

# Head-Royce School

2010-2011 Handbook

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## ***I. ALL SCHOOL INFORMATION***

### **HEAD-ROYCE SCHOOL MISSION**

The mission of the Head-Royce School is to inspire in our students a lifelong love of learning and pursuit of academic excellence, to promote understanding of and respect for diversity that makes our society strong, and to encourage active and responsible global citizenship.

Founded in 1887, Head-Royce is an independent, non-denominational, coeducational, college-preparatory, K-12 school, which offers a challenging educational program to educate the whole child. The School nurtures the development of each individual student through a program that seeks:

- to develop intellectual abilities such as scholarship and disciplined, critical thinking;
- to foster in each student respect, integrity, ethical behavior, compassion, and a sense of humor;
- to promote responsibility and leadership, an appreciation of individual and cultural differences, and a respect for the opinions of others;
- to nurture aesthetic abilities such as creativity, imagination, musical, and visual talent; and
- to encourage joyful, healthy living, a love of nature, and physical fitness.

All members of the Head-Royce community strive to create an educational environment that reflects the School's core values of academic excellence, diversity and citizenship, one in which each student can thrive. We believe that a program based on these core values will prepare our students to be effective citizens as they face and embrace the challenges and the opportunities of the future.

### **WELCOME STATEMENT**

Serving the East Bay community in one of the most diverse areas of the world, Head-Royce is committed to attracting students, faculty, administration and staff who reflect that rich diversity. In order to foster a truly welcoming community, we the Head-Royce Committees on Diversity (faculty, parent, and Board), affirm our School's mission to foster an understanding of and respect for diversity that has made our society strong. We ask you to join us in our efforts to maintain our commitment to quality education as well as support our belief that a school community rich in diversity provides the greatest opportunity for students to learn. Our vision for the school is for all its members to value the dignity and worth of each ethnicity, gender, race, religion, or sexual orientation; and to commit to an educational program that promotes respect for others, appreciates individual and cultural differences, encourages social responsibility, and prepares our students to be leaders in an interdependent, pluralistic society.

### **SCHOOL ORGANIZATIONAL STRUCTURE**

#### **THE BOARD OF TRUSTEES AND ADMINISTRATION**

The Board of Trustees consists of twenty-five members. New members are elected at the Annual Meeting for terms of three years. The names of members of the Board are listed annually in the Head-Royce School Directory. Nominees for these positions are selected by a nominating committee composed of Board members and subsequently approved by the entire Board. From a variety of sources the committee solicits candidates who will be representative of the business, professional and educational communities. Each member may serve a maximum of three consecutive terms. The President of the Alumni Association and the President of the Parents Association serve as Trustees during their terms of office. The Board members elect a chair, one or more vice-chairs, a secretary, and a treasurer. The Board normally holds ten meetings a year, omitting meetings in July and August. To see a full listing of The Board's subcommittees, or to view a full listing and duties of the administrative officers of the School, see the Head of School.

## **THE PARENTS ASSOCIATION**

### **MISSION STATEMENT**

The Head-Royce Parents Association is dedicated, through its volunteer efforts, to develop and sponsor cultural, social, and educational programs and activities for the Head-Royce community. Through its membership the Parents Association seeks to:

- promote voluntarism within the parent body;
- enhance communication between the School and the parents;
- encourage understanding and respect within the entire Head-Royce community; and
- raise funds to support the School's strategic objectives.

The Parents Association works in support of the policies established by the Board of Trustees and the administration of the School. All parents and/or guardians of students enrolled at the Head-Royce School are members of the Parents Association.

### **THE BUSINESS OF THE PARENTS ASSOCIATION**

The business of the Parents Association is conducted by the Parents Association Board that includes the Executive Board and the Committee chairs and co-chairs, all of whom are volunteers. A copy of the Parents Association Bylaws can be obtained by calling the Secretary of the Parents Association. Business meetings are held at least once during the school year and are open to all Parents Association members. These meetings include reports from the committee chairs and the discussion of relevant Parents Association business. The Parents Association convenes general meetings periodically throughout the year. These events may include reports from the Head of School, Division Heads, administrators, faculty, or Board of Trustees on school events, new developments at the School, or issues relevant to the student body. Annual dues are 0.125% of tuition; \$10 of this goes towards the student's grade-specific expenses, such as class parties and snacks. The remainder funds Parents Association committees' activities, such as hospitality costs, cultural performances at school assemblies, citizenship and artistic achievement awards, as well as capital purchases to benefit the School. Special fundraising events benefit specific projects that support the School.

### **VOLUNTEER COMMITMENT**

Volunteering is a great way to support our children and our school. And, it's also a fun way to meet other parents. There are many ways to participate – based on your interests, skills and time. Parents are encouraged to set a family goal of 16 hours (or 8 hours per parent) of volunteer commitment per year. The Volunteer Sign-up form is distributed in the Summer Mailing and is also available on the school web site. A list of committee chairs are found in the HRS Directory.

### **FUNDRAISING**

The Parents Association sponsors various fundraising events and activities to raise funds for specific goals or projects chosen by the Parents Association. These activities are designed to respond and appeal to the diverse Head-Royce community. All events are organized and managed by the Parents Association, and many parent, student, and faculty volunteers are needed to ensure their success.

### **COMMUNICATION**

The Parents Association provides a forum for discussion of topics of interest to parents through its meetings and Parent Seminars and is the chief avenue for interaction and communication between parents and the School. The Parents Association Executive Board includes a Liaison to each Division of the School. The Liaisons meet regularly with their Division Head to discuss Parents Association projects and other issues impacting students, parents, and families. The Parents Association President meets regularly with the Head of School to discuss major issues and also is a member of the Board of Trustees.

### **ACTIVITIES**

The Parents Association assists in the organization of spring events to welcome new families into the School and coordinates hospitality at educational, social, and faculty events throughout the year. The Parents Association staffs

and organizes several major school social events, including the fall Head-Royce Day Picnic, the Global Feast in the winter and a major spring fundraising event in the Spring. The Parents Association, through its Cultural Event chairs, organizes and funds cultural events/assemblies for the Lower, Middle, and Upper School students and community members throughout the school year. In each Division, Room Parent Coordinators and Room Parents organize volunteers to support teachers in the classroom, library, science room, community service projects, on field trips, and any other areas requested. The Parents Association includes the following parent interest groups: a Multicultural Committee, Book Fair, and Learning Differences Network.

### **GUIDELINES FOR PARENT GIFT GIVING**

Grateful for the interest and care shown by members of the faculty and staff in the education of their children, parents often wish to demonstrate their appreciation in some tangible and meaningful way. These guidelines have been developed to help parents answer the question, "What is an appropriate gift?" A good way for parents, and their children, to express their appreciation is through personal cards or small, appropriate gifts. We encourage these kinds of gifts during the holiday season. These gifts are particularly meaningful when made, or initiated, by the student. Understanding that occasionally parents may wish to thank teachers at the end of the school year in a special way, the room parents may coordinate the collection of modest (approximately \$10 per family), equitable donations for gifts to the teachers. Similarly, at the end of the sports season, parents may wish to coordinate on a gift for their team's coach using this approach. The School welcomes parent gifts such as gift certificates or tickets to performances and sports activities that can be given to teachers, administrators, and staff members through random drawings. Please contact the Development Office (531-1300, ext. 2121) should you wish to make a gift of this kind. The School also is grateful for gifts that honor employees, through the Annual Fund, the Endowment Fund, the Capital Campaign, or the Library Program. These gifts are acknowledged in the Annual Report, and the honorees express great pleasure with the recognition. We discourage individual gifts of significance (cash gifts, material gifts, or service gifts exceeding \$100 in value, except for the kind of group gifts described above), which may be misunderstood and give the appearance of a conflict of interest. Our teachers work with their students without regard to the parents' resources, generosity or level of engagement with the School. To maintain the integrity of the teaching environment, it is important that there never be even the appearance that teachers are being rewarded by certain parents for specific acts. Families should understand that employees have been instructed to decline gifts that exceed these guidelines. We appreciate the community's support in our efforts to create an equitable and inclusive workplace.

## **ATTENDANCE**

### **GENERAL INFORMATION K-12**

School hours are:

Kindergarten	8:25 am - 2:00 pm Monday-Friday
Grades 1-12	8:25 am - 3:20 pm Monday-Friday

- \* Parents are required to call the appropriate divisional administrative assistant by 9 am if student is absent 510 531 1300
- \* A note or phone call is required for students, who arrive late, leave early or who have been absent in order for the tardy or absence to be considered "excused".
- \* Tardy students report to division offices. Three unexcused tardies will result in a detention in MS and US and may be treated as a serious discipline issue if it continues.
- \* Notification of midday appointments or early dismissal must be made in writing or by phone to divisional administrative assistants.
- \* Midday pick-ups are made at the Gatehouse on Lincoln Ave.
- \* Kindergarten students may stay in After School from 2-3:30 at no charge.
- \* Middle School students who are not participating in an organized activity must be picked up by 3:45 or go to ASP.
- \* Arrangements for after school visits and overnights with friends need to be made before the school day from home and not by phone from School.
- \* Extended Absences in excess of 10 days or 10 classes require a petition to the Division Head for academic credit. In most cases, in order to be promoted to the next grade level or to meet minimum graduation requirements, a student who has missed more than ten days will be asked to meet with a team consisting of the Division Head, Grade-level Dean, Advisor and, when appropriate, the School Counselor. The Division Head, in consultation with the managing team, will make a decision on a case-by-case basis that may allow the student to receive credit for the missed class time. Possible

responses may include any of the following: complete additional assignments; complete additional work in summer school; complete course work on-line or by correspondence; complete independent work under the supervision of a qualified teacher; repeat one or more classes; repeat the school year.

When making a decision about whether or not to send your daughter/son to school, please remember that she/he will take part in the full program including PE classes and outdoor activities. In all divisions students must attend school for the entire day in order to participate in after school or evening fine arts or athletic events. The School asks that medical and dental appointments be scheduled before or after school hours. If a child becomes ill or injured at School the administrative assistant will telephone parents.

The School does not approve of early departures and/or late returns at regular vacation times. If parents choose to take an unscheduled vacation, they do so with the understanding that the teachers are not responsible for providing assignments during the period of absence or giving extra time to help students make up work that is missed. It is likely that the grades will be negatively affected by any extended absences.

