettes and vaping devices. "Illegal drugs" includes controlled substances, marijuana or cannabis products, and prescription and over-the-counter drugs used for a purpose other than their primary indication for the intended patient.

Distributing and/or selling illegal or prescription drugs or alcohol, or offering to collect funds to purchase illegal drugs or alcohol may subject a student to immediate dismissal, as well as criminal prosecution, and constitutes an egregious violation of community trust.

If the school has a reasonable basis to suspect that a student is in possession of or under the influence of alcohol or illegal drugs or engaging in other conduct that would violate this policy, the dean will discuss the suspicion with the student(s) involved, and the school will contact the parenting adults of the student(s) involved. The school reserves the right to examine any

property, lockers, accommodations on overnight trips, or vehicles on/near campus or brought to functions or events covered by this policy, without prior notice to the student(s) or their parents. The school also reserves the right to administer a breathalyzer test if a student is suspected of being under the influence of alcohol. Students who do not cooperate may be subject to discipline.

Violations of this policy may lead to discipline up to and including dismissal. The school may also require students found to be in violation of this policy to submit to testing or evaluation for use of drugs or alcohol on an ongoing basis and/or to participate in counseling as a condition of continued enrollment.

Support for treatment

The school actively supports students and their families who have made a commitment to seek help for a substance abuse problem or who are in recovery. Students who have concerns about their drug/alcohol use can make an appointment with the school counselor who will determine an appropriate referral outside of the school.

Students who seek the counselor's assistance will not be subject to disciplinary consequences for seeking assistance, but seeking assistance does not relieve a student of the consequences of past violations of this policy. The counselors will keep the student's disclosure as confidential as possible, except as necessary to ensure the student receives support for their substance abuse or where the counselor learns that a student has violated the Illegal Substances Policy, including by selling or distributing drugs, marijuana and/or alcohol or using or possessing these substances on campus or at school events. In these circumstances, the parenting adults or guardians and Head of School are informed, and the student should expect disciplinary consequences.

11. Theft and Vandalism

Students will respect the property of individuals and of the school 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 a student participates 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, they should 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/email 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.

12. 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

13. Violence and Weapons

Preventing Violence at School

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

Violent acts, whether verbal or physical, 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 that 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 friends or former friends.
- The school will endeavor to maintain the privacy of any confidential information shared with us consistent with the need to ensure safety and report to outside agencies.
- Students and employees may report any violent incidents or weapons, violence, or threats of violence without fear of reprisal of any kind.

Weapons

Students will not possess guns, knives, any other weapons, or any other items that can be used to harm or threaten others during school or at school events.

These objects are wholly inappropriate in a school environment. They create the potential for accidental or intentional 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, that object would immediately become subject to this 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.

Searches

To maintain order on school property and at school-related events and to protect the safety and welfare of students and school personnel, the school reserves the right to conduct searches and confiscate student property at any time, without advance notice to students or parents. Such searches may include, but are not limited to, personal searches of any student, student belongings, electronic devices or items in the possession of a student, any locker or any vehicle located on or near school property or at any school related event. Moreover, the school may check the content of students' electronic devices, including phones and iPads/tablets/laptops/computers, without student or parental consent. A student's failure to provide the school access to check the content of electronic devices may lead to discipline.

ACADEMIC INTEGRITY & ACADEMIC SUPPORT

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 a student:

- Cheats on an exam.
- Turns in someone else's work as their own.
- Uses the ideas/language of other sources without appropriate citation.
- Helps a friend cheat or encourages that person to be dishonest .

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, digital or analog resources (which may include, e.g., books, periodicals, YouTube, AI) . internet site, radio or television program—is only 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.

Additional Academic Integrity Violations

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.

AI Acceptable Use Policy

The purpose of academic integrity is to build a culture of trust and transparency where students and teachers can communicate and learn authentically. It is impossible to name all the potentialities or use cases, so this policy is grounded in our core values (belonging, excellence, craft, and optimism) and the values of academic integrity²

The school recognizes that AI has educational value as a learning tool. Students may use generative AI as a learning tool, and they are responsible for adhering to course-level Acceptable Use guidelines in this regard.

Violations of the AI Acceptable Use Policy will be treated in accordance with violations of Academic Integrity under LWHS's Accountability Process.

