



2022-2023 Student Handbook

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I. ALL-SCHOOL INFORMATION

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 Committee on Diversity (faculty, parent and Board), affirm our School's mission to foster an understanding of and respect for the 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.

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;
- foster in each student respect, integrity, ethical behavior, compassion and a sense of humor;
- promote responsibility and leadership, an appreciation of individual and cultural differences and a respect for the opinions of others;
- nurture aesthetic abilities such as creativity, imagination, musical and visual talent; and
- 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.

SCHOOL ORGANIZATIONAL STRUCTURE: THE BOARD OF TRUSTEES AND ADMINISTRATION

The Board of Trustees consists of 25 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. A nominating committee composed of Board members and subsequently approved by the entire Board selects nominees for these positions. The committee solicits candidates who will serve as representatives 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. 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, visit the [School's website](#).

THE PARENTS' ASSOCIATION

Mission Statement

The Head-Royce Parents' Association (PA) is dedicated—through its volunteer efforts—to developing and sponsoring cultural, social and educational programs and activities for the Head-Royce community. Through its membership the Parents' Association seeks to:

- promote volunteerism within the community of parents and guardians;
- enhance communication between the School and families;
- encourage understanding and respect within the entire Head-Royce community; and
- raise funds to support both the School's strategic objectives and capital gifts for the School.

The PA 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 Head-Royce School are members of the PA.

Activities and Business

The PA assists in a variety of events throughout the year, from grade-specific school social opportunities to admissions open houses to a major fundraising event in the Spring. The PA also organizes and funds cultural assemblies and supports teachers in the classroom, library, community service projects, on field trips, and any other areas requested. The PA Affinity Groups include the: African American Family Network, Asian Parents Network, Gender and Sexuality Diversity Network, Latino Family Network, Learning Differences Network and White Ant-Racist Family Network..

The business of the PA is conducted by the PA Executive Board and the committee chairs and co-chairs, all of whom are volunteers. A copy of the PA Bylaws can be obtained by calling the Secretary of the PA. A general business meeting, open to all PA members, is held at least once during the school year. The PA convenes meetings of its Executive Board periodically throughout the school year. Annual dues are \$75 per student. A portion goes toward grade-specific expenses, such as class parties and snacks. The remainder funds PA committee 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

The PA strives for 100% family participation volunteering for our school. Volunteering is a great way to support our children and our School. It is also a fun way to meet other parents and to strengthen our Head-Royce community of families. Families are encouraged to set a family goal of 8 hours of volunteer service per year.

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, families often wish to demonstrate their appreciation in some tangible and meaningful way. These guidelines have been developed to help parents and guardians 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 \$20-\$100 per family) donations for gifts to the teachers. Similarly, at the end of the sports season, families may wish to coordinate on a gift for their team's coach using this approach.

The School welcomes family gifts such as gift certificates or tickets to performances and sports activities that can be given to the School's professional community through random drawings. Please

contact the Development Office (510-531-1300, ext. 2121) should you wish to make a gift of this kind. The School 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 foster an equitable and inclusive workplace.

ATTENDANCE

School hours are:

Kindergarten: 8:25 am – 2:00 pm, Monday–Friday

Grades 1-12: 8:25 am – 3:20 pm, Monday–Friday

Notification of absences and tardies, late arrivals, midday appointments and early dismissals *must* be made by parents via the School-Pass website or smartphone app. Instructions for use of School-Pass are on the “Resources” section of HRSCoconnect. Families should make all changes in [School-Pass](#).

General Attendance Notes

- Midday pick-ups must be made at the gatehouse on Lincoln Avenue.
- 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 (this is of importance mainly for our Lower and Middle Schoolers).
- Kindergarten students may stay in the After-School Program (ASP) from 2–3:30 p.m. at no charge.
- Middle school students who are not participating in an organized activity must be picked up by 3:45 p.m. or go to ASP.
- Students must attend school for the entire day in order to participate in after school or evening fine arts or athletic events. A Division Head must approve any exceptions.
- If a student becomes ill or injured at school, a school nurse or division coordinator will contact parents.

Late Arrivals and Tardies

Students are considered tardy if they are up to 5 minutes late for class. After 5 minutes, the student will be marked absent. Five tardies may result in appropriate consequences.

Leaving School During the Day: Signing In and Out

*Any time** students leave campus during the school day, parents must notify the school through the division coordinators or in [School-Pass](#) ahead of time. Students themselves **must** sign in and out at the division office or using the Google Form, which is accessible through QR codes posted strategically around campus.

**Juniors and seniors have Open Campus privileges which allow them to leave campus without parent notification during their free periods and/or lunch. However, they still must sign in and out in the division office.*

School-Related Absences

School-related sports or activities may require students to miss class. In these instances, teachers aid students in making up missing assignments.

Unexcused Absences

The School discourages students taking time off for vacations or non-school-related clubs or sports while school is in session. Any requests for absences while school is in session requires documentation and divisional approval. The School also discourages departing early or returning late from school breaks. If students take time off for such activities, they do so with the understanding that teachers are not responsible for providing assignments during the period of absence, nor are they responsible for giving the students leeway or extra help upon their return. It is likely that student grades will be negatively affected by any extended absences.

In the event of extenuating family or health circumstances which might result in a student's extended absence from school, however, please contact the Division Head so that the School can create a plan to accommodate your child.

Medical-Related/Excused Absences

Students that are sick or have a condition that is highly infectious should not come to school. This is considered an excused absence. For more information, see the Health Policies section of this handbook. While the School asks that medical and dental appointments be scheduled before or after school hours, we understand that students may, at times, need to miss class for a medical appointment from time to time. Medical and dental appointments are considered excused absences.

Frequent or Extended Absences in the Middle and Upper School

If five or more class periods are missed in a *single course* during a semester, the School will contact parents. It is possible that a student may be required to do any of the following to gain credit for the course: complete additional assignments; complete additional work in summer school; complete coursework online or by correspondence; complete independent work under the supervision of a qualified teacher; repeat one or more classes; or repeat the school year.

The school will support extended leaves once per division for excused absences. More than one extended absence, whether excused or not, will necessitate a conversation about school placement.