The Division Head must be notified in the event of extenuating family circumstances, which might result in an excused absence from School. If a student is absent from School without an excuse or approval from the Division Head, the student will not be offered the same leeway regarding makeup work upon return; the student will not receive credit for class assignments that have been missed and teacher are not expected to offer extra help or makeup test. Unexcused absences will be treated as a major infraction of school rules and will result in disciplinary action.

### **LEAVING SCHOOL DURING THE DAY: MIDDLE SCHOOL STUDENTS**

If you must leave campus during the school day:

1. MS students--you must bring an explanatory note from your parents to the Middle School administrative assistant or your advocate when you arrive at school.
2. Always sign-out in the Middle School Office when it is time for you to leave.
3. Sign-in when you return. Please give any notes from your doctor or dentist to the Middle School administrative assistant when you return.

### **UPPER SCHOOL ATTENDANCE PROCEDURES**

Remember that when you are absent your parent must PHONE the Upper School Office on the day of your absence. If they don't call the office, you must bring a note of excuse on the day you return to school. Every time you leave campus, for any reason, including an HRS team contest or a field trip, you must SIGN OUT. Failure to do so will result in a detention for the first offense, and tougher consequences for subsequent offenses. Students who do not provide a parent telephone call or a note of excuse within 24 hours of the absence will automatically receive a detention. Any student with three tardies will also receive a detention. If you fail to serve an assigned detention, your detention time will be doubled in addition to possible other consequences such as a parent conference, in-house suspension, or a letter in your school file.

Problems with absenteeism also appear on the Secondary School Report (SSR) which is sent to colleges. Attendance in all classes, assemblies and advising/class activities is mandatory. Open Campus is a privilege for juniors and seniors only. This privilege allows students to leave campus during free periods or lunch. If you leave campus at any time for any reason (including athletic events), you must sign out in the Upper School Office or send an email to [signout@headroyce.org](mailto:signout@headroyce.org). To be dismissed for off-campus appointments, you must sign out. An appointment note from a doctor's or dentist's office is acceptable.

### **BEHAVIORAL EXPECTATIONS**

Students are expected to act responsibly and to actively support the goals of Head-Royce. Students will be considered under the jurisdiction of the School when they are on school grounds, at other places owned, leased, or licensed for use by the School, including the Greek Orthodox parking facility, areas immediately adjacent to the school, such as Lincoln Avenue and Whittle Avenue, at any school-related activity, or traveling to or from school-related activities. In addition to abiding by the major school rules outlined below, all members of the Head-Royce community are

expected to treat each other with courtesy and respect. Racist, sexist, or any other denigrating language or behavior is unacceptable. The administration and faculty reserve the right to remove a student from Head-Royce whose behavior has been disruptive or otherwise detrimental to the learning environment of the School, damaging to the School community, or to the School's reputation within the greater community.

## **MAJOR SCHOOL RULES**

There are several rules, which are so important that we want to highlight them. The school will not tolerate acts of rudeness or coercion directed against any member of the community. Tobacco, alcohol, drugs, cheating, plagiarism, stealing, and lying have no place in any context related to Head-Royce. Real or facsimile weapons are not allowed at school. Please refer to the following policies and divisional rules for further elaboration upon these expectations. Violations of the major school rules outlined above (or even the appearance of disregard for these expectations) will likely result in severe sanctions. See divisional rules and appendix for more information. The care, protection and maintenance of School property are the responsibility of every student. School property (desks, lockers, grounds and plantings, restrooms, halls, lounges, classrooms, library materials) is for the use and enjoyment of all students. Any student who abuses and/or litters School property will be subject to disciplinary action.

## **POLICY ON SMOKING, DRUGS, & ALCOHOL**

While under the jurisdiction of the School, a student is not permitted to use or possess tobacco. This also includes areas immediately adjacent to the School, such as Lincoln Avenue and Whittle Avenue. While under the jurisdiction of the School, or at any school-related activity, a student is not permitted to use, possess, be under the influence of, or distribute any illegal or dangerous drug, or any alcoholic beverage. Any student who ignores the above can be subject to serious disciplinary action up to and including dismissal.

## **POLICY ON THEFT AND CHEATING**

The School firmly believes in personal integrity and honesty. The taking of, or using the possessions or property of others, including that of the School, without specific permission, is theft. Any student involved in theft or cheating will be subject to serious disciplinary action up to and including dismissal. Cheating is the act of giving or receiving information either on tests, quizzes, or homework. It shows a lack of personal integrity, and the direct academic consequence is failure on that piece of work. While cheating clearly does not fit in your Head-Royce life, cooperative learning is strongly encouraged. If you have any doubt about the nature of a particular assignment, work independently until you can check with your teacher.

## **POLICY ON PLAGIARISM**

**Philosophy**—The Head-Royce School believes strongly in personal integrity and honesty. The School defines plagiarism as the act of stealing and passing off as one's own the ideas or writing of another. The School also recognizes that developing an understanding of appropriate and inappropriate borrowing of another person's ideas is a complex process. Accordingly, we have developed policies and procedures to shape the curriculum regarding plagiarism instruction and have refined penalties for students who violate our expectations.

**Sanctions**—The academic sanctions for violating the plagiarism policy are outlined in Student and Faculty Handbooks. A student in the Upper School plagiarizing an assignment will fail the assignment and be required to repeat the assignment. Upon satisfactory completion of the assignment, the student will receive a 50 (F). In addition, a student will likely be placed on academic probation for a defined period of time and may receive other disciplinary sanctions, up to and including dismissal from the School, depending on the severity of the infraction. After consultation with the family, a letter is written to the student and his/her family explaining the problem and response. Students in the Middle School and students in the Lower School (grades 3 and higher) are subject to the same standards, with allowance for developmental differences. Students who violate the School's expectations a second time will be subject to stronger penalties as outlined in the Handbook, up to and including expulsion. For a complete version of the policy on plagiarism, please speak with your Division Head.

## **POLICY ON ABUSIVE, DENIGRATING OR VULGAR LANGUAGE AND CONDUCT**

The mission statement of Head-Royce clearly and specifically highlights our commitment to "...an appreciation of individual and cultural differences and a respect for the opinions of others" and "to promote leadership and social

responsibility” in all students. Therefore, any verbal or physical conduct which denigrates others because of their race, sex, religion, cultural heritage, appearance or sexual orientation is unacceptable behavior and will be considered a serious offense against the entire School community. Fighting is strictly prohibited. Even when they appear to be in jest, such comments reflect and teach an easy tolerance for the language of hate. The consequences for insensitivity of this type typically will include discussion with the student, family notification, counseling, and the possibility of probation, suspension, or dismissal. Students who use vulgar language will be subject to the same consequences as those outlined above. It is the goal at Head-Royce to establish high standards for behavior, including language. In this connection, students will be expected to use courteous language and to refrain from any use of vulgar language while at the School or at any school sponsored event.

### **STUDENTS’ SEXUAL HARASSMENT POLICY**

The Head-Royce School seeks to be a community in which every individual is treated with sensitivity, courtesy, and respect. It is the policy of Head-Royce School to provide a school environment free from all forms of discrimination, including sexual harassment. Students who feel aggrieved because of conduct that may constitute sexual harassment should directly inform the person engaging in such conduct that such conduct is offensive and must stop. If students do not feel comfortable doing this or are unable to do so, they should make their concerns known to the school counselor, teacher, advisor or other adult who will inform the person that the offensive behavior must stop and follow through as appropriate. The School considers sexual harassment a major offense. Violation of this policy will result in disciplinary action.

### **REAL OR FACSIMILE WEAPONS AND DISTRACTING TOYS**

The School is committed to providing a safe environment. Weapons and toys which are dangerous or distracting are not permitted on campus. We are especially concerned with knives and/or toy guns which may look real. All such weapons or toys are banned from the School premises and AC Transit and private, contracted buses. Students should remember that any verbal or written communication about weapons, even when meant in jest, can be interpreted as threatening, and the School will respond seriously. Violators may be subject to severe disciplinary action.

### **RESPECT, RESPONSIBILITY AND TECHNOLOGY**

One of the core values of our School’s mission is to promote constructive and responsible citizenship by fostering respect, responsibility and trust among our students. From time to time we face challenges working with students who do not show respect and responsibility through their words and deeds. Regarding language, we have expressed our expectations in the Policy on Denigrating Language, which says simply that members of our community may not denigrate one another on the basis of race, sex, religion, cultural heritage, appearance or sexual orientation. As a school we do not tolerate speech directed at the community that is obscene, libelous or slanderous, that incites students to violence, that invades the rights of others, or that contributes to the substantial disruption of the orderly operation of the School. These policies, and the penalties for those who do not adhere to them, are outlined in the School Handbook.

In recent years, new challenges to our policy of respect and responsibility have been posed by technology. The use of email, instant messaging, personal web sites, and social networks has occasionally created a temptation to use denigrating language. Because of the transparency of this technology, we have established a “Technology/Network Policy and Guidelines” to govern its use in our School community, and we have decided that the Policy on Denigrating Language applies for social networks, email, instant messaging, personal web sites and other forms of electronic written communication directed at the community, even if the messages originate off campus. The reason for this is simple: hateful, hurtful or threatening written messages can seriously damage individuals and their ability or willingness to participate fully. In this way it can undermine our community and its safety. This policy also covers the use of photos, film or videos that might denigrate another member of the community. Some have challenged our School’s policies, suggesting they undermine our strong commitment to the First Amendment in the community where the free expression of ideas is prized. We believe this is not the case. Our focus is on the denigrating or violent language or images outlined in our policy. We do not seek to monitor students’ Internet or web-based communications off campus. When infractions are brought to our attention, however, our School’s policy and its consequences will be enforced. The ultimate goal of this statement about respect, responsibility and technology is to maintain a School community where all individuals are respected and where intolerance and abuse are not accepted.

## **APPROPRIATE TECHNOLOGY USE POLICY AND GUIDELINES**

It is a general policy that all HRS technology facilities (including HRS networks) are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of Head-Royce School. Users must acknowledge their understanding of the general policy and guidelines as a condition of receiving an HRS-Net account or using the network. The Head-Royce School rules apply to the use of HRS-Net and other networks, and any usage of these networks in violation of the School's guidelines, policies and procedures will be subject to appropriate disciplinary action, including but not limited to loss of HRS-Net privileges, and in accordance with the School's rules as outlined in the Student Handbook. All student use of technology at school must be for educational purposes. For this reason, the school does not provide access to social networking sites such as MySpace or Facebook as many of the optional features available at these sites do not support the educational mission of the school. All Middle and Upper School parents and students new to the school are required to sign the Handbook Review Contract. Signatures indicate willingness to adhere to these Technology and Net Guidelines. Students who use the Internet at or away from school must be aware that the use of any abusive, denigrating or vulgar language directed at a member of the Head-Royce community will be considered a violation of the school policy in this Handbook.