Guidelines on Ethical AI Use:

- LWHS community data may not be shared with AI models or chatbots, including full names, emails, or other personally identifiable information. Personally identifiable information includes first and last names, emails, addresses, birthdates, or anything that is linkable to a specific individual.
- Students must verify sources, identify bias, and check accuracy of any output of an AI tool, as models can produce false or biased information.
- The use of AI to intentionally generate misinformation, images, deepfakes, or false likeness of members within the community is a significant violation of acceptable use.
- Intellectual property of others or images of others may not be shared or uploaded into an AI platform without explicit permission from the owner.

² The International Center for Academic Integrity states [six core values](#) of academic integrity: honesty, trust, fairness, respect, responsibility, and courage. We want both our students and faculty to keep these values at the center of guidelines and dialogue related to academic integrity.

Guidelines on AI Use on Assessed Work:

- Teachers make expectations and guidelines for AI use on assessed work explicit and published on the syllabus and in conjunction with individual assignments, as needed. If not specific, students are responsible for advocating for clarity.
- Violation of a course AI policy results in consequences outlined in Lick's academic integrity policy.
 - Grade-level deans are responsible for investigating academic integrity violations, and they will be equipped with AI-detection software as one tool for determining whether a violation occurred in the investigation process.
- An AI acceptable use guideline must be published on a syllabus or assignment in order for a use of AI to be considered an academic integrity violation. Furthermore, faculty are responsible for educating students on the preferred way to cite AI use, when applicable.

Consequences for Academic Integrity Violations

Potential violations of the school's expectations regarding Academic Integrity will be handled under LWHS's Accountability Process.

Possible consequences for academic integrity violations include, but are not limited to:

- The student will receive a "zero" or a significant grade reduction on the work submitted. This depends on the severity of the cheating.
- The student will receive a formal Disciplinary Warning. The student may 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.
- The student may be dismissed from LWHS.

Serious academic integrity violations beyond freshman year may be subject to Disciplinary Review. Examples include:

- 1) Repeated violations
- 2) Violations on major summative assessments

If a college requires reporting discipline and/or change in academic status, the college counseling office will report the discipline and/or change in academic status to colleges that a student has applied to and/or intends to matriculate to in a timely manner

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 grades. 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 Learning Strategies Center (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, supports will be reassessed and modified as appropriate.

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 and/or students 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. Parenting adults 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 ACCOUNTABILITY PROCESS

The guidelines that follow describe the school's processes for when students engage in conduct that violates the values, rules, or integrity of the LWHS mission.

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 provide them with a learning experience that contributes to their growth as ethical adults.

The school seeks to hold students accountable in a manner that is instructive and equitable, while also remaining responsive to the needs and safety of the broader community.

The Head of School, at their sole discretion, has full authority to administer consequences, including determining the appropriate accountability procedure to use in each specific situation. Consequences and restorative plans may also be administered by the Head of School's designees, including the Dean of Students, Class Deans, Director of Student Inclusion, or Assistant Head of School for Academics.

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 procedures below outline general guidelines regarding investigatory/fact-gathering procedures and subsequent consequences that LWHS uses in the Accountability Process. However, LWHS retains the right to deviate from this policy as it deems appropriate, especially for the purposes of student well-being and safety. Also, where other policies, such as those concerning harassment, bullying and hazing, include procedures for addressing violations, the procedures in those policies may take precedence.

The school will consider a range of factors in determining a course of action, including what is in the best interest of the individual student and the school community. Parenting adults and guardians are asked to support the process by partnering with the school and allowing students to live with and learn from the consequences implemented. This commitment will help students gain important skills and learn from their behaviors.

Minor violations may be handled by an individual teacher or by an advisor. More significant violations and/or repeated violations will generally be handled by the Deans, the Director of Student Inclusion, or the Head of School.

LWHS respects students' privacy and seeks to limit disclosures about accountability processes when possible. However, the school cannot guarantee confidentiality when it needs to conduct an investigation or provide information about a determination to the involved parties. Further, in some cases, it is important for students and families to recognize that public actions in violation of school policies and norms may 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. However, the school may address suspected misconduct whether or not a report is made.

The school, in its sole discretion, may address student conduct that occurs off campus and outside of school-related activities where such conduct has or may have an adverse effect on the school environment.