K-12 STUDENT HONOR CODE

Our School community is built on trust and respect. 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, gender identity and sexual orientation will feel a part of a safe, respectful environment. We want each student to recognize their responsibility for the welfare of the K-12 community. We expect students to live up to both the spirit and letter of these expectations. In selecting Head-Royce for their children, we expect parents to understand and support the School's philosophy, policies and procedures, including our expectations for student conduct.

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. 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, in the unfettered judgment of the School. Such conduct will be evaluated at the sole discretion of the School. Head-Royce reserves the right to deviate from its regular disciplinary process as may be deemed necessary by the School under the circumstances.

In the event that a student demonstrates, by actions or behavior, that they are not willing or cannot be trusted to abide by the mission, values or rules of the School, disciplinary action may be taken. Disciplinary procedures and probable consequences, which are explained after the major School rules, include detention, a day of reflection, probation, suspension or expulsion.

MAJOR SCHOOL RULES

There are several rules that are so important that we want to highlight them in the policies stated below. The School will not tolerate acts of rudeness, coercion, aggression, racism, derogatory or denigrating language, assault or threats of assault of any kind directed against any member of the community, including any form of cyberbullying or online harassment. 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, nor is it acceptable to threaten to harm with a weapon, real or facsimile. Violations of the major School rules (or tacit encouragement of violations) will likely result in severe sanctions. The care, protection and maintenance of School property are the responsibility of every student. School property includes but is not limited to desks, lockers, grounds and plantings, restrooms, halls, lounges, technology, classrooms and library materials. Any student who abuses and/or litters School property will be subject to disciplinary action.

POLICY ON SMOKING, DRUGS AND ALCOHOL

While under the jurisdiction of the School—which includes areas immediately adjacent to the School—or while at any School-related activity, a student is not permitted to use, possess, be under the influence of or distribute any illegal or dangerous drugs, cigarettes, smoking paraphernalia, vaping devices or alcoholic beverages. An administrator or designated faculty member may administer a drug or alcohol saliva test to a student if a “reasonable suspicion” of use exists. A detectable odor of alcohol or marijuana, unusual behavior suggesting intoxication, or a report by a third party of a student’s consumption of drugs or alcohol, among other indications, may provide reasonable suspicion. Any student under the influence of drugs or alcohol can be subject to serious disciplinary action up to and including expulsion. This rule also applies to the use or abuse of controlled substances. Students should not ingest medication that is not prescribed for them or distribute prescription medication to other students. Any student who is knowingly and voluntarily present where illegal substances are being used may be considered in violation of our behavioral expectations and may be subject to the same consequences as those using the substance; it is the responsibility of the student to leave the vicinity immediately.

POLICY ON THEFT, CHEATING AND PLAGIARISM

Theft

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

Cheating is the act of improperly giving or receiving information involving tests, quizzes or homework. Cheating includes, but is not limited to: lying to a teacher or administrator, receiving or supplying information during or after a test or quiz to others, looking at or consulting outside sources (notes, books, websites or digital content) without permission during a test or quiz, fabricating data on lab reports or research, disclosing or obtaining (without authorization) a quiz, test or any part thereof prior to taking the test, and submitting work under false pretenses (placing your name on someone else’s work,

for example). Teachers may also give special instructions concerning appropriate communication: for example, a teacher may assign a take-home test and not allow the student to share information with anyone else. Cheating is reported to the Department Chair and Assistant Division Head who will recommend disciplinary consequences to the Division Head. The minimum academic consequence for first offenses is failure (50%) on that piece of work. While cheating clearly does not have a place in Head-Royce student life, cooperative learning is strongly encouraged. If there is any doubt about the nature of a particular assignment, students are encouraged to work independently until a teacher can offer more clarity or advice.

Plagiarism

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.

A student in the Upper School found 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, the student will likely be placed on academic probation for a defined period of time and may receive other disciplinary sanctions, up to and including expulsion, depending on the severity of the infraction. After consultation with the family, a letter is written to the student and their family explaining the problem and response. Students in the Middle School and 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.

POLICY ON OFFENSIVE AND DEROGATORY LANGUAGE AND CONDUCT

We acknowledge that in the 135-year history of Head-Royce School there have been behaviors and incidents that have harmed members of our community. We will actively engage in building a community in which everyone's race or ethnicity, disability, gender, gender identity, or expression, religion, nationality, cultural heritage, appearance or sexual orientation are seen as a source of strength and vital to fulfilling our mission to promote social responsibility. We cannot allow language to impact a community member's ability to function normally (or safely) at school or disrupt the learning environment.

Therefore, any verbal or other conduct such as visual depictions, aggressive behaviors or actions, jokes, threats, gestures, displays of bigotry and other verbal, graphic, electronic, offensive physical contact or harassment, which demeans others because of their race or ethnicity, disability, gender, gender identity, gender expression, religion, nationality, cultural heritage, appearance or sexual orientation, is unacceptable/prohibited behavior and will be considered a serious offense against the entire School community.

Such language either aloud or in writing—both inside and outside of the classroom (ex: on school property, and school-sponsored events)—is unacceptable at Head-Royce.

Any student who violates or chooses to disregard the policy will be held accountable; and appropriate actions will be taken, including but not limited to: restorative practices, suspension of privileges (such as participating in extracurricular activities and sports), suspension from the academic day or probation. In extreme cases, these actions may lead to expulsion from Head-Royce because we believe the use of derogatory language is a serious violation of our community and culture.

Note to students: *You represent Head-Royce at school and school-related events. Let it be noted that*

behaviors that harm our community will be taken seriously. The policy is designed for ALL derogatory language and intentionally does not make a list of offensive and derogatory terms. Each student must exercise their good judgment to avoid engaging in language that may reasonably be perceived as offensive or derogatory.

POLICY ON PHYSICAL HARASSMENT AND FIGHTING

Fighting, or encouraging fighting, is strictly prohibited. Unwanted physical touching, contact, assault, deliberate impeding or blocking movement, and any intimidating interference with work, movement or presence within the School's jurisdiction are also prohibited. Students who observe or encounter offensive or threatening behavior should seek help from a responsible adult.