Acceptable uses of the network are activities which support learning and teaching. Network users are encouraged to develop uses which meet their individual needs and which take advantage of the network's functions such as, for example, databases, the internet, email (in supporting learning and teaching), and local servers. All of these guidelines apply to students using HRS computers, including laptops, as well as their own laptops brought to school. The school assumes no responsibility for the safety of student laptops, and students should make sure to keep them in their lockers or with them at all times.

### **B. Unacceptable Use**

HRS-Technology and Net users are held responsible for their actions while using the Internet.

Students may not use computers, cell phones or laptops to:

- visit websites or view films that are not school related during the school day;
- play or create games unless they are part of a class assignment;
- visit any websites that are violent, pornographic, or degrading to others;
- text messaging or instant messaging at any time while in class

Other examples of unacceptable use are:

- using a laptop, cell phone, or ipod in class without the teacher's permission;
- using the network for any illegal activity, including violation of copyright or other contracts;
- using the network for financial or commercial gain;
- degrading or disrupting equipment or system performance;
- vandalizing the data of another user;
- wastefully using finite resources (ie, unnecessary printing);
- gaining unauthorized access to resources or entities;
- invading the privacy of individuals including files or records of other individuals;
- using an account owned by another user;
- posting personal communications without the author's consent or that demean another member of the community;
- posting anonymous messages;
- creating sexually explicit text or graphics.

## **CELL PHONES**

Lower School and Middle School students are not permitted to use cell phones on campus. They must be turned off and secured in the student's backpack while at school. Upper School Students are expected to use their cell phones appropriately. They are never to be used in classrooms or in morning meeting and assemblies. All noise making accessories like alarms, games, pager warning sounds and rings are to be turned off during the school day. Students who violate these guidelines may have their phones confiscated and lose cell phone privileges. The use of the camera function on cell phones is not permitted without permission. Students whose cell phones have been confiscated should not expect them to be returned the same day.

## **EMAIL ETIQUETTE**

We all want to experience the benefits of email in a way that is effective, efficient, and polite. Listed below are a few courtesies and customs, developed by The Radcliffe Institute at Harvard and adapted by the Head-Royce administration, to guide you in your use of email.

**Five Requests:**

1. Be aware that email might not be as private as you may wish. If confidentiality and privacy are important, it may be advisable and more appropriate to use other communication vehicles. If you do decide to send confidential information that should not be forwarded or otherwise shared, include a statement to that effect.
2. When replying to a message sent to multiple addressees, please respond to the sender only. That person then collates replies for the group as a whole.
3. Be considerate with length. Too much information in one message is a burden on recipients, especially for busy teachers.
4. Do not forward or edit an email message without the original sender's consent. This is particularly important in the case where the sender may consider the contents sensitive.
5. Be patient—faculty often need 1 to 2 days in order to respond.

**SAFETY****SAFETY RULES FOR AUTOMOBILES AND BUSES**

To improve the School's ability to provide for the safety of all its students, all who drive to and from School, drop off or pick up students at School or ride buses to and from School also must read these rules carefully and follow them at all times. The School urges all parents and students who drive to form carpools. The School also encourages use of the buses.

**The "Big Ten" Traffic Rules**

1. Obey The TRAFFIC LAWS in our School Zone.
2. Respect and obey the TRAFFIC MONITORS.
3. Do not make U-TURNS anywhere on Lincoln, Alida, Linnet, Burlington, or Laguna.
4. Do not JAYWALK or encourage jaywalking.
5. Do not use PRIVATE DRIVEWAYS for turnarounds, parking, waiting, or pick up.
6. REMAIN IN YOUR VEHICLE during drop off and pick up on Lincoln Avenue.
7. Do Not DOUBLE PARK to drop off or pick up.
8. Do Not use WHITTLE AVENUE to drop off or pick up.
9. Do not DRIVE ON CAMPUS to park, drop off or pick up.
10. Know the dangers of unloading and loading THE TRUNK during peak traffic times in the carpool lane on Lincoln Avenue.

For a complete listing of driving rules, including instructions for using carpool lanes before and after school, please refer to the on-line handbook.

**STUDENT DRIVERS**

1. Driving to School is a privilege. It is expected that all students who drive to School or who ride with students to School have permission to do so from their parents. Parents (or legal guardians) must register in the Business Office any vehicle that will be driven to School. Please refer to the Student Driver/Vehicle Registration Form available from the School receptionist. This will also be posted on the School web site.
2. Student drivers are required to park on Lincoln Avenue above the School or in the School parking lot. Only

Juniors and Seniors may use the School parking lot and they must park in designated areas. Priority parking is reserved for student car pools. Students may not drive or park on the lower campus. All student vehicles must display a School-issued sticker. Residents who live near the School want their neighborhood to remain quiet and free from driving and parking complications. Restricted areas and private property surrounding the School must not be abused or littered.

**3.** Student drivers must sign an agreement to abide by the School's rules on driving and parking. Failure to abide by the School's rules on driving and parking will result in disciplinary action. If a student breaks one of the driving rules his/her driving privileges will be suspended for five (5) school days. If a second offense occurs, the consequence will be a ten (10) day driving suspension from school. If a third offense occurs, consequences may include suspension from school. Driving privileges of a student who has broken a substance (alcohol/drug) related rule might be revoked (e.g., possession, use, sale/distribution of alcohol or drugs). More serious forms of student discipline may be imposed for such rule violations in accordance with School policy.

**4.** Students may not drive other students on field trips. Student athletes may not drive other team members or classmates to practices or games.

## **BUSES**

1. To reduce the amount of traffic on Lincoln Avenue, families are urged to use AC Transit Bus Service or the private, contracted buses. Bus services are described in the AC Transit Supplementary Schedule and in the private, contracted bus service literature. AC Transit Schedules are available in the Business Office and can be obtained from the Receptionist's Office.

2. Students may purchase AC Transit bus tickets from the Receptionist's Office at anytime between 8:30 am and 4:00 pm Lower School students may also purchase tickets in the Lower School Office.

3. School rules apply while our students are on the AC Transit buses and private, contracted buses.

Parents/guardians/care givers are responsible for students until the student's arrival at school in the morning and after school dismissal.

## **SCHOOL SAFETY COMMITTEE**

Parents and guardians are encouraged to serve on the School Safety Committee. Further explanations of driving, public transportation, and related school safety rules are available from the Business Office.

## **FIRE, EARTHQUAKE AND INTRUDER DRILLS**

Fire drills and earthquake drills are held periodically so that in the event of a real emergency students, faculty, and staff will be prepared to react promptly in a manner conducive to the safety of all. Fire drills teach students to evacuate school buildings in a rapid, orderly manner. Earthquake drills teach students to quickly assume the Drop and Cover position and to maintain it until otherwise instructed. Intruder drills teach students how to respond to a dangerous situation on campus. During drills it is essential that all students remain silent, listen carefully, and respond quickly to instructions.

## **MAJOR EARTHQUAKE PROCEDURES**

For the purpose of definition, a major earthquake is one that would prevent normal transportation to and from school; it would also disrupt telephone communications. Buildings would sustain varying degrees of damage. Should a major earthquake occur, all students will be kept at the School where everything possible will be done to care for and comfort them. City and county services will probably have to be engaged elsewhere, so the School is prepared to operate independently for a period of one to three days. In the event of a major earthquake no student will be permitted to leave the School without permission from a member of the administration and permission will be granted under these conditions:

Students in K - 12 will be released: **1.** to the parents when they are able to reach the School to pick them up; **2.** or when the student is put in the custody of previously agreed upon members of the family (e.g. an older brother or sister capable of driving); **3.** or when the student is put in the custody of previously agreed upon adult friends (e.g. neighbors of the family). A complete list of the above people is recorded on the Disaster Release Form and is kept by each of the divisional offices and the Head's Office.

## **CHILD ABUSE REPORTING OBLIGATIONS**

In accordance with California law, school staff is obligated to report the reasonable suspicion of physical abuse, emotional abuse, or deprivation, physical neglect, inadequate supervision, or sexual abuse and exploitation. As stated in the California code, the school does not contact parents in advance of making a report to legal authorities. School staff will make such reports in the best interests of the affected child and do not have any legal alternative except to make the report to the proper authorities.

## **ADMISSIONS, FINANCIAL AID AND REENROLLMENT**

### **ADMISSIONS POLICY**

The mission of the Head-Royce School is to inspire in our students a lifelong love of learning and pursuit of academic excellence, to promote understanding of and respect for diversity that makes our society strong, and to encourage active and responsible citizenship.

The School seeks students who can profit from a rigorous academic program, who are capable of the self-discipline necessary to succeed, and who will make a significant contribution to the community. To be considered for admission, younger children must show a potential to do well in a demanding academic environment. Older students must demonstrate strong academic ability and present a record of significant scholastic achievement. Admission is based on results of a written application, previous school records, test results, a personal interview, and recommendations. The School assesses the student's talents, interests, enthusiasm for learning, character and motivation. Head-Royce also seeks families who support the mission of the School. The School is striving to build a diverse student body that reflects the ethnicity, race, socioeconomic circumstance and family composition of the Bay Area. Head-Royce admits students and welcomes families of all backgrounds. The School does not discriminate on the basis of race, color, religion, gender, disability, sexual orientation, nationality or ethnic origin in the administration of its educational or admissions policies and programs.

An Admissions Committee, comprising faculty, administration and the Director of Admissions, reviews all applications. Those recommended for admission are reviewed by the Head of School. The Director of Admissions has final authority for admission decisions. Applications for financial assistance are assessed separately by the Financial Aid Committee and have no bearing on the evaluation of a candidate's admission application.