Acknowledgment—If the student accused of a violation admits to the infraction, the Class Dean will then recommend an equitable and fair consequence, often in consultation with other administrators or faculty 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 and make appropriate findings. When the Dean of Students determines that an investigation is appropriate, one of the deans will, depending on the circumstances:

- Engage in fact gathering, including examining relevant evidence.
- Interview parties who may have been involved in or witnessed the incident (students, parenting adults/guardians, and faculty-staff).
- Convene and review information and materials to determine if a school rule was violated and determine a course of action. The individual leading the investigation may consult with advisors, faculty, counselors, or other school leaders, as needed.
- Send a follow-up written communication to the student(s) involved and the parenting adults/guardian(s) to share findings and school-determined consequences. The school

may require a meeting with the family, and the family may also request a meeting with the school regarding the findings and consequences.

2. Potential Consequences

Integral to acknowledging a transgression is accepting the impact and consequences of actions. LWSHS 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, LWSHS 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 if more serious consequences are appropriate, including community suspension, a lengthier disciplinary review period, or expulsion.

Minor school rule violations – and their associated consequences - generally will be addressed by the Class Dean or another administrator, as appropriate.

LWSHS retains full discretion over the consequences imposed. Consequences may include, but are not limited to, the following:

Disciplinary Warning

Some students will receive a Disciplinary Warning, which is recorded by the Dean of Students or Class Dean. In tandem with the Disciplinary Warning, the student may 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 as part of a Disciplinary Warning may include:

- 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, off-campus privileges, 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 Disciplinary Warning commits a second

infraction during their time at LWHS, there may be more serious consequences, including possible community suspension or dismissal.

Disciplinary Review

The Disciplinary Review period is designated by the Deans for any student who commits a more significant violation of school norms or policies (community based OR academic), demonstrates exceptionally negative behaviors, or has previously been issued a Disciplinary 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 Disciplinary Review status may last one semester or a full academic year, to be determined in the sole discretion of the Deans.

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

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 depend on 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 completed or due 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. When a Community Suspension is imposed, students are also placed on Disciplinary Review for a period of one year. A community suspension becomes part of the students record.

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.

3. Final Review

A student subject to suspension or dismissal under the Accountability Process, and/or their parenting adults/guardians, may ask the Head of School to review the matter and the intended consequence. Such a request for review should be submitted in writing within fifteen days of receiving notice of 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.

4. Reporting Discipline to Colleges and Others

In response to inquiries from colleges and/or in recommendations, LWHS will report any disciplinary consequences beyond Disciplinary Warnings. In addition, LWHS reserves the right to disclose disciplinary matters to others, such as members of the school community and transfer schools, as it deems appropriate in its sole discretion.

FOR YOUR INFORMATION

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 must 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, timeframe, and the reason for absence.

TARDY POLICY

Teachers endeavor to 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 the Office Coordinator through email attendance@lwhs.org. Four (4) unexcused tardies in one class, in one semester, are the equivalent of an unexcused absence (a.k.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 Office Coordinator and their Class Dean via email at attendance@lwhs.org within two school days from the date of tardy.
 - After the two school days’ time frame has elapsed, the tardy will remain as unexcused and may result in a grade reduction).
- The Office Coordinator (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.

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 lose credit in that course. A family meeting will be required for any student approaching this number of absences. In addition, prolonged or regular absences from school may result in a decision by the school to place the student on a leave of absence or dismiss a student.

Planned Absences

Families are asked to avoid scheduling 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 and obtain the Anticipated Absence Form.

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

If a student will be absent from school for school-sponsored events, field trips, or conferences, students do not need to complete an Anticipated Absence Form. Faculty or program directors will share their rosters for such activities with the Office Coordinator to be excused. Students are responsible for checking in with their teachers about making up their missed work or assessments.

Multiple Absences (not including illness or other approved absences) and **Grade Reductions** For every missed class above 5 classes (*not due to illness or other approved absence*) during a semester because of a trip by choice (including college visits, family trips, etc.), extracurricular activities, or unexcused absences (a.k.a. “cuts”), a student’s semester course grade is reduced by (3.33%).

The student’s grade continues to drop by 3.33% with each additional class missed in that semester. For example, a semester grade of B+ (88) would be reduced to B (84.67) if that student misses 6 classes in the semester. Upon missing 7 classes in the semester, the grade would be further reduced to a B- (81.43). The grade reductions are implemented by the Class Deans at the end of each semester.