POLICY ON SEXUAL HARASSMENT FOR STUDENTS

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 bullying, harassment and discrimination, including sexual harassment. Head Royce prohibits sexual harassment as well as discrimination and harassment based on race, religion, national origin, sex, sexual orientation, gender identity, gender expression or disability. The School will not tolerate harassing or discriminatory treatment of students by other students, their family members, the School's volunteers, employees or contractors or visitors to the School.

Because behavior away from School may have a significant impact on the School environment, this policy applies to all interactions involving students, whether or not occurring during school or school functions off or on campus, if: (1) the conduct has a negative impact upon the school performance of the student who is subject to harassment or affects that student's academic status or progress; (2) the conduct adversely affects the educational environment including creating an educational environment that is intimidating, hostile or offensive; (3) such conduct affects the benefits, services, honors, programs or activities available to any student at the School. More [information on this policy can be found here](#).

POLICY ON REAL OR FACSIMILE WEAPONS AND DISTRACTING TOYS

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

STANDARDS OF APPROPRIATE DRESS

The School's policy on dress fosters an atmosphere conducive to learning. Students are expected to use good judgment and dress appropriately for a school setting. Clothing that violates the school's policy on offensive language will not be tolerated, and a division head may insist that a student change their dress prior to attending classes, even if this requires a student to return home or to have a parent deliver suitable clothes to school. Footwear must be worn at school. Clothing may not display slogans that are profane or that advertise alcohol, drugs, or tobacco products, including medical marijuana. Should any questions about clothing arise, they will be resolved by the assistant division head or division head.

RESPECT, RESPONSIBILITY AND TECHNOLOGY

It is a general policy that all technology used at Head-Royce, regardless of ownership, is to be used in a respectful, responsible, ethical and legal manner in accordance with the mission of Head-Royce School

and the Responsible Technology Use Policy outlined below. Users must acknowledge their understanding of this general policy as a condition of enrollment. Head-Royce School rules apply to the use of School-issued accounts and services, and any usage of these accounts and services in violation of the School's guidelines, policies and procedures will be subject to appropriate disciplinary action, including but not limited to loss of accounts and network privileges and other discipline in accordance with the School's rules as outlined in this Handbook. Students who use technology at or away from School must be aware that the use of any abusive, derogatory, demeaning, obscene, or vulgar language directed at a member of the Head-Royce community will be considered a violation of the School policy in this handbook. The reason for this is simple: hateful, hurtful or threatening messages can seriously damage individuals and their ability or willingness to participate fully. In this way, it can undermine our community and safety.

Challenges to our values of respect and responsibility can be easily posed by technology, where miscommunication and a feeling of anonymity can thrive. Technology serves as a means to reinforce our in-person communities, with the same responsibilities expected as when meeting face-to-face. We do not seek to monitor or infringe upon students' legitimate 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. Our goal is to maintain a safe and secure School community where all individuals are respected and where intolerance and abuse are not accepted.

RESPONSIBLE TECHNOLOGY USE POLICY

Technology is a tool to maximize learning opportunities. In many cases, students' behavior is guided by clearly articulated expectations, and in other cases, students must make wise decisions about their own behavior, by a sense of good citizenship and as a responsible member of the Head-Royce community. Responsible citizenship means practicing good ethical behavior, whether online or offline. Students should be aware that these expectations apply to all use of technology at Head-Royce, regardless of device.

- Students are encouraged to model good online citizenship by making sure their actions and choices do not disrupt the learning environment for themselves or others, just like in the classroom.
- Technology use should not be disruptive to other students or employees who are working nearby; students are expected to use headphones when listening to audio.
- Students may not text/instant/group/direct message at any time while in class. Individual teachers will have different protocols for classroom use of devices and it is the student's responsibility to be aware of these rules and adhere to them.
- Students should not communicate or create anything that demeans or abuses another member of the community, disrupts a community member's ability to learn, or undermines the reputation of a community member.
- Students are expected to obey all intellectual property rules and copyright laws and refrain from vandalizing the data of another user, gaining unauthorized access to resources such as using an account owned by another user, sharing private communication without the author's consent, or engaging in conversation or activities (such as sending pictures) that may inflame, agitate or offend others.

The School invests in the maintenance of wireless and wired networks, computers, tablets, and A/V systems to support the learning, teaching, and business needs of Head-Royce. The intentional or accidental attempt to compromise or circumvent these services will be considered a violation of School policy and will be treated seriously. All of these guidelines apply to the use of Head-Royce technologies, including tablets, laptops and desktops, as well as personal devices brought to School. The School assumes no responsibility for the security of student-owned devices and students should make sure to keep them in lockers or with them at all times.

CELL PHONES

Lower School and Middle School students are not permitted to use cell phones without permission during School hours. They must be turned off and secured in the student's backpack while at School. Apple Watches (or equivalent from other providers) fall under the same category as cell phones and are not to be worn or used as a phone or texting device. Upper School students are expected to use their cell phones appropriately. They are never to be used in classrooms or in grade-level or all-school meetings 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. Students whose cell phones have been confiscated should not expect them to be returned the same day. The use of the camera/video function on cell phones is not permitted without permission from a supervising adult.

SEARCHES

The School reserves the right to inspect, at its discretion, student backpacks, lockers and cars. To ensure compliance with rules and for the safety and protection of members of the community, faculty, administration, or security personnel may conduct searches of students' belongings, including backpacks and purses. Digital searches into School email, digital logs and other School provided accounts can be conducted upon request of a division head.

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 Protocols:

1. Be considerate with length. Too much information in one message is a burden on recipients, especially for busy teachers.
2. Be patient—faculty often need one to two days in order to respond.
3. 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 content sensitive.
4. 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.
5. When replying to a message sent to multiple addresses, please respond to the sender only. That person then collates replies for the group as a whole.

DISCIPLINARY PROCEDURES

The following procedures usually guide our response to major rule violations, with modifications at the sole discretion of the School to fit particular circumstances, as well as to ensure the process is age appropriate. While we endeavor to respond promptly to reports of major rule violations and are committed to maintaining open lines of communication with students and families, the School will not communicate disciplinary decisions until after the time deemed necessary by the School to complete its investigation.