### **FINANCIAL AID**

The Head-Royce School is committed to a strong financial aid program to provide educational opportunities for able and deserving students who could not otherwise afford to attend the School. Financial aid is available to both continuing and new students. Continuing students are given priority. Financial aid is awarded on the basis of demonstrated family need, and it is available to students in all three divisions of the School. Families requesting financial assistance must apply online through the School and Student Service for Financial Aid. Families receiving financial aid for the current school year will be sent the necessary forms in November. Currently enrolled families who are not already receiving financial aid but are seeking financial assistance for the next academic year must call the Financial Aid Office by December and request the necessary forms. A copy of the parents' income tax forms is also required. The Director of Financial Aid assists families in making application. The information is reviewed by the Director and presented to the Financial Aid Committee. The Committee allocates the School's financial aid funds. All information and decisions are strictly confidential. The School has established a goal of allocating an amount equal to 16% of collected tuition revenues to financial aid. The sources for financial aid are derived from annual giving, interest from the Endowment and Board Designated Funds, tuition revenue, and foundation support. A limited amount of supplementary Financial Aid is available for school activities such as field trips and for textbooks. Please call the Director of Admissions and Financial Aid for more information.

## **REENROLLMENT**

Students who are in good academic standing, have demonstrated a commitment to the goals of the School, and whose Business Office account is in good standing will receive a reenrollment agreement for the next academic year in early February. Lower School students in good academic standing are doing satisfactory or better academic work at their grade level and are meeting the grade level expectations in social development and learning habits at the end of each grading period. Middle School students are in good standing if they are not on academic or social probation (see Handbook, Middle School, Academic Standing.) Upper School students are in good standing if they are not on academic or social probation (see Handbook, Upper School, Grades/Grading System.) The reenrollment agreement will be held when a student is not in good standing for academic or behavioral reasons. The School will communicate with parents in writing when a contract is to be held. The reenrollment agreement will be released when the conditions for continued enrollment have been met. A reenrollment agreement may also be held if the student's account in the Business Office is in arrears. The School will communicate with parents to discuss arrangements to clear the account. The reenrollment agreement will be released when the account has been cleared or satisfactory arrangements have been made with the Business Office.

## **LEAVES OF ABSENCE**

The School allows eligible students to take a one year Leave of Absence. To be eligible, students must be in good academic and social standing and with all Business Office accounts current. The required non-refundable 10% deposit to hold a student space will be applied towards the re-enrollment deposit if/when the student returns. Parents should submit the Leave of Absence Application Form along with the non-refundable 10% deposit to the Head of School by April 1. The one year Leave of Absence is typically granted with a provision that families must notify the Admissions Office no later than February 1 in the desired year of return. A transcript and letter of request to re-enroll should be sent directly to the Director of Admissions who will make the final decision in consultation with the Head of School and Admissions Committee. Please note that the School reserves the right to limit the number of leaves it grants in any year in any division.

## **STUDY ABROAD OR DOMESTIC STUDY LEAVES**

The School encourages students to study abroad for a semester or a year during high school. Please refer to the School's web site for more detailed information about recommended programs. Any student, and his or her family, planning to study overseas or in a one-semester domestic study program must submit a written proposal to the Upper School Head by February 15th of the year preceding the proposed leave. The administration will consider the leave of absence request in accordance with School policy. Students must demonstrate their ability to meet school academic requirements. Students granted a leave for a full year are required to pay no tuition beyond the 10% enrollment deposit. Typically, one semester leaves that are approved by June 1 preceding the school year require that parents pay 65% of the year's tuition. Although the School will work with students and their families who request a leave after February 15th, we cannot guarantee that a leave will be granted due to enrollment considerations. Should such a leave be granted after June 1, parents will be expected to pay 75% of the year's tuition in view of the impact on overall enrollment.

## **TUITION AND FEES**

### **HEAD-ROYCE SCHOOL TUITIONS: 2010-11**

<b>Kindergarten – Grade 5 . . . .</b>	<b>\$20,800</b>	<b>(Lower School)</b>
<b>Grades 6 – 8 . . . . .</b>	<b>\$23,100</b>	<b>(Middle School)</b>
<b>Grades 9 – 12 . . . . .</b>	<b>\$29,200</b>	<b>(Upper School)</b>

Tuition is due twice during the year: sixty-five percent of the year's tuition is due by June 1. The sixty-five percent installment must be paid prior to the first day of school, otherwise the student may not attend class(es). The remaining thirty-five percent (less the 10% non-refundable reservation deposit) is due by December 15. Account balances unpaid after December 15 will be assessed a \$250 late fee. For a complete description of payment plans, tuition insurance, and fees, please contact the Business Office.

## GENERAL STUDENT INFORMATION

### BOOKS AND SUPPLIES

In the Lower School and in 6<sup>th</sup> grade teachers issue books and the Business Office bills the parents. It is the responsibility of students and parents to obtain other school supplies as requested by classroom teachers.

In 6th grade, families who already own copies of the reusable textbooks need to instruct their child to present the book to their teacher on the first day of school. Families will only be charged for the books their child does not already have. Summer reading books must be purchased by families independently. In the Middle (beginning with seventh grade) and Upper Schools books are sold by MBS Direct or distributed through a shared textbook program and families are billed a usage fee for the year.

### LEARNING DISABILITIES POLICY

The mission of the Head-Royce School is to inspire in our students a lifelong love of learning and exuberance for academic excellence, to promote understanding of and respect for the diversity that makes our society strong, and to encourage constructive and responsible citizenship. To this end, our goal is for students to meet with academic success and to build confidence as active and engaged learners. The School's learning specialist, teachers and administrators work with families in an effort to provide a successful academic experience for all students from kindergarten through senior year. We recognize that students with diagnosed learning disabilities may need extra support in designated areas. While we expect all students to meet the School's academic standards, we strive to work with students with learning disabilities so that they may have a fair and reasonable opportunity for academic success. While we also recognize that all our students have different learning profiles that influence their experience in school, this policy addresses the needs of those with diagnosed learning disabilities. For further information and documentation requirements, please refer to the full text of the policy on the School's web site.

### LUNCH

A daily, K-12 food service is available to all students. All students may also bring their own lunches. A hot breakfast is also available in the Upper School. Microwave ovens are available for Middle and Upper School student use. Food is not to be taken into the library. Because refrigeration is not available, all food **MUST** be taken home at the end of the day. We also ask that you assist in recycling and composting efforts by disposing of your food waste and empty cans, etc. in the marked containers. Lower, Middle and Upper School students may not eat in a classroom, hallway or auditorium unless there is a teacher present and you have permission.

### THE LIBRARY

The Head Royce Libraries provide great spaces and extensive materials to enlighten and enrich the HRS community. Community members are encouraged to check out or suggest materials for purchase, seek assistance with research, study in a beautiful space or join together for special events.

The Head-Royce Libraries conduct an ongoing program of library skills instruction, book talks, and special research for classes K-12. The Read Library is centrally located between the middle and upper schools, and there is also a library for grades K-5 located in the Lower School. The libraries currently have over 22,000 volumes and several general and specialized Internet database subscriptions. Updated daily, these include INFOTRAC, SIRS, and the New York Times, current and archives.

In an effort to support an environment conducive to learning, courtesy, and respect, library users are requested to maintain the following standards:

- Maintain a clean environment including leaving food and uncovered drinks outside of the library.
- Maintain an atmosphere that allows other users to focus and study by keeping conversation at a level, character, and length that will not disturb others. Additionally cell phones should be set to mute/vibrate, and calls must be taken outside.
- Use library computers in accordance with the Head-Royce Acceptable Use Policy (pages 9-10 in the Head-Royce School Directory and Handbook); this includes no gaming or social network sites and no streaming media (including music and video) without faculty consent. These guidelines also extend to personal computers used in the Library.

- Respect all library furniture, computers, and other resources; and avoid altering or removing any items.
- Use the “quiet room” exclusively for individual silent study, unless permission is granted by library staff for a school meeting.
- Refrain from engaging in disruptive behavior in the library.

Individuals who are not able to adhere to these standards may be asked to leave the library and may be subject to additional disciplinary action including detention or extended suspension of library privileges. Students seeking an environment for group conversation will be directed to the cafeteria or the dean's lounge. In order to maintain open communication within the Head-Royce community, parents/families and homeroom teachers will receive written notice when students are asked to leave the library or privileges are modified or revoked.

The Read Library is open Monday-Thursday, 8:00 a.m. to 5:00 p.m., and Friday 8:00 a.m. to 3:30 p.m. Library materials are checked out for a period of 2 weeks. Library users are notified of overdue materials through homerooms (for Lower School) and individual email (for Middle and Upper Schools), and are responsible for replacement costs of library materials that are not returned. Library users with materials outstanding by the final due date at the end of the school year will incur a nonrefundable charge through the Business Office regardless of later return.

### **PERSONAL MESSAGES/ TELEPHONE**

Division administrative assistants are not able to deliver personal messages to students except for unavoidable circumstances or emergencies. Middle School students should check the message boards frequently. Lower Schoolers must get permission from a classroom teacher to use the office phones. Students who are ill must report to a division office where the division administrative assistant will call home.

### **PHOTOCOPYING**

Students may only use the office copying machines with a note from a teacher. Students may purchase copy cards for the library copy machine through the Business Office.

### **PUBLICATIONS PRIVACY POLICY**

The School as a general practice publishes nine print publications for distribution within the Head-Royce community each school year. Photographs of students identified with his or her first and last name may be featured in these publications. In addition, the School may publish electronic photographs (which will only be identified with student first names) on the School web site. Should a parent or guardian wish to deny the School the right to include photographs of his or her child in any such School publication, he or she must notify the School in writing.

### **STUDENT VISITORS**

Although we welcome students to visit our campus, the Division Head must have advance notification from parents that a visitor will be accompanying their child for a one-day visit. The visitor must check into the office upon arrival and provide emergency contact information. For an extended visit of up to one week, the Division Head requires advance written notification of two weeks. We are unable to accommodate visits lasting more than one week.

### **TEACHER REQUESTS: LOWER SCHOOL**

In Lower School many factors are taken into consideration when assigning students to classes. The Head-Royce faculty is a qualified, caring and supportive group of teachers committed to the growth of all students. In choosing Head-Royce for your child's school, we believe you have expressed your confidence in our faculty. In Lower School, factors including academic ability, social, learning styles, group composition and gender balance are taken into consideration when building two sections of each grade. Because so many factors are considered, making up the classes is a complex process. Parents who wish to communicate needs or circumstances regarding their child's placement may do so by writing a letter or sending an e-mail detailing the academic and/or social needs of the child, without naming a specific teacher. This information will be considered along with the factors listed above. Please send all letters to the Lower School Office or e-mail the division head no later than May 24. If you have questions about the process please call or email Suzanne Abbey.