Classes missed for illness, bereavement, in-school field trips, religious holidays, or other excused absences do not count towards the Multiple Absence limit that affects grading. They

do, however, count towards the determination about whether a student may receive credit for a course (See Absence Policy).

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 Office Coordinator or the health coordinator who will contact a parenting adult/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, in consultation with the student and their family, will devise a support plan including a timeline for the completion of class papers/projects and final exams. LWHS will provide for academic accommodations for students who have a documented disability affecting their attendance and/or for an emergent medical situation; however the school does not make modifications to the academic program that would fundamentally alter the program or academic standards.

Thus, although the school will provide reasonable accommodations and support so that students with medical conditions can complete academic requirements, the school may not be able to accommodate all requests, particularly when students miss a significant number of classes, days, or assignments.

Credit for Work Completed

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.

If students have exceeded the 10 missed class meetings or 15 missed school days in a semester, they may be asked to take a medical leave and/or may not receive credit for the course(s).

Students who take medical leave from school and seek to re-enroll will be asked to provide a doctor's note before they may return to school. Parenting adults/guardians, and often the student themselves, will be asked to meet with the Dean of Students and the student's class level dean 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.

Students are not eligible to 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 including advisory, class meetings, assemblies, and/or mandatory school events due to an unexcused absence.

Students who miss whole school events such as PPP Days and Sam Mihara are not eligible to participate in after school activities on the day of those activities/performances (or the day before in the case of a Saturday event).

Process for Excusing a Cut:

- Student/Family MUST contact the Office Coordinator and their Class Dean within TWO school days from the date of unexcused absence.
- Office Coordinator (in consultation with the Class Dean and sometimes the teacher) determines if the absence is 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 have elapsed, the cut will remain as unexcused and is subject to the consequences described below. Students and families are encouraged to contact the school before an anticipated absence to seek excused absence status rather than waiting until after the missed day whenever possible.

An unexcused absence (“cut”) results in a:

- Grade reduction of 1/6 (or 1.67%) of the student's semester grade for each class cut.
- “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 who wish to participate in school activities such as athletics, performances, or other events must attend all classes and required advisory sessions, class meetings, assemblies, and any other mandatory school events on the day of the activity or performance (or the day before, for Saturday events). If a student misses any part of the school day—including advisory, class meetings, assemblies, or other required events—they may not participate in games, practices, performances, rehearsals, or school-sponsored functions such as dances or plays on that day. Students who are ill should prioritize their health by staying home to recover.

Exceptions are made for medical and dental appointments if a parenting adult/guardian has notified the school in advance. As well, students who engage in an Absence for Social Justice remain eligible to participate in school-sponsored activities. However, students must notify the school in advance of their absence and complete the [Social Justice Absence Policy Form](#) within the required two school days. Failure to provide advance notice and complete the form may result in restrictions on participation, as determined by school administration.

If students need to miss any classes or portions of classes for LWHS sports or performing arts activities or other school-sponsored events, they must obtain teacher permission and signature on an Athletics Anticipated Absence Form/"Pink Slip" (available from Office Coordinator) 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. This would be considered an unexcused absence.
- 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.

Absences for Social Justice:

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 Justice Absence Policy Form](#). Once this form is reviewed by the Student Inclusion Chairs, the EIB Office, and/or the Director of the Center for Civic Engagement, they will notify the appropriate Class Dean with their final decision on whether or not the absence is approved as an Absence for Social Justice.

The Dean will uphold this decision unless there are extenuating circumstances that must be addressed. When the document is approved, the Office Coordinator will be notified and will turn the unexcused absence into an “approved absence for social justice work.” The student will not receive the 1.67% grade reduction for an absence in the semester grade of the class they missed but the following will occur:

- Students must submit homework due in the class(es) they missed, digitally, by the start time of that block.
- Students are held to the same deadlines for any work assigned during the class(es) that they miss.

- Students will receive a 1/3 letter grade deduction on any in-class assessments (e.g. a test grade of a B+ would be lowered to a B). Students will also have to coordinate with their teacher(s) to make up any assessment(s) within one week of the absence.
- Students will receive a "zero" on any classwork that was assigned and due in the block(s) missed. Students will also receive a "zero" if the assessment was participatory in nature and cannot be made up (debates, presentations, etc.).
- Students must first learn the information that was missed in class from a classmate, and then, if needed, may contact their teacher(s) for additional help.