Interviews

When a possible infraction is reported, the administrator or designated adult will typically interview the student(s) in question; it may be necessary to re-interview the student(s), particularly if there are discrepancies in student interview responses or upon receipt of new information. Consistent with the policy on cheating, material dishonesty in interviews will be treated as a major rule violation. An administrator or designated adult may ask the student to write down their account of the facts. In some instances, such as plagiarism or cheating on a test, a teacher—sometimes with the department chair present—may initially interview the student. In instances where the infraction is especially serious, the

Head of School may participate in the interview of the student(s). During internal interviews, parents or guardians cannot accompany the student(s).

Consideration

After interviews have been completed, the Division Head may request a recommendation from the administrative team (which may include deans, department chairs or classroom teachers). The Division Head and Assistant Division Head will determine the likely consequences should the investigation indicate that a major rule has been broken. The Division Head reports the incident to the Head of School and they review the School's rules and likely consequences.

Notification

The Division Head or the Assistant Division Head meets with the student to explain the likely consequences. Parents/guardians are contacted and may be invited to School for a meeting, often with their student present. In cases involving academic integrity in the Upper School, students may request to have their cases heard by the Honor Council, who hears the matter from the Assistant Head and makes a recommendation to the administration. The Head of School and US Head will make the final decision. Major consequences are explained to the student and parents in a letter from the Division Head or Head of School. The School does not indicate disciplinary infractions on a student's transcript. It is normal procedure for the Division Head to inform the faculty about disciplinary consequences involving probation, suspension or expulsion.

Honor Council/Student Life Committee (Upper School)

The Honor Council/Student Life Committee 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 members and three students. In the course of its duties the Honor Council may be called upon to review infringements of School academic rules and to recommend appropriate action to the administration. 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 their advisor present at an Honor Council hearing. Parents or other student representatives do not attend hearings.

DISCIPLINARY PROCEDURES

The following consequences represent the range of responses the School invokes when rules and student behavioral expectations are violated.

Detention

Detention is an opportunity for students to make amends. Typically, students receive detentions for skipping required classes and assemblies, receiving three tardies, parking violations or ignoring basic student responsibilities (e.g., turning off phones during class, not refraining from food or drink in the library, minor discipline issues in the classroom, poor fan sportsmanship at games, shouting out in morning meeting or assemblies, infelicitous language, being asked to leave a class, etc.). Maintaining an attractive campus is the responsibility of all community members. Everyone is responsible for disposing of litter properly. Students who ignore this responsibility will serve detention.

All-Day Detention/Letter of Concern

In the Middle and Upper School, students who accumulate five detentions or who show a pattern of minor but recurring discipline issues or disruptive behavior will need to serve one (or more) all-day detention. A student misses all classes, forfeits open campus privileges (if a junior or senior), and is required to be in a supervised location during break, lunch and free periods. A student may not participate in co-curricular activities or events. A letter of concern, or a phone call from an administrator, is directed to the student and parents to indicate that repeated violations of School guidelines have reached a level where they can no longer be considered minor; the letter will outline formal disciplinary consequences should the behaviors continue. The School will require a parent

meeting after seven detentions.

A Day of Reflection/Citizenship Warning

Inappropriate and thoughtless actions short of serious rule infractions may result in a student being required to spend a day at home (or at School under supervision) in which the student reflects upon the need for a change in their behavior. Examples of behavior that lead to a day of reflection include but are not limited to repeated unexcused absences and tardies, rudeness or disrespect, poor sportsmanship, and dishonesty. The student will be expected to write a letter to their parents and to the Division Head and Assistant Division Head addressing the expected behavioral changes required by the School. If the student is unable or unwilling to commit to the proposed changes, the School may suggest that the family seek alternatives to continuing at Head-Royce. The School will place the student on citizenship warning for a period of time, usually four weeks, in which the student has an opportunity to demonstrate meaningful change. After four weeks, the student and their advisors will consult with the Assistant Division Head to review if there is a need for probation.

Probation

Probation is reserved for serious violations of School rules and other inappropriate behavior or repeated violations of minor School rules. It is used to emphasize the seriousness of an infraction or pattern of behavior. During the period of probation, which may extend for one semester or a year, a student is expected to be a model citizen who demonstrates exemplary behavior and ethical decision-making. A period of probation follows any suspension. During this period a student may participate in athletics and extracurricular activities at the discretion of the Division Head. A major School rule violation during probation will result in suspension or expulsion.

Suspension

Suspension for one to seven days is a penalty to be used for first-time serious disciplinary infractions as outlined in this handbook. Examples of misconduct that would lead to suspension include but are not limited to bullying or harassment, physical violence, willful disobedience or dishonesty, use of drugs or alcohol, and theft of (or deliberate damage to) personal or physical property. When a student is suspended from School, they may not be present on campus or at School events during the period of suspension without the permission of the Division Head. They are expected to complete all assignments independently and stay abreast of class. Any tests or quizzes missed during the period of suspension must be made up immediately upon return to campus.

Suspension must be recommended to the Division Head by the administrative team and agreed to by the Head of School. Suspensions are followed by a period of probation. When asked by colleges, the School is obligated to identify students who have been suspended or placed on probation for behavioral infractions during their junior and/or senior year. Families should be aware that colleges typically require both applicants and their high schools to disclose this information. The college counselors are available to assist students in meeting this obligation.

Students who have been suspended and commit a subsequent serious violation are likely to be expelled, depending on the infraction. In cases where student safety is of concern, the School may require a psychological evaluation of a student prior to a return to classes.

Expulsion

The Division Head and Assistant Division Head may recommend to the Head of School expulsion for a serious violation—even on the first offense—if in their opinion, a student's continued presence is a serious detriment to the learning environment, safety or well-being of other students and faculty. Misconduct that requires expulsion might include, but is not limited to, distributing drugs and alcohol, theft, destruction of property, tampering with safety equipment, possession of weapons, premeditated physical violence or harassment, and conduct materially offensive to the School community. While the School takes this step with great reluctance and deliberation, the Head of School may determine in their

sole discretion that withdrawal is necessary. A student who is expelled will be withdrawn from all classes and receive a grade in-progress for each class. An expelled student may not be present on campus or attend School-sponsored activities without written permission from the Division Head or Assistant Division Head.