## **TEACHER REQUESTS: MIDDLE AND UPPER SCHOOL**

In the Middle and Upper Schools, scheduling students into classes is a complicated and time-consuming process that involves both computer and hand scheduling by the Division Heads, Academic Dean and Director of Scheduling. Each student initiates the course enrollment process with course requests where applicable (arts, language, math placement in Middle and Upper; additionally, honors, AP and other electives in Upper). Many factors are taken into consideration when balancing classes including class size, gender and social composition. We believe our faculty are all skilled educators and, additionally, that students in Middle and Upper Schools need to learn the very important life skill of working with many different types of teachers. **Due to all of these factors, we do not encourage teacher requests in the Middle and Upper divisions.** If you do need to let the school know of your child's learning needs, please send an explanatory note to the appropriate person noted below. We cannot guarantee schedule requests, but will thoughtfully review your child's needs. Our goal is to create the best possible schedules for all students. For Middle School questions, contact Middle School Head Carol Swainson. For the Upper School, contact Asst. Head Crystal Land, or Upper School Head Carl Thiermann.

## ***II. LOWER SCHOOL***

### **ACADEMICS**

#### **CURRICULUM**

The Lower School offers a curriculum that is relevant to the abilities and developmental needs of the students at each grade level. Our goals are to foster inquisitiveness, independence, and an appreciation of learning; to promote self-direction as well as cooperation and concern for others. Students grow from the challenge of new and progressively more difficult material within a structured and supportive school environment. The Lower School curriculum emphasizes the building of a strong foundation in the basic skills in the areas of language arts, mathematics, science, and social studies. The academic curriculum is extended and enriched by specialist teachers who provide programs in art, music, world languages, physical education, library, science and computer. A Learning Resource Teacher is available to support students with classroom curriculum work. Special programs in positive peer interactions, decision-making, refusal skills and conflict resolution are provided by the Lower School Counselor and classroom teachers.

Lower School students participate in other school activities that provide them with opportunities to share their growing skills and abilities as well as broaden their awareness of the larger School community. These activities include weekly assemblies, band (3rd-5<sup>th</sup>) service learning and leadership, All-School Fair, Halloween Parade, Families and Special Theme Days, such as spirit days, World Games Day and field trips.

#### **DRESS**

The School's policy on dress fosters an atmosphere conducive to learning and reflects standards of good taste. In general, clothes should be clean and neat and not distracting or offensive to others. Shoes must be worn at school; flip-flops are not allowed as all students are expected to wear shoes that are appropriate for physical activities. While most Head-Royce students find it easy to respond to this expectation, members of the faculty and administration may ask students to choose clothing that is more appropriate for the School setting. Should any questions arise about appropriate dress, they will be resolved by the Lower School Head.

### **HOMEWORK**

#### **Guidelines for Homework Assignments**

Homework strengthens academic skills, reinforces concepts students learn in class, provides repetitive practice for skills that require automatic recall, helps students learn responsibilities. It also develops positive study habits and the

skills required for organization, time management and long term planning. Homework is an independent activity, to be accomplished outside of the school day and without adult assistance, to reinforce concepts learned in class. Some homework may require parental help. In addition to assigned homework, Lower School students may be expected to complete at home any assignments not finished in school.

Teachers will assign homework based on the developmental maturity and ability level of the students in a grade level. Nightly reading is encouraged at all grade levels.

The following chart shows the developmental progression of homework in the Lower School and suggests average daily amounts of homework students might have.

Grade 2	20 minutes Monday through Thursday
Grade 3	30-40 minutes Monday through Thursday
Grade 4	40-50 minutes Monday through Thursday
Grade 5	50-60 minutes Monday through Thursday

Lower School does not assign homework on weekends and over vacations. An individual student's learning style and assignments requiring longer term planning such as book reports may make it beneficial for a student to use some weekend or vacation time for school work.

Students are responsible for establishing the homework routine, knowing the homework assignments, taking the homework home, completing it, and returning it to school on the required day. Parents are responsible for setting a specific time and place for the student to do homework and for checking to make sure the student completes homework assignments. Parents can help with directions but shouldn't do their child's homework. If at any time parents have concerns about homework they should contact their child's teacher.

### **COMMUNICATION**

The Lower School administration and faculty value parental partnerships. We believe that close communication between home and school is important to a young student's success in the elementary years. Parents have the opportunity to meet their child's teachers and hear about the year's curriculum at Back-to-School Night in the fall. Report cards with written comments are sent home electronically twice during each school year. These reports inform parents about their child's growth and progress. Conferences with all parents are held in the fall and the spring. Other conferences during the school year are arranged as requested, by either parents or teachers. Questions or concerns can arise at any time. If parents need to contact a teacher, we ask that parents call the School and ask to leave a message on the teacher's voice mail or send an email to the teacher who will respond as soon as possible.

### **LOWER SCHOOL STUDENT CONDUCT**

Lower School students are expected to assume appropriate responsibility for their work and actions-this means being self-disciplined, acting in the best interests of others and of one's self. We emphasize behavior that shows respect for feelings, rights, and property of others. We expect courteousness, cooperation and kindness in both words and deeds. Appropriate hats/caps may be worn outdoors and removed when in classrooms. Gum chewing is not permitted in Lower School. As students move through the elementary grades, we ask them to assume increasing accountability for their behavior and self-control. Progress reports will reflect each student's growth in the area of personal conduct. Student behaviors, which disregard school rules and cause repeated disturbances to others or display an inability to interact with peers and adults in a sensitive, positive manner, are viewed as serious violations to the health of our school environment. Consequences include conferences with parents, required evaluation by medical, psychological and/or learning specialist, removal from some activities/classes during the school day, and suspension. The Lower School is committed to making every reasonable effort to enable a student to succeed. In turn, we ask parents to give similar support. The combined efforts of school, home and outside specialists usually provide an effective support team to enable a student to make substantive behavioral changes. In cases where this does not occur, the School will dismiss the student and assist the parents in finding another educational setting.

## **GENERAL LOWER SCHOOL INFORMATION**

### **BEFORE AND AFTER SCHOOL CARE**

There is no supervision before 7:30 am and the School cannot assume responsibility for students who arrive prior to this time. Between 7:30 am and 8:25 am there is supervision in the Big Toy area and the After School Program room. The After School Program provides supervision in a recreation setting for students in grades K-5 from dismissal time until 6 pm, Monday through Friday, every day that school is in session. The charges for the After School Program are described to parents in an annual mailing. Daily activities include outside play, indoor arts and crafts projects, snack and homework time. Other programs offered after regular school hours include fee-based elective classes, such as chess, steel drums, science, carpentry, drama and dance, instrumental music instruction, chorus, and band. Any Lower School student who is on campus after dismissal (2:00 pm for kindergarten, 3:20 pm for grades 1-5) **MUST** be in one of these programs. Parents are required to pick up their children from the After School Program. After 3:45 pm, children must be signed out of the After School Program by a parent or designated adult. We do not have sufficient staff to walk children individually up the hill. For the safety of our children parents are asked to adhere to these rules.

### **BIRTHDAYS**

Individual birthdays will be recognized in class on or near each child's birth date. Parents are asked not to provide treats on that day. Each grade level has plans to jointly celebrate student birthdays. Classroom teachers will inform parents about these celebrations on Back-to-School Night.

### **ILLNESS AND COMMUNICABLE DISEASES**

It's very important that students be at school and ready to learn on all school days. Children do need to stay at home when they are ill. They are not ready to learn and they will spread illness to others. When a child runs a fever (s)he needs to stay at home for 24 hours after the fever returns to normal. If your child contracts a communicable disease such as head lice, strep throat, pinkeye, or chicken pox, we request that you keep your child at home, and notify the Lower School administrative assistant immediately. In turn, the office will notify all parents in that grade level. Head lice is a recurring problem with elementary aged children. We rely on parental help in checking for lice on a routine and consistent basis. As well, we may check students' heads at school, particularly after vacations and follow the protocol: a child found to have lice will go to the office and await parent pick up. The child may return to school when all nits have been removed.

### **FIELD TRIPS**

Lower School classes take field trips each year to places of interest in the greater Bay Area. Parents provide important assistance on these trips. To maximize student participation and learning on field trips the number of parent chaperones will be limited. It is a School rule that every child must wear a seat belt. School sponsored trips are only for Head-Royce students and parent helpers. Please do not bring siblings. A descriptive note and request for parent permission will be sent home prior to each trip. DVDs are not to be shown in vehicles while driving to and from a field trip.

### **ROOM PARENTS**

In each class, a parent (or two) is asked to serve as Room Parent to work with the teacher in setting up field trips and arranging for other special activities. A member of the Parents Association Board provides leadership for those parents who agree to help in this way.

### **III. MIDDLE SCHOOL**

#### **ACADEMICS**

The Middle School Curriculum in grades 6 - 8 is made up of mathematics, language arts/English, social studies/history, science, world languages, the fine arts, and physical education. Each course is part of a larger departmental continuum that spans grades 6 - 12, however teachers may adapt their teaching style to better meet your individual learning style. Our goals include challenging and supporting you as you learn the content and practice the skills particular to each discipline; providing the means for you to be successful in each of your courses; and creating opportunities for you to assume greater responsibility for your education. Each teacher will inform you of his or her expectations at the beginning of school each year. These will likely include expectations about classroom behavior, cooperation skills necessary to be successful in the class, broad outlines for how you will be graded, and requirements for written work.

#### **GRADES & COMMUNICATION**

You receive letter grades and narrative written reports at the end of the first and third quarters and report cards at the close of second and fourth quarters. Your parents have a conference with your advocate in the fall. Additionally, progress reports are issued midway through the quarter to all new students and to any student for whom additional information is necessary. Furthermore, progress reports are automatically issued to any student receiving a grade of C- or below in any course. Communication about grades is vital for your academic progress. You and your parents will be informed at the beginning of the school year of the criteria used to assign letter grades in each class. Additional conferences may be necessary to help evaluate your progress. Because of this, your teachers and parents may have meetings during the school year to discuss your strengths and areas that need attention. Parents may initiate a conference by calling the advocate or homeroom teacher, who will arrange the meeting. For grades 6-12, letter grades are assigned based on the following percentages:

##### **Excellent**

A = 93-100

A- = 90-92

##### **Commendable**

B+ = 87-89

B = 83-86

B- = 80-82

##### **Satisfactory**

C+ = 77-79

C = 73-76

C- = 70-72

##### **Unsatisfactory**

D+ = 67-69

D = 63-66

D- = 60-62

##### **Failing**

F = 59 and below

If you receive a grade of "Incomplete" at the end of any report period, you will be allowed ten school days in which to submit all missing assignments or make up any tests. If you continue to have incomplete work after that ten day period you will receive a grade of "F" for all incomplete assignments and that grade will be factored into your overall grade for the course. If your absence has been due to illness, you will be allowed an amount of time equal to the amount of time of your absence to make up missed work.