Absences 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 accountable for the choices they make – including risks that can accompany attending rallies, protests, public hearings, etc. LWHS is not liable for damage/injury incurred during non-school sanctioned events.

2. Advisory

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. Because we value belonging, attendance is mandatory, as it is considered a key component of the program. See attendance policy above.

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 per day for ninth and tenth graders to complete (in a quiet, study focused space) and up to 60 minutes per day 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 should expect to 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 designated holiday breaks (including the November fall break, Winter break, and Spring break) or over homework-free weekends as announced on our school calendar.

4. Two Assessment Policy

No student can be required to take or submit more than two major assessments on one day. A “major assessment” includes tests, papers, projects, and presentations.

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.

5. 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 generally given only in the case of a medical issue, and must be satisfactorily resolved 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

6. Counseling Program

LWHS is committed to supporting the social and emotional wellbeing of all students. As part of this commitment, we offer school counseling services to help students navigate challenges, build coping strategies, and enhance their school experience. Students can seek out the support of the school counselors on a voluntary basis, and the counselors may seek out a meeting with students if concerns arise. Students may also be referred by a parenting adult/guardian, teacher or administrator. Students do not need parental consent to meet with the counselor.

LWHS does not offer psychological counseling or therapy or diagnosis to students nor are the counselors' services intended as a substitute for diagnosis or treatment for any mental health disorder. Instead, if the school counselor concludes that a student may benefit from therapeutic intervention, the school counselor will discuss options to access outside therapy services with the student's parenting adults/guardians and/or directly with the student. We understand that trust is an important component of school counseling, particularly with teens. Assurances of confidentiality can make a teen feel more comfortable opening up to a school counselor and getting the support they need. At the same time, parenting adult

involvement can be helpful in some situations. However, our school counselor does not default to sharing information with families. The school counselor will maintain the confidentiality of information a student shares except where the student agrees to disclosure or where disclosure to other school personnel or the student's care providers or family is necessary to accomplish the purposes of the counseling or to ensure the safety of the student or others.

The school counselor will not disclose information even to a student's parenting adults or guardians if doing so would put the student at risk of harm. The school counselor is a mandated reporter, so they are required by law to report suspected child abuse or neglect to child protective services or law enforcement.

Finally, the school counselor may sometimes consult with faculty to design effective supports for a student or a group of students in classes or activities.

The school counselors are able to discuss with students and families whether a referral to a mental health professional would be helpful. The department prioritizes maintaining a robust network of referrals in order to help students and families find a therapist, agency, or program to meet their needs. If a student is already working with an outside provider, with permission from the family, the counselor can collaborate with them to coordinate support.

7. Learning Strategies Center

The Learning Strategies Center provides services for students with diagnosed conditions that may impact academic performance. Students who would like to request accommodations at LWHS should contact the Learning Strategies Director. Accommodation requests must be accompanied by current documentation that meets specific guidelines (which can be found on the LSC pages of the school website), and are facilitated by the LSC staff. Examples of accommodations that may be available at LWHS, depending on the circumstance, include:

- Extended time on examinations
- The use of a basic four-function calculator during examinations
- The use of a computer (portable or desktop) during examinations

The school may not be able to implement all recommendations from health care providers.

For safety, security and equity reasons, non-employee academic coaches and tutors may not meet with LWHS students on-campus.

8. 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.

9. 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 arrive any time during first block and depart during last block. 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. (The Library is closed afterschool on 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 supervised student activity. The 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 and that extend past 6:00pm.

10. 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 Office Coordinator.
- 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 Office Coordinator.
- 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, a parenting adult should contact the Office Coordinator or any of the Deans who will then communicate with the student.

11. LWHS Cell Phone Policy

Philosophy

At Lick-Wilmerding High School, our 'Head, Heart, and Hand' philosophy guides us to cultivate a community defined by our values of belonging, excellence, craft, and optimism. We believe that maintaining a structured environment regarding personal device use protects our commitment to these values and our community norms, minimizes distractions, and prioritizes meaningful, in-person connection and focused academic engagement throughout the school day.

In learning spaces and shared community spaces, we ask students to cultivate an attitude of respect and empathy towards self, others, and the school environment, demonstrating:

- Respect for others (in community meetings / all-school spaces/events)
- Attention and focus
- Academic integrity
- Commitment to wellness and healthy relationships

Cellphone Policy & Expectations

From 8:50 AM to 3:30 PM, students are expected to keep cell phones stored away, either in their backpacks or out of sight, and silenced during all class times and community programming (including but not limited to advisory, community meetings, assemblies, and class meetings or special programming such as Counseling Programming, Townhalls, Sam Mihara, etc.).