SAFETY RULES FOR AUTOMOBILES AND BUSES

To improve the School's ability to provide for the safety of each student, 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.

BIG 10 TRAFFIC RULES

1. Observe the traffic laws in our school zone.
2. Respect the traffic monitors.
3. Do not drop off or pick up below the Gatehouse on Lincoln Avenue.
4. Remain in your vehicle during drop-off and pick-up on Lincoln Avenue.
5. Do not make U-turns on Lincoln, Alida, Burlington, Laguna or in the cul de sac.
6. Do not use private driveways for turns, parking, waiting or pick-up or drop-off.
7. Do not double park to drop-off or pick-up.
8. Do not use Whittle Avenue to drop off or pick up.
9. Know the dangers of loading and unloading the trunk during peak times.
10. Jayhawks don't jaywalk!

More [detailed driving information is provided here](#).

STUDENT DRIVERS

- 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 form will also be posted on the School website.
- 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, including the suspension of driving privileges for repeat offenders. 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.
- Students may not drive other students on field trips. Student athletes must follow the driving rules published in the Parent/Student Athletic Handbook.
- Student drivers are required to park on Lincoln Avenue above the School or in the School parking lot unless otherwise instructed. Only juniors and seniors may use the School parking lot and must park in designated areas. Priority parking is reserved for student carpools. Students may not drive or park on the lower campus. 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.

BUSES

- To reduce the amount of traffic on Lincoln Avenue, families are urged to use AC Transit bus service or the private, contracted buses through Michael's Transportation. All bus information is located on our website on the parking and transportation page.
- School rules apply while our students are on the AC Transit buses and private, contracted buses.

Parents/guardians/caregivers are responsible for students prior to 8:25 a.m. and after school dismissal at 3:20 p.m.

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 LOCKDOWN/SHELTER IN PLACE DRILLS

Fire drills, earthquake drills and lockdown/shelter-in-place drills, are held in accordance with California law, so that in the event of a real emergency, students and the professional community 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. Lockdown/shelter-in-place drills teach students how to take refuge during potentially dangerous situations 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. A major earthquake would likely also disrupt telephone communications and 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.

REUNIFICATION PROCEDURES

In the event of a major earthquake or other event causing the Head-Royce community to be detained at School, no student will be permitted to leave the School without being released by an authorized member of the administration or staff. Students in K-12 will be released to:

- Parents when they are able to reach the School to pick them up;
- The custody of previously agreed upon members of the family (e.g., an older brother or sister capable of driving);
- The custody of previously agreed upon adult friends (e.g., neighbors of the family).

A complete list of the above 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.

DIVERSITY, EQUITY AND INCLUSION

Head-Royce School stands against racism and hatred in all its forms. Our entire community reflects diversity in cultural, racial, religious and gender identities and we are stronger because of it. Our School's mission is built on the pillars of diversity, citizenship and academics; our commitment to these principles demands that we raise our voices in pursuit of justice. We acknowledge the significant, ongoing pain and violence inflicted upon our Black community, and pledge to embody our mission by taking tangible actions to dismantle systemic racism and oppression.

DEI Mission

As an integral element of our mission, Head-Royce School makes the ongoing commitment to creating and sustaining an equitable and just school culture and environment for the entire K-12 community, children and adults alike. To that end we are committed to:

- Working to foster a local and global perspective so that we as a Community embrace world cultures, solve pressing issues, understand interconnectedness, evaluate and resolve conflicts and cause positive change.
- Continually recognize and urgently repair any and all hurt or harm caused, individually and systematically.
- Challenging our institution to strive beyond diversity and embed inclusion and belonging at every level.
- Actively promoting respect for others, embracing individual, cultural and socioeconomic differences, and modeling social responsibility, equity and justice. We seek to engage and listen with empathy and respect across existing differences.
- Investing in the recruitment, hiring and retention of Black, Indigenous and people of color (BIPOC) as our School values the perspective and leadership of the BIPOC community.
- Welcoming the discomfort of making mistakes. We acknowledge that creating an inclusive and safe learning community requires evolution and we must embrace conflict and discomfort and learn from our mistakes.
- Providing the time and resources necessary for our professional community members, administration and Board of Trustees to participate in trainings, review and revise curriculum, pedagogy, policies and practices through an anti-racist lens.

With these commitments, we intend to mold our school's culture to our mission by ensuring empowerment and belonging for all students and Professional Community members. Through these efforts, we hope that our students will gain a greater understanding of themselves, while cultivating the ability to embrace differences and think deeply about our diverse society and the expected and necessary changes that must occur.

Bias Incident Reporting

The Bias Incident Reporting Initiative is part of Head-Royce's commitment to providing a safe environment where all of our students can learn and thrive without fear of bias and discrimination.

The purpose of the Initiative is to:

- provide a structure for action by keeping a record of bias incidents;
- offer an avenue of assistance and support for the reporter;
- communicate in an effective and timely way, in the event of bias; and
- provide resources, education and opportunities for dialogue about inclusion and cultural responsiveness on our campus.

Please note: only current students can access and submit the form, which can be found on the HRSCoNECT Resource Board. Lower School students access the reporting system with school personnel support.

ADMISSIONS, FINANCIAL AID AND RE-ENROLLMENT ADMISSIONS POLICY

The School seeks students who can benefit 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. The School does not offer deferred admission to newly admitted students.

An admissions committee comprised of 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 Philosophy

Head-Royce School is committed to fostering a strong financial aid program because we believe that diversity, including socioeconomic diversity, strengthens our community and enriches the learning experience of every student. Our financial aid program provides access to our community for qualified students, regardless of socioeconomic background.

Financial Aid Policies and Procedures

Families requesting financial aid must apply online each year through the School and Student Service (SSS). A completed application includes a Parent Financial Statement, the two most recent years of tax returns (IRS Form 1040 including all schedules), and the most recent year's income statements (W-2 or 1099 forms, or a Schedule K-1, Form 1120S and/or Form 1065, if applicable).