#### **ACADEMIC STANDING**

Your academic standing will be reviewed quarterly. You are in good standing academically if you receive a C- or better in every course. If you receive two D's or one F at the end of a quarter, you will be placed on Academic Probation until your grades improve to C or better. If you are placed on Academic Probation a second time, we will hold a conference to discuss your continued enrollment at Head-Royce. Your participation in extracurricular activities and athletics may be restricted or revoked at the discretion of the Division Head in consultation with your parents, advisor, and coach. If your performance declines substantially as the year progresses or you receive unsatisfactory grades, you may be required to attend summer school or repeat the course in the following school

year. The minimum requirement for promotion is that you complete all of your courses with average year grades of C- or better and that you have demonstrated commitment to the goals of the School. Eighth graders who do not meet this standard may not be allowed to participate in promotion activities and may not be allowed to attend Upper School.

## **6<sup>th</sup> GRADE STUDY LABS**

Study labs are supervised opportunities for you and your classmates to work on your skills and assignments and to seek help from teachers as needed. You are encouraged to tackle your most difficult assignments in study labs and your more comfortable assignments at home. In deference to your classmates' rights to an academically supportive atmosphere, socializing, noise, and music must be reserved for lunch and break. During each study lab, various teachers will be available to provide students with individual help. You may be excused from your regular study lab to get individual help if the necessary teacher is available.

## **HOMEWORK**

### **Guidelines for Homework Assignments**

In 6<sup>th</sup> grade students can expect an average of 90 minutes of homework per night (approximately 20 minutes per core academic subject)

In 7<sup>th</sup> grade students can expect an average of 120 minutes of homework per night (approximately 25 minutes per core academic subject)

In 8<sup>th</sup> grade students can expect an average of 150 minutes of homework per night (approximately 30 minutes per core academic subject)

In the Middle School homework is assigned on weekends and—on occasion--over school holidays, excluding Thanksgiving, and students should be prepared to continue with their studies during these periods.

## **ADVOCACY**

While in Middle School, you will be assigned a member of the faculty to help navigate the academic requirements as well as assist in dealing with the normal social and emotional growth that occurs in early adolescence. In grade 6, your homeroom teacher serves as academic advisor and discussion leader for the students in that homeroom. Students in grades 7 and 8 are part of a group that is led by a faculty advocate and meets regularly for discussions, study hall, class trips, student council business, service learning projects, and other activities.

Your faculty advocate is the first person you or your parents should contact concerning academic and social issues.

## **LIFE SKILLS**

The Head-Royce Middle School has a counselor who works with Middle School students. Students seek out the counselor or are referred by their advocate, teachers, parents, or Middle School Head for personal, social, or academic reasons. The counselor, along with the Dean of Student Life, also teaches a class entitled "Life Skills" which provides important information to all seventh and eighth grade students.

## **ASSEMBLY**

Once a week, the entire Middle School gathers together in an assembly that may include student announcements, entertaining dramatic or musical productions, or community celebrations. All parents are invited to attend the Middle School Assembly. Look for information on our web site about upcoming events and topics.

## **MIDDLE SCHOOL STUDENT CONDUCT**

The Middle School is a community and functions smoothly and productively only when all members work cooperatively. In the event that you demonstrate by your behavior that you are not willing to support and participate in the goals and purposes of the School, disciplinary action will be taken. The possibilities include, among others,

detention, parent conference, probation, suspension, or dismissal. Your parents will be involved in the event of a serious behavior problem. The school (faculty, administration, and counselor) will work with you and your parents to produce a substantial behavior change. Social probation and suspension are possible consequences of violations of major school rules. Dismissal is a final resort if your behavior remains counterproductive to the school's goals and purposes. Extracurricular activities, including sports, may be restricted because of student conduct.

**Likely Disciplinary Consequences:**

The chart below describes the Middle School's likely response when the rules are broken. For a first offense, the punishment may include any or all of the sanctions listed. For students who have already committed a first offense, the breaking of any major rule will be considered a second offense. Note: Counseling is almost always a consequence of a disciplinary event-in some cases it is required, in others it is recommended. Often, school service or community service outside of school is a recommended consequence for disciplinary infractions.

	<u>First Offense</u>	<u>Second Offense</u>
<b>Abusive, Denigrating, Vulgar Language or Conduct, Fighting</b>	Conference Counseling Probation Suspension	On-going counseling Probation Suspension or Expulsion
<b>Alcohol/Drugs</b>	Substance Abuse Counseling Suspension or Expulsion	Expulsion
<b>Cheating</b>	"F" on Assignment Probation Suspension	"F" on Assignment Suspension or Expulsion
<b>Internet Abuse*</b>	Warning and letter home Probation Suspension	Suspension or Expulsion from computer lab Suspension or Expulsion
<b>Plagiarism</b>	"F" on Assignment Educational Counseling Probation Suspension	"F" on Assignment Probation Suspension or Expulsion
<b>Stealing/ Lying</b>	Suspension	Expulsion
<b>Vandalism</b>	Probation Suspension	Suspension or Expulsion

\* Upper School Student Council Net rules and guidelines are published and are available in the computer lab and Division Office.

**Standards of Appropriate Dress**

The General Student Information portion of this handbook states that "the School's policy on dress fosters an atmosphere conducive to learning and reflects standards of good taste...clothes should be clean and neat and not distracting or offensive to others...members of the faculty and administration may ask students to choose clothing that is more appropriate for the School setting. Should any questions arise about appropriate dress, they will be handled by the Division Heads." The Middle School requires some specific prohibitions deemed to be inappropriate for school. In the Middle School, students may not, at any time, wear clothing exposing a bare midriff or not adequately covering all undergarments (including bra straps and boxer shorts.) The consequences for violating these prohibitions will be: First Offense: Student is sent to the Middle School office and required to change clothes. If the

student does not have clothes available the office will provide them. Second Offense: Student is removed from classes and sent home to change clothes. At this time the student is responsible for all missed work. Third Offense: Student is suspended from school for one day and a parent conference is required.

## **GENERAL MIDDLE SCHOOL INFORMATION**

### **ACTIVITIES AND SERVICE LEARNING**

There are three activity rotations of approximately ten weeks each during the school year. Activities are scheduled twice a week. You will have a variety of activities to choose from during each rotation. Examples of activities include community service, sports team practice, drama, HyperCard programming, "Biomania," typing, yearbook, Japanese culture, and the American Civil War. While these activities are not graded, they are important to the Middle School program. Attendance requirements for activities are the same as those for academic classes and study halls.

You will participate in regularly scheduled service learning opportunities. There will be a number of school days dedicated to the program, which each student will be expected to attend. These are perfect opportunities for your family to participate, too. Additionally, each advising group may leave campus to perform some form of community service. Possible activities may include support for restoring Sausal Creek and working at Sequoia Elementary School.

### **STUDENT COUNCIL**

The Middle School Student Council is composed of five executive officers elected in May who begin serving the student body over the summer. They assist the seventh grade Dean of Student Life in organizing events such as Back-to-School Day and preparing for the September election campaign of the remaining 20 + officers. Meetings are held each week, with standing committees for Interschool Council, Liaison to the Middle School Head, and School Service.

### **SCHOOL EVENTS, DANCES, AND CLASS TRIPS**

All school rules and expectations apply to Head-Royce students and their guests during any school event. If you do not maintain appropriate conduct at school events, you will be sent home at your family's expense and other sanctions will apply as deemed appropriate. Rules concerning general supervision, drugs, alcohol, and tobacco are in force. Detailed trip rules are distributed prior to each major trip. For Middle School dances hosted by Head-Royce, you may bring one guest who must be registered 24 hours prior to the dance. You must enter the dance with your guest, and you are responsible for their proper conduct. Once you leave the dance you will not be readmitted. You may not attend a dance on a day in which you are absent from school. Students must sign a behavior contract prior to attending a school dance. The purpose of dances, parties, and special trips sponsored by the School is to foster a sense of group cohesion and to build friendships within the advocacy group or the entire class. For events such as trips, the class may be divided or grouped to promote these goals.

### **INTERSCHOLASTIC AND INTRAMURAL ATHLETICS**

You are encouraged to try-out for the Head-Royce athletic teams. Middle School teams for girls include fall volleyball and spring soccer. Teams for boys include fall soccer, spring volleyball and baseball. Both girls and boys have possibilities at three levels of basketball competition in the winter. Because some practices and all games take place after school, you must make special arrangements for transportation home. Some Middle School teams may practice twice a week during the activities periods. When you miss class for games you are responsible for all academic work you have missed. Any assignment is to be submitted before leaving for a game and make-up arrangements for any test must be prearranged with your teacher. You may not participate in a game on a day you are absent from school.

## **IV. UPPER SCHOOL**

### **ADVISING & COUNSELING**

Upper School students--You will have a grade level advisor with whom you will meet each day in homeroom or morning meeting. Your advisor is the first person for you and your parents to contact concerning both academic and personal issues. Your advising group serves as an important organizational and support network at School, and you will have the opportunity to meet as a group, and with your advisor individually, to review interim reports, plan your academic program, and discuss relevant issues of personal or community concern. The Dean of Students supervises Student Council, clubs, and student activities. Grade level Deans are in charge of coordinating grade level activities, monitoring test calendars, responding to grade level concerns, and communicating relevant information about students to advisors, teachers, and administrators. Head-Royce also retains the services of a professional counselor and learning specialist who works with students individually or in groups, and provides support for students on either a short or long term basis.

\*\*Parents' note: Though our goal is generally to involve parents in counseling situations, our professional counselor does offer confidentiality in order to create a productive counseling situation.