Students may use their phones during Lunch and Free Blocks as long as they are not causing a disruption or distraction to classes that are in session. Taking noise levels into consideration, and as LWHS is an open campus, we encourage students to use these times responsibly, while remaining mindful of our commitment to in-person connection and community.

Guidelines and Exceptions

Students are allowed to have their phones with them during the school day to ensure access to safety protocols (such as emergency texts), administrative needs (like scanning into VisitU for attendance), or personal needs. However, phones must be put away during designated phone-free periods. Once students enter a classroom or instructional space, phones must be silenced and stored out of sight.

Exceptions to this policy are limited to:

- **Faculty/Staff Discretion:** Faculty/staff determine the specific storage policy for their environment, which may include keeping phones in a pocket, a backpack, or a designated phone holder.
- **Academic Use:** Temporary phone use may be permitted by faculty or staff when explicitly required for a specific classroom project or activity.
 - Devices should be returned to storage immediately after the permitted use is concluded.
- **In Shared Community Spaces:** Students are expected to have their phones silent and out of sight during these gatherings. This includes, but is not limited to, advisory, community meetings, assemblies, and class meetings or special programming such as Counseling Programming, Townhalls, Sam Mihara, etc.
- **Off-campus School-Sponsored Events:** On school-sanctioned trips, including PPP days, students are expected to follow our school phone guidelines. Trip leaders will communicate specific expectations to students and families in advance.
- **Medical/Accommodations:** Students requiring device access for medical conditions or approved learning accommodations may use their phones as authorized by the Student Support Services Team (LSC, Counselors, Dean of Students, Grade Level Deans, EIB, or College Counseling).

Accountability and Consequences

We expect students to uphold these standards, and any challenges in consistently demonstrating them may initiate the accountability process outlined below.

- **Initial Redirection:** If a phone is in use during a phone-free block or activity, a faculty or staff member will ask the student to put the device away.
- **Second Occurrence:** The teacher will collect the device and keep it at their desk (face down) for the remainder of the block; the student may retrieve it at the end of the period.

Subsequent Occurrences: If a student is asked to put away their phone on a subsequent day, the teacher will collect the device and notify the Grade Level Dean. The Dean will document the occurrence and schedule a meeting with the student and their parenting adult(s) to address the pattern of behavior, which may lead to a formal disciplinary warning.

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 Office Coordinator. Students taking any objects that do not belong to them will be disciplined for theft.

Student Property

Students are encouraged not to bring unnecessary personal belongings, and in particular, items of value, to school. The school is not responsible for lost, stolen, or damaged student property.

12. 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 must 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.

13. 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.

Open campus is a privilege and may be suspended or terminated on an individual or group basis at the sole discretion of the LWHS.

14. Outside Academic 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 send an official transcript directly to the Director of Academic Services.
- Courses taken outside of LWHS are to complement, but not take the place of, LWHS's graduation requirements.
- Students considering summer courses to accelerate in the LWHS math program must get prior approval from 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 courses taken and grades received outside of LWHS by recalculating a student's grade point average to reflect all course work completed while in high school.
- Students may take summer courses to address a low grade. This will not replace the LWHS transcript grade. This is recommended for students wishing to remain UC/CSU eligible as these schools do not accept semester grades lower than a C-..

15. Policy on Discretionary Student Leaves

LWHS sometimes receives requests from students who wish to participate in high school study abroad programs, to temporarily change schools related to a non-permanent family relocation, and similar. It is expected, however, 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.

This policy on Discretionary Student Leaves does not apply to medical leaves of absence, which are considered as requested accommodations and are governed by the Accommodations policy.

LWHS strongly recommends that students opt for Summer options (see College Counselors for information) to satisfy their desire to further round-out their high school academic experience by studying in other school contexts.

The following procedures apply to Discretionary Student Leave requests:

- Consistent with the above policy, a student should submit a request for a Discretionary Student 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 Assistant Head of School for Academics . Any request not supported by a strong “family need” rationale will be automatically denied.
- In the rare circumstance when a Discretionary Student Leave is granted, and subject to the terms of such leave and all applicable conduct and academic expectations, the student will not need to reapply to LWHS in order to return, and LWHS will reserve a space for the student upon their return from an approved Discretionary Student Leave. 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. All LWHS rules regarding course credit and transcripts apply to students who are approved to take a Discretionary Student Leave.
- If a student who has not been formally (in writing) granted a Discretionary Student Leave (or a medical leave in connection with an approved accommodation) 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 to return to LWHS.