Completed financial aid applications are reviewed by the Director of Financial Aid and presented to the Financial Aid Committee. The Committee evaluates the provided information, determines a family's financial capacity using methodology standardized by NAIS, and allocates the School's financial aid funds to bridge gaps between a family's calculated financial capacity and the cost of attending the School. If a family's financial circumstances remain similar year-to-year, they can expect a similar grant. All information and decisions are strictly confidential. Supplementary financial aid is available for additional costs, including but not limited to the After-School Program, field trips, textbooks and school supplies.

Families are obligated to report any significant changes in their financial circumstances, even if they occur mid-year, to the Director of Financial Aid. Should a family's financial circumstances change considerably or if a family believes the Financial Aid Committee's grant offer does not reflect their financial situation, a family may request a secondary review of their application. In order to initiate this process, a family must notify the Director of Financial Aid in writing and submit any additional clarifying information.

Head Royce's Financial Aid is a grant-based program. Funds granted do not need to be repaid to the School. The School abides by the [National Association of Independent Schools' Financial Aid Principles of Good Practice](#).

Re-enrollment

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 re-enrollment 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 the Middle School Academic Standing section). Upper School students are in good standing if they are not on

academic or social probation (see the Upper School Grades/Grading System section). The re-enrollment 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 re-enrollment agreement will be released when the conditions for continued enrollment have been met. A re-enrollment 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 re-enrollment agreement will be released when the account has been cleared or satisfactory arrangements have been made with the Business Office. If a student's account in the business office continues to be in arrears after March 10, the School may consider the student withdrawn and may enroll a new student in their place.

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 Director of Admissions by April 15. The one-year leave of absence is typically granted with a provision that families must notify the Admissions Office no later than February 15 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 website for more detailed information about recommended programs. Any student planning to study overseas or in a one-semester domestic study program must submit a written proposal to the Upper School Head by March 1 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 of absence that are approved by June 1 preceding the school year require that parents pay 60% of the year's tuition. Although the School will work with students and their families who request a leave after March 1, 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.

HEAD-ROYCE SCHOOL TUITION AND FEES

Tuition for 2022-23 School Year:

Kindergarten–Grade 5 (Lower School)	\$35,700
Grades 6–8 (Middle School)	\$40,200
Grades 9–12 (Upper School)	\$51,000

A 10% non-refundable deposit is payable at the time of enrollment. For the remaining balance, there are three basic payment options:

Option 1 – Full Payment: One payment of 100% of the remaining balance after deposit by June 1.

Option 2 – Two Payments: One payment of 65% of the tuition balance after deposit by June 1st and one payment of the remaining 35% by December 1.

Option 3 – Nine Payments: Nine equal monthly installments of the tuition balance after deposit commencing in May with the last payment due in January. The enrollment fee for this installment plan is \$80.

Late payment penalties and other fees apply. For a complete description of payment plans, tuition insurance and fees, please contact the Business Office.

You are obligated to pay the tuition and other charges for the school year unless you request a withdrawal in writing to the Head of School on or before June 1 preceding the start of the school year. If you withdraw your student after June 1 you acknowledge that the School will suffer monetary and other damages and agree to pay, as liquidated damages and not as a penalty, the tuition and fees for the school year. After June 1 no such portion of tuition or fees will be refunded or canceled in the event of absence, withdrawal or dismissal from the School, except as follows:

Notification Period	Amount Due
June 2 to July 15	50% of full tuition
July 16 or later	100% of full tuition

GENERAL STUDENT INFORMATION

General Books and Supplies

In the Lower School, 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.

Summer Reading Books

Summer reading books must be purchased by families independently. In the Middle and Upper Schools, books are sold by the online bookstore, MBS Direct, or distributed through a shared textbook program and families are billed a usage fee for the year.

Learning Differences Policy

As aligned with our mission, our goal is for students to meet with academic success and to build confidence as active and engaged learners. The School's learning specialists, teachers and administrators work with families in an effort to provide a successful academic experience for all K-12 students. 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. We also recognize that all our students have different learning profiles that influence their experience in school—as such, this policy addresses the needs of those with diagnosed learning disabilities. While we offer accommodations to cater to those with learning differences, we cannot provide exemptions or waivers from participating in the Lower School curriculum. For further information and documentation requirements, please refer to the full text of the policy on the School's website.

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, hallways or auditoriums unless there is a teacher present and students have permission.

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 come 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 JSTOR, ProQuest, EBSCO and current and archived editions of the *New York Times*.

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; 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 libraries.
- 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 restorative action 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 to Friday, 8:15 am – 4:00 pm. Library materials are checked out for a period of two 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 damaged or 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 coordinators 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 and the school nurse. The division coordinator or nurse will call home. Parents are asked to please refrain from texting students during school hours.

Photocopying

Students may only use the office copying machines with permission from a faculty or staff member.

Publications and Privacy Policy

The School, as a general practice, publishes a variety of print publications for distribution within the

Head-Royce community each school year. Photographs of students identified with their first and last name may be featured in these publications. In addition, the School may publish electronic photographs (which will only be identified with students' first names and the first initial of the last name) on the School website. Should a parent or guardian wish to deny the School the right to include photographs of their child in any such School publication, they must notify the School's Communications Office in writing.

Student Visitors

Under normal circumstances, we welcome students to visit our campus. However, 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. To request 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. *Please note that we have special policies in place because of COVID. Refer to the COVID Protocols on the Head-Royce website for specific changes.*

HEALTH POLICIES

Immunization Policy

As a condition of enrollment, Head-Royce School (the "School") requires that all students maintain up-to-date immunizations [required by the state of California](#) and any additional immunizations required by the School to protect the health and safety of the Head-Royce community. Immunizations covered under this policy include, but are not limited to:

- Polio
- Diphtheria, Tetanus and Pertussis (DTaP)
- Measles, Mumps and Rubella (MMR)
- Hepatitis B
- Varicella (Chickenpox)
- COVID-19 (Currently required by the School for ages 5 and above)

All families must certify that their student(s) has/have received these immunizations and are required to maintain an up-to-date copy of their immunization certification, which they must provide to the School through the Magnus Health Portal. This is a required condition of enrollment unless a student has received an approved medical exemption following the procedures outlined below. Personal belief exemptions are not permitted.