### **ACADEMIC CONSIDERATIONS**

#### **UPPER SCHOOL GRADUATION REQUIREMENTS**

English .....	4 credits
History.....	4 credits
Mathematics.....	3 credits
(Mathematics through the 11th grade & completion of Algebra II is required)	
Science (Physics, Chemistry, and Biology).....	3 credits
Foreign Language.....	3 credits
(Level III competency, and two years of one language in grades 9-12 is required*)	
Electives**.....	1 credit
Fine Arts (one advanced course to meet the VPA requirement).....	1 credit
Physical Education.....	4 years
Health and Safety (taken in 9th grade)	

Students normally take five academic courses each semester and must take at least four. Electives are offered each year based on sufficient enrollment. Seniors are required to take five credits each semester.

All courses are 1 credit per full year taken with the exception of introductory Fine Arts (1/2 credit) and any other courses otherwise noted in the Course Catalog.

Forty (40) hours of community service are required by the end of the first semester of the senior year.

\* Students may petition to take two years in each of two languages to satisfy the graduation requirement.

\*\* An "elective" is any class beyond the minimum required for graduation (e.g. Advanced photography, French IV, Debate, etc...)

#### **GRADES/ GRADING SYSTEM**

The Head-Royce Upper School uses a semester system. First semester exams are held in mid-December; second semester exams are held in early June. Exams count for roughly 15% of the semester grade. In the middle of each semester you will receive Interim Reports with comments from each of your teachers specifying your strengths and deficiencies in each course. At the end of each semester you will receive grades in all classes and comments only from those teachers who perceive a special need to communicate home. You may also receive Progress Reports halfway through each quarter or at any other time deemed useful by your teachers. If, because of an extended absence or other extenuating circumstances, you receive a grade of "incomplete" (Inc.) at the end of any report period, you will be allowed a prescribed number of school days in which to submit all missing assignments or make up any tests. During a term, if your absence has been excused and the nature of the illness or absence prevents the accomplishment of assignments, you will have an amount of time equal to your absence to make up missed work.

**Students normally take five academic courses each semester and must take at least four. Electives are offered each year based on sufficient enrollment. Senior are required to take five credits each semester. All freshmen must take at least two electives.**

Letter grades are given on the following basis:

<b>Excellent</b>	<b>Commendable</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Failing</b>
A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 59 and below
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
C- = 70-72	B- = 80-82	C- = 70-72	D- = 60-62	

**Calculation of GPA:**

Grade point averages are unweighted and based on a standard four-point scale:

A = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3
A- = 3.7	B = 3.0	C = 2.0	D = 1.0
	B- = 2.7	C- = 1.7	F = 0

Grade point averages are cumulative by semester, with credit for plusses and minuses as shown above. All academic and arts grades are averaged each semester into the grade point average, with the exception of grades in Physical Education. You are a student doing satisfactory work if you receive a C- or better in every course as determined at the end of each semester. If you are not performing at this level, your participation in extracurricular activities and athletics may be restricted or revoked at the discretion of the Upper School Head or Academic Dean in consultation with your parents, advisor, and coach. If you receive two D's or an F at the end of a semester you will be placed on Academic Probation until such time as your grades improve; if at the end of the next semester your record is such that you are again placed on Academic Probation, you will be asked to withdraw from the School.

**Should you receive a D+ or less for any semester:**

After consulting with the Academic Dean and Upper School Head, you may petition to address your grade in one of the following ways:

1. Pass the same course in summer school at an accredited high school or community college offering an approved UC A-G course. Your grade in this new course will be recorded in the "Comment" section of your HRS transcript, but the grade will not be factored into your HRS GPA. However, when the UC system calculates your GPA, they will use only this higher grade, rather than the initial grade you earned in the course at HRS.
2. Repeat the course at Head-Royce. In this case, the second grade would be reported on your HRS transcript. While the original grade will also remain on the transcript, the school will use the second grade when calculating your HRS GPA.
3. Follow an approved tutorial plan and retake the semester exam with a passing grade of 70% or C-. Only students with a C- average (or above) in the course prior to the semester exam are eligible for this option. A student may not raise the semester grade above a C-.

Please Note:

1. If you receive a D+ or lower in the second semester, you must receive permission from the Upper School Head and Academic Dean in order to advance to the next course in that academic area.
2. No credit is given for courses in which you receive an F.
3. University of California does not give credit for a grade of "D." You must follow one of the three choices above in order to receive credit in a *required* course for UC admission. Please see the college counselors for more information.

## **HOMEWORK POLICY**

### **Purpose and Meaning**

Our Upper School strives to meet our School's mission of academic excellence and whole child education. Homework is an important addition to the daily classroom work of reinforcing concepts and raising student achievement. Appropriate homework increases academic performance, promotes retention of knowledge, supports reflection about academic content, and helps students develop life-long time management skills. Furthermore, homework supplements limited classroom time by expanding the learning day, by reinforcing concepts introduced in class or by preparing students for new material. The faculty and administration believe that homework is critical to a deeper understanding of subject matter.

### **Volume**

The amount of nightly homework required for an Upper School student varies by grade level and is based upon core requirements, course selection, participation in athletics and fine arts, and may also be influenced by a student's external commitments. It is understood that different students will require differing amounts of time to do the same assignment, depending on their ability and ambition. Students must choose how much time they are willing to dedicate to any assignment in accordance with their personal goals. Teachers set and publish specific homework expectations for each course; students will also have long-term homework projects, including research papers, oral reports, and science projects with deadlines that may require extended planning. **In 9<sup>th</sup> and 10<sup>th</sup> grade**, students should expect an average of 30 minutes of homework per class meeting. Students taking AP courses should expect 45 minutes of homework for each AP class. For most classes, a student will have four class meetings and 4 homework assignments per week. As students have widely different study habits and work at different paces, the average of 2.5 hours of homework per subject/per week represents an ideal; students are encouraged to discuss their study habits with their teachers so that adjustments to homework load can be considered. **In 11<sup>th</sup> and 12<sup>th</sup> grade**, Students should expect an average of 30-40 minutes of homework per subject. Students taking AP courses should expect 45 minutes of homework for each AP class. Given the higher level of homework in most junior and senior courses, students are cautioned to be highly selective in choosing the number of AP courses (or the number of advanced courses), and in limiting extracurricular commitments. Most students should expect an average of 3.5 hours of homework per subject/per week. While weekend homework load will generally follow the limits outlined above, major projects such as essays written for history and English classes may require extra-time on weekends; they may also require advance planning and careful time management. This time commitment will be balanced with a reduction in daily homework for those courses.

### **AP Courses**

The School recommends that students limit their enrollment in AP courses to no more than three in a single academic year, as these courses assign a higher volume of homework. Specifically, we recommend **no more than one AP class in the 10th grade, two in 11th grade and three in 12th grade**. Students who wish to take more should request approval from the Academic Dean or Upper School Head; program changes made after the first semester must receive similar approval. Teachers in AP courses may assign homework over vacation, and they may ask students to attend additional study sessions in preparation for AP exams. AP students are expected to complete the course and take the AP exam in May. Any missed AP exams will be reported to colleges.

### **No Homework Weekends and Vacations**

The School schedules two no-homework weekends each academic year, one in the fall and one in the spring semester. A no-homework weekend means that no assignments will be due on the following Monday (or Tuesday for classes that do not meet on Monday). Students are given extensions for any homework assigned over religious holidays celebrated by their families. Students should inform their teachers beforehand to arrange appropriate adjustments. Teachers may assign reading over winter and spring vacations, with the exception of the Thanksgiving holiday, when no homework in any course is assigned.

### **Course Selection**

Student choice is the most critical element in determining homework load. In March, all students meet with their advisors for academic planning for the next school year; in concert with their advisor and their parents, students

make course selections during pre-registration in the Spring. The School asks students to think carefully about balancing course selection, extracurricular activities and sports. The Academic Dean and Upper School Head are available for additional advising and may suggest appropriate revisions to a student's schedule. Students should understand that the courses they select will directly affect their homework load.

### **Test Calendars**

The School endeavors to keep homework and the number of tests and major assignments consistent at grades 9 & 10 and at grades 11 & 12 and to ensure that no student has more than two tests/major papers due on one day or three major assessments (including papers) in a single week. A calendar of major assignments for each grade level is posted on the school's web site; the calendar is monitored by the grade-level dean, who may arrange a test or essay extension. Students who have more than two major tests or assignments on a single day should notify their teachers and grade-level dean. Fine arts performances, debate trips, and athletic contests are not included on the test calendar; however, fine arts teachers and coaches are responsible for informing students and faculty of major performances, tournaments, and travel expectations at the beginning of each semester.

### **Coordination of Assignments**

Faculty in core grade-level courses (English, history, math, and science) meet quarterly to review curriculum maps and to coordinate major tests and essays. Every effort is made to spread major assessments over the course of a semester. Fine arts faculty and athletic coaches are expected to carefully monitor their practice, rehearsal, and performance expectations. Coaches must limit their practices to two hours a day and limit the number of all-day tournaments to no more than three per season.

Following an academic field trip (of a half-day or more) or following a major fine arts performance, a sponsoring teacher is expected to forgo homework or rehearsal for two consecutive class meetings so that students may catch up in their other subjects. Any student who feels his time is being monopolized by a single course or teacher should consult with his teacher, advisor and grade-level dean.

### **SPECIAL HELP/ TUTORING**

Those of you who need extra help or who have been absent are expected to see your teachers to arrange for assistance before, during or after school. If you are having difficulty in a subject, your teachers are willing to provide extra help. In addition, the school provides free on-campus tutoring for a student with specific organizational needs. Contact the grade-level dean for a referral. If you or your parents feel paid tutoring is needed, please contact your advisor, the department chair, Academic Dean or the Upper School Head so we can provide for appropriate coordination between teachers and tutors. If you have received outside testing for a specific learning disability, please inform the School Learning Specialist and Division Head who will arrange a meeting with the student and parents.

### **DROPPING A COURSE**

If, at the beginning of a course, you wish to drop the class, you must complete the proper paperwork by the posted drop date (usually two weeks after the beginning of school). Forms are available online on the scheduling website and must be completed, with all appropriate signatures, as quickly as possible. Switches are made only if class size and teacher load permits. After the third week, course switches are only made at the recommendation of the teacher, with administrative and parental approval. If you switch sections you will carry accumulated grades with you. Program changes made by seniors after the first semester must be approved by the Division Head or Academic Dean and will be reported to colleges. Students who wish to drop a second semester science elective must make this request by October 31.