16. Library

The following are the policies of the LWHS McCullough Library:

- The library is open daily from 7:45am to 4:30pm. It is closed after school on alternating Wednesdays for Faculty meetings.
- 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.
- No food or drink allowed (water ok).
- 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.

17. Food

LWHS offers a daily lunch that is included in the cost of tuition for all students. If a student has a severe 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.

18. Athletics, Activities and Organizations

Student-athletes must submit a physical exam form (via Magnus) and pass the Impact Concussion Test to be cleared for play.

Student-Athlete Expectations

Participation in the Lick-Wilmerding Athletics Program is a privilege. Therefore athletes must accept the following responsibilities:

- **Conduct and Behavior:** Student-athletes are representatives of LWHS and must demonstrate respect for all individuals, including teammates, coaches, officials, opponents, and spectators at all times, on and off the field/court/pool, and during school and non-school activities. Student-athletes must abide by all school policies, any violation of the school's rules may result in disciplinary action and will be handled under the Accountability Process. Potential consequences can include removal from a team.
- **Attendance:** Student-athletes must attend classes and all other mandatory advisory, class meetings, assemblies, and/or mandatory school events on the day of those activities/performances (or day before in the case of a Saturday event). They may not participate in games, practices, or attend school-sponsored functions such as a dance, play, etc., if they have missed any part of the school day including advisory, class meetings, assemblies, and/or mandatory school events. Exceptions are made for excused absences if a parent has notified the school in advance. In the case of illness, the student should stay home and recover.
- **Early Dismissals:** If early dismissal is required for a game, a proper communicated request must be made to the teacher(s) for the blocks that you may be partially or totally missing ASAP with the pink slip signed & turned in to the front desk 24 hours in advance of the contest in question; teachers have the right to say no to your request. If a game happens to fall on a Monday, communications between student & teacher needs to occur ASAP, with the same protocol in place.
- **Transportation:** See Driving, Parking, and Commuting to and from School Policy

Uniform/Equipment

All uniforms and school-issued equipment are the property of the athletic department and must be returned in good condition at the end of the season, unless otherwise noted (for example, water polo and swimming gear). Student-athletes' parenting adults will be billed for any items that are lost, excessively damaged, or not returned, and unresolved balances may impact an athlete's ability to receive additional gear.

Student-athletes are responsible for the proper care of all uniforms and equipment during the season and must immediately report any damage or safety concerns to their coach and the Athletic Department.

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., KABA, Latinx Unidos, 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.

19. 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.

Outside observers of classes and/or individual students are not permitted on campus. If there is someone on campus who does not appear to belong here, please inform any administrator, a member of the Safety/Security Team, or the Office Coordinator. If a guest is on campus without an approved security badge, they will be treated as an intruder.

20. 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 off-campus 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.

21. 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. The school does not guarantee that cameras will record in all areas of campus and/or at all times of day. In the event of an emergency or safety situation, our camera data may be shared with local law enforcement authorities.

22. 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. Lost or unreturned books may result in charges.

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.

23. 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 an accommodation approved by the Facilities Director and a Dean.
- 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 use alternate transportation 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 parenting adult/guardian in the form provided by Magnus Health.
- Students may not drive other students from campus during the school operating hours, either during the regular school day or to school sponsored off campus events unless an exception is granted in writing by the school and with the approval of the students' parenting adult.
- After school sponsored events, students may drive other students with written consent from all involved families. The 2026-27 Driver Form & Release can be found on the Magnus platform.

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.

24. Communications

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

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.

25. Technology

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 Dean 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](#).

26. Accidents and Insurance

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

- First-aid supplies can be obtained at the Front Desk, the Athletic Office or Health Services.
- The Health Coordinator and a Dean should be notified if a student needs medical attention.
- Sick/Injured students must not leave campus without the knowledge of someone in the front office who will call their parenting adult and deans.

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.

27. 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 parenting adult permission. Parental permission is provided at the beginning of the year when completing the Over-the-Counter Medication Form.
- Students who require prescription medications at school 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.