Obtaining Medical Exemptions:

A family may request a medical exemption for their student(s) from the immunization requirement from a currently licensed California physician. The process for obtaining an exemption depends on the immunization.

For the immunizations required by the State of California (all listed above other than COVID-19):

Families with students enrolling in the School for the first time or with children entering 7th grade must show proof of up-to-date immunizations or obtain an exemption for some or all of the immunizations through the California Department of Public Health California Medical Exemptions from Immunizations Registry ("CAIR-ME") [website](#). After registering for a CAIR-ME account, families must submit a request for an exemption and have their child's physician directly submit information using the CAIR-ME system to support the request. Instructions on applying for the exemption are available [here](#).

For COVID-19 immunization: A family must provide to the School Nurse's office a signed certification from a physician licensed in the State of California and in good standing. The certification should include a description of the health condition which makes the student unable to receive the COVID-19 immunization, whether the exemption is temporary or permanent and if temporary, the beginning and

end dates to the student's inability to receive the immunization. Exemption requests will be kept confidential and will be reviewed by Head-Royce's Health Team.

Approved by the Health Working Group, May 2022.

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. If your student contracts a communicable disease such as strep throat or COVID-19, we request that you keep your student at home and notify the respective school division coordinator immediately. If necessary, the office will notify the parents in that grade level. Specific [COVID protocols can be found on the Head-Royce website](#) and positive tests—confirmed with a home test—require you to [complete this form](#).

Please do not send your student to school if they have [any signs of COVID](#) or any of the following symptoms:

1. A fever over 100 degrees (37.8 Celsius). Keep your student home for 24 hours **after** a fever is below 100 *without the aid of fever reducing medication (such as Tylenol or Advil)*
2. Nausea or vomiting (if your student has vomited within 24 hours of the start of school, DO NOT send them to school).
3. Diarrhea
4. Eyes that are red, swollen, crusted or draining
5. Untreated, draining ears or earache
6. Severe sore throat
7. Skin rashes of unknown origin or a contagious rash

Head Lice/Nit Policy

Head lice are a recurring problem with elementary-aged children. The most common means of transmission are direct head to head contact. Nits/lice are not easily transmitted in the school setting. We have a service to check students' heads for nits/lice at school, particularly after vacations. If your student is found to have head lice we will notify you and request your student be treated and they may return to school when all nits/lice have been removed. We ask that you inform the respective division coordinator when your student returns. If necessary, the office will notify parents in that grade level.

Injury Policy

If your student sustains an injury and cannot participate in physical activities or PE for one to two days, please provide a parent's note and any updates to their teacher or advisor, and PE teacher. If your student cannot participate in physical activities or PE for more than three days, a healthcare provider's note is required in order to be excused. The note must include the applicable modifications with the date(s) for which those apply **AND** a date for your student to return to full participation. Please submit the note to your student's PE teacher and division office.

In order to keep your student safe and supported in the event of an injury, we ask that parents please inform or provide a parent/healthcare provider's note according to [this flowchart](#).

II. LOWER SCHOOL

ACADEMICS

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 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, drama (4th and 5th grade) world languages, physical education, library, science and garden and STEM. A Learning Resource Teacher is available to support students with classroom curriculum work. Special programs in positive peer interactions, decision-making, regulation of behavior 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–5th grades), , community engagement, All-School Fair, Halloween Parade, Families and Special Theme Days such as spirit days, World Games Day and field trips.

GUIDELINES FOR HOMEWORK ASSIGNMENTS

Homework strengthens academic skills, reinforces concepts students learn in class, provides repetitive practice for skills that require automatic recall and helps students learn responsibility. 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 generally without adult assistance, to reinforce concepts learned in class. 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 to Thursday
Grade 3	30-40 minutes Monday to Thursday
Grade 4	40-50 minutes Monday to Thursday
Grade 5	50-60 minutes Monday to Thursday

While 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, the Lower School does not assign homework on weekends and over vacations.

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 student’s homework. If at any time parents have concerns about homework they should contact their student’s teacher.

No Homework Nights for Cultural or Religious Celebrations

We understand that students and families celebrate a diverse set of religious holidays and cultural celebrations. If your student will be absent to celebrate a cultural or religious celebration, they will be excused from homework for that night. Please inform teachers at least one school day in advance.

TEACHER/CLASS ASSIGNMENTS

In the 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 student'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 student's placement may do so by writing a letter or sending an email detailing the academic and/or social needs of the student, without naming a specific teacher. This information will be considered along with the factors listed above. Please email the Lower School Head no later than mid-May. If you have questions about the process, please call or email Lower School Head

COMMUNICATION WITH CLASSROOM TEACHERS

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 student's teachers one week prior to the start of the school year in a brief interview as well as, hearing about the year's curriculum at Back-to-School Night in the fall. Progress reports with written comments are sent home electronically twice during each School year. These reports inform parents about their student'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.

COMMUNICATION WITH SPECIALIST TEACHERS

Because students have a variety of specialists, we ask that any communication or questions about a specialist class be channeled through the classroom teacher. This allows the classroom teacher to manage student behavior and communication well with all constituents. Mid-third grade through fifth grade, the communication channels shift to allow specialist teachers to communicate directly with families and vice versa with a copy to classroom teachers.

LOWER SCHOOL EXPECTATIONS AND NORMS

As a Lower School, we believe in fostering a community in which personal growth, equitable problem solving and building and maintaining relationships are at the center of our practices. Community agreements reflect the behaviors that support our goal of an inclusive environment and fun place to learn. When harm occurs, we focus on giving students the opportunity to take personal accountability, repair the harm caused and keep themselves in relational integrity with others. We are intentional in our focus on modeling connection building to repair harm, rather than focusing on upholding school rules with strictly punitive consequences.

As a Lower School community, we adopt a zero-indifference approach to harassment, teasing, relational aggression and other disciplinary concerns. *Zero indifference refers to the practice of never allowing derogatory, disrespectful or discriminatory words and actions to go unaddressed.* (Critical Practices for Antibias Education, [Learning for Justice](#)) We do not condone racism, homophobia, transphobia, sexism, xenophobia or behaviors that negatively impact the safety, well-being and inclusive nature of our School environment. Through our protocols we will hold all students and adults accountable for their bias and actions.