### **SERVICE LEARNING REQUIREMENT**

Service Learning provides students with an to experience their own power to positively impact the world and to work towards social justice. We believe that service learning is part of good citizenship and an integral part of our Civic Purpose mission here at Head-Royce.

## The Program

• **Service Learning/Community Service** 9th Grade: All freshmen participate in a yearlong Ethical Reflections/Service Learning Seminar integrated with their history and English classes. These seminars focus on both personal and collective ethics and ask students to examine a variety of personal and political choices that surface in the course curriculum. At the end of the year students work with their advisors to develop Action Plans that map out their service plans for the next three years.

### 10th-12th Grade Community Service

A total of 40 hours of community service must be completed in the 10-12th grades. Students must submit an Action Plan to their advisors.

- In sophomore year, students **complete 20 hours total**: Ideally this is distributed ten hours/ semester; at the very minimum, students must complete two hours in first semester;
- In the junior year, **20 hours total must be completed by the start of senior year**;
- Of the 20 hours at each grade level, five may be outside the action plan;
- Ten hours may be completed over the summer, but must be associated with the Action Plan;
- Students who fail to complete the requirement receive an “incomplete” on their high school transcripts;
- Homeroom Advisors will oversee the implementation of the Action Plans;
- Although not a formal requirement, Senior Projects often include a dimension of service to the community

The Upper School Director of Service Learning oversees the Service Program.

### FAIR TRADE PRACTICES

The Upper School faculty and students are committed to supporting fair trade practices in our purchasing of food and manufactured goods. In particular, we seek to purchase goods, including school clothing and spirit items, that are manufactured in factories (and countries) observing child labor protection laws.

## UPPER SCHOOL STUDENT CONDUCT

### HONOR CODE

*Our school community is built on trust. Honesty and integrity are at the heart of our mission of scholarship, diversity, and citizenship. As a member of the Head-Royce community I pledge to embrace two core values: respect and responsibility. I will respect others and myself, I will accept responsibility for my actions, and I will be honest in my work and daily conduct.*

Handbook rules serve as guidelines that help us create a learning environment that is safe and welcoming. We seek to build a community in which diversity is an integral part of the learning experience. Specifically we hope that students and teachers with varying cultural backgrounds, religious/moral beliefs, political convictions, and sexual orientation will be a part of and actively foster a safe, respectful environment. In the event that you demonstrate, by your actions or behavior, that you are not willing to support and participate in the goals and purposes of the School, disciplinary action will be taken. The possibilities include, among others, parent conference, detention, a day of reflection at home, probation, suspension, or dismissal. Students who break major school rules may appear before Honor Council or appear before the Upper School Head and Head of School. Rudeness, or any offensive behavior—whether by word, act, gesture, or tone — which a person finds insulting or threatening, should be immediately reported to a teacher, Dean or the Division Head.

### Likely Disciplinary Consequences:

The chart below describes the Upper School’s likely response when the rules are broken. For a first offense, the punishment may include any or all of the sanctions listed. For students who have already committed a first offense, the breaking of any major rule will be considered a second offense. Note: Counseling is almost always a consequence of a disciplinary event—in some cases it is required, in others it is recommended. Often, school service or community service outside of school is a recommended consequence for disciplinary infractions.

	<u>First Offense</u>	<u>Second Offense</u>
<b>Abusive, Denigrating, Vulgar Language or Conduct, Fighting</b>	Conference Counseling Probation Suspension	On-going counseling Probation Suspension or Expulsion
<b>Alcohol/Drugs</b>	Substance Abuse Counseling Suspension or Expulsion	Expulsion
<b>Auto Parking Violation</b>	Driving Privileges — suspended for 5 days	Driving Privileges-- suspended for 10 days
<b>Cheating</b>	“F” on Assignment Probation Suspension	“F” on Assignment Suspension or Expulsion
<b>Internet Abuse*</b>	Warning and letter home Probation Suspension	Suspension or Expulsion from computer lab Suspension or Expulsion
<b>Plagiarism</b>	“F” on Assignment Educational Counseling Probation Suspension	“F” on Assignment Probation Suspension or Expulsion
<b>Stealing/ Lying</b>	Suspension	Expulsion
<b>Vandalism</b>	Probation or Suspension	Suspension Expulsion

\* Technology/ Network rules and guidelines are published separately in the Handbook.

### **STUDENT HONOR COUNCIL**

The Honor Council advises the administration on questions of student discipline. The Honor Council will be composed of four appointed students from the Student Life Committee and four faculty members. The quorum for the Council is a minimum of six, three faculty and three students. In the course of its duties the Honor Council may be called upon to review infringements of School rules and to recommend appropriate action to the administration. Matters of social and academic discipline are heard by the Honor Council; rules of confidentiality and discretion are observed. The administration has final authority in matters of student discipline and may elect not to call the Honor Council to hear cases. A student may have his/her advisor present at a Honor Council hearing.

### **DISCLOSURE GUIDELINES**

Please note that most colleges ask about an applicant’s pattern of citizenship and ability to abide by the rules of a given community. Families should be aware that colleges typically require both applicants and their high schools to notify them if a student has violated a major school rule, been suspended, or placed on probation. The College Counselors are available to assist students in meeting this expectation.

### **STANDARDS OF APPROPRIATE DRESS**

The School’s policy on dress fosters an atmosphere conducive to learning and reflects standards of good taste. In general, clothes should be clean and neat and not distracting or offensive to others. Clothing should adequately cover the body, including the midriff and hips. No underwear should be visible. Shoes must be worn at school. While

most Head-Royce students find it easy to respond to this expectation, members of the faculty and administration may ask students to choose clothing that is more appropriate for the School setting. Should any questions arise about appropriate dress, they will be resolved by the Grade Level Deans or Division Head, who may insist, in consultation with other administrators or faculty, that a student change his or her dress prior to attending classes, even if this requires a student to return home or to have a parent deliver suitable clothes to school.

## **GENERAL UPPER SCHOOL INFORMATION**

### **STUDENT GOVERNMENT**

The Upper School Student Council discusses issues and plans student activities. The co-presidents serve as chairs, and the entire Council is responsible for drafting recommendations from the students to the faculty and administration, and ensuring effective communication of student concerns. The Dean of Students serves as the advisor to the Student Council. In addition, each class elects a class president, vice president and secretary/treasurer. These class officers consult with the grade level Deans to call meetings, plan events and take care of fundraising and other class business. Student representatives also serve on the Curriculum, Global Citizenship, and Diversity Council Committees. Any student placed on probation while holding a Student Council office must relinquish the office during the period of probation. Any student who is on academic or social probation is ineligible to run for office during the period of probation.

### **STUDENT DRIVERS**

Recognizing that parking is severely restricted, driving to School is a privilege. Please refer to the student driving rules published in the “Safety” section of the handbook.

### **SCHOOL EVENTS, DANCES, AND CLASS TRIPS**

All school rules and expectations apply to HRS students and their guests during any school event, including athletic events, field trips, and overnight trips. If you do not maintain appropriate conduct at school events on or off-campus, you will be sent home at your family’s expense and other sanctions will apply as deemed appropriate. Rules concerning general supervision, drugs, alcohol, and tobacco are in force.

### **UPPER SCHOOL DANCE POLICY**

Head-Royce sponsors three student dances each year, including the winter ball and prom. Dances may be held either on-campus or at an off-campus location. As with all school-sponsored events, students who attend dances are expected to behave in accordance with the rules and regulations outlined in the Student Handbook. Dances begin at 8 pm and end promptly at 11:00 pm, with the exception of prom which ends at 1 am. Doors for all dances close at 9:30 pm and students who arrive late are admitted only at the discretion of the administrator-in-charge. One guest is permitted with each Head-Royce student, who is responsible for the behavior of his or her guest. All guests must arrive and leave in the company of their Head-Royce student sponsor. A guest pass must be filled out and turned into the Dean of Students by 3:20 pm on the Friday preceding the dance. Students who bring personal items such as backpacks must store them in a secure location determined by the chaperones. Head-Royce dances are chaperoned by faculty and parent volunteers and the school hires security guards to watch entrances and exits and to patrol the school’s upper parking lot. There are no “in and out” privileges at dances; once a student exits, he or she cannot be readmitted. The Dean of Students, Division Head, Head of School, and grade-level Deans may serve as the administrator-in-charge of a school dance.

A school administrator, designated faculty member, or other designated adult may administer a random breathalyzer or ALCO screen saliva test to any student attending a voluntary school-sponsored dance or social event. In addition to random testing, if an administrator has a “reasonable suspicion” that a student is under the influence of alcohol, the student may be given a breathalyzer or saliva test. A detectable odor of alcohol, unusual behavior suggesting intoxication, or a report by a third party of a student’s consumption of alcohol, among other indications, may provide reasonable suspicion. Any student who refuses to take a screen test for alcohol will be asked to leave the dance in the company of his or her parents (or a responsible adult) who will be immediately contacted. Any student who tests positive for alcohol will be subject to the consequences outlined in the Head-Royce Student Handbook.

Parents shall be notified of an administered test only if the test result is positive. Head-Royce dances are a privilege for the student community. Safe dances depend upon the collective cooperation of all students to obey school rules, and the school may choose to cancel future dances in the event of student misconduct or other specific safety risks.

### **CLUBS AND ACTIVITIES**

Teachers sponsor clubs and activities according to student interest. Such clubs have included Science Club, Mathletes, Thespian Society, Black Student Union and Asia Club, but almost any activity is possible if there is enough student interest and enthusiasm and a faculty advisor is willing to supervise. Clubs that raise money must use those funds for all-club activities with a faculty advisor present.

### **ATHLETICS**

The Parent/Student Athlete Handbook details policies and expectations for our athletic program. The Director of Athletics arranges interscholastic competition for boys and girls in soccer, swimming, tennis, volleyball, basketball, cross-country, softball, lacrosse, track and baseball. If you choose to participate on an athletic team you will be asked to make a commitment to attend all practices and events. This may require your attendance during Winter Vacation, Presidents' Week Vacation, and Spring Vacation. Students should be sure not to sign up for teams when they might have scheduling conflicts with either another extra-curricular activity or with any family vacation plans. Please notify the coach as soon as possible if you anticipate a conflict. Likewise, if your grades begin to slip, your coach appreciates knowing before a crisis develops. Your academics are always the first priority. A student who has an unexcused absence the day of a sporting event may not participate in that day's practice or game. Please be sure to read the entire [Parent/Student Athletic Handbook](#) on the Head-Royce Athletics website.