Behavior Expectations

As a learning community we have four behavior expectations to which all students will be held accountable. *As a Jayhawk I will...*

- *Be safe and kind with my body and words*
- *Take responsibility for my actions*
- *Treat others and my surroundings with respect*
- *Practice self-awareness when in shared spaces (learning and public)*

When an incident of harm incurs, we take the following action steps:

- Investigate and record facts
- Meet with students and/or teachers/ASP counselors involved
- Communicate with parents/guardians
- Remedy and repair using:
 - Reflection
 - Restorative Practices
 - Conflict resolution
 - Giving back to the community
 - Learning components
 - Article, books, videos, dialogue with adults etc.
- Assess students' readiness to return to their regular routine
 - Identify a plan for re-entry, including any classroom discussions/home communication
 - Identify and define an action plan and accountability
- Assign consequences when necessary/appropriate

The partnership between School personnel and parents is one of mutual expertise and respect. Families address personal values and respectful behavior outside of School and the School addresses the academic and social emotional development of children within it. Periodically, questions and concerns arise about a student's journey and development at Head-Royce. Classroom teachers are the primary individuals who should be contacted regarding questions and concerns. Once the classroom teacher is in direct communication with parents, circumstances may arise that require communication with the student support team (Lower School Head, Assistant Lower School Head, Counselor and/or Learning Specialist & DEI Dean) becomes necessary.

Next steps 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.

Norms and Guidelines

Norms and guidelines are used to truly understand all perspectives of those involved. When approaching conversations with the School, we ask parents/guardians to:

- **Bring forth questions:** Asking questions for the teacher or administrator rather than assumptions helps clarify confusion and clear up concerns.
- **Speak from the "I" perspective:** Articulate from your own student/home perspective and not that of other students and families. We want to hear your ideas, thoughts, experiences and feelings. We ask that you take ownership of your (and your student's) thoughts and feelings, rather than speaking for others.
- **Suspend Certainty:** Be open to varying outcomes, which might include non-closure, and proactive solutions.
- **Respect confidentiality:** Information about other students will not be divulged as part of the conversation.

- **Avoid Labeling:** Children are growing and changing beings. They deserve to be free of labels. Even harmless labels can play a lasting role in self-esteem, behavior and how they develop, so label the behavior, not the student.
- **Trust the School:** Families choose Head-Royce because of the value match and mutual expertise between home and school.

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 – 8:25 am there is supervision in the Big Toy area and the After-School Program (ASP) room. The After-School program provides a high-quality experience for students through a balance of student-led and adult-led activities, games and play spaces for students in grades K-8 from dismissal time until 6:00 pm, Monday through Friday. Daily activities include outdoor play, indoor arts and crafts projects, snacks and homework time. Additionally, ASP offers fee-based enrichment classes, such as chess, art, dance, private music lessons and band. Any Lower or Middle School student who is on campus after dismissal (2:00 pm for kindergarten, 3:20 pm for grades 1-8) MUST be signed into one of these programs. Starting at 3:45 pm, any student still remaining on campus must either be signed into ASP or signed out by an authorized parent/adult/guardian. For the safety of our students, parents are asked to adhere to these rules.

BIRTHDAYS

Each grade level has plans to jointly celebrate student birthdays. Classroom teachers will inform parents about these celebrations on Back-to-School Night. Parents are asked not to provide treats on their child's birthday.

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 student must wear a seat belt. School-sponsored trips are only for Head-Royce students and parent chaperones. Please do not bring siblings. A descriptive note and request for parent permission will be sent home prior to each trip.

ROOM PARENTS

In each grade, two parents are asked to serve as room parents to work with the teacher in setting up field trips and arranging for other special activities as well as disseminating news and information to the parent body. A member of the Parents' Association Board provides leadership for those parents who agree to help in this way. For consistency across all Parent Association K-12 volunteer roles, we are limiting each parent/guardian to a two-year term in any one role per division. Attached is a [list of opportunities](#) available as well as expectations for the role. If you are interested in being considered for one of these positions, or if you have questions about a role, please email ls liaison@headroyce.org or Lea Van Ness.

III. MIDDLE SCHOOL

ACADEMICS

The Middle School Curriculum for 6th-8th graders is made up of mathematics, English, history, science, world languages, 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 students' individual learning styles. Our goals include challenging and supporting students as they learn

the content and practice the skills particular to each discipline, providing the means for students to be successful in each of their courses, and creating opportunities for students to assume greater responsibility for their education. Each teacher will inform students of their 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 students will be graded and requirements for written work.

SCHEDULING

In the Middle School, scheduling students into classes is a complicated and time-consuming process that involves both computer and hand scheduling by the Division Heads, Assistant Head, and Director of Scheduling. For electives, students have the opportunity to note preferences, though placement in those preferences are not guaranteed as 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 School 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. If your student has specific learning needs, please send an explanatory note to the appropriate person noted below. We cannot guarantee schedule requests, but will thoughtfully review your student’s needs. Our goal is to create the best possible schedules for all students. For Middle School questions, contact the Middle School Head.

GRADES AND COMMUNICATION

Students receive letter grades and narrative written reports at the end of the first and third quarters and grade reports at the close of second and fourth quarters. Parents have a conference with their student’s advisor in the fall. Additionally, progress reports are issued midway through the quarter 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 students’ academic progress. Students and 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 students’ progress. Because of this, teachers and parents may have meetings during the school year to discuss students’ strengths and areas of growth. Parents may initiate a conference by calling the advisor or homeroom teacher, who will arrange the meeting. For grades 6-12, letter grades are assigned based on the following percentages:

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

If a student receives a grade of “incomplete” at the end of any report period, they will be allowed 10 school days in which to submit all missing assignments or make up any tests. If the student continues to have incomplete work after that 10-day period, they will receive a grade of “F” for all incomplete assignments and that grade will be factored into the student’s overall grade for the course. If the absence has been due to illness, students will be allowed an amount of time equal to the amount of their absence to make up missed work.

ACADEMIC STANDING

Students’ academic standing will be reviewed quarterly. Students are in good standing academically if they receive a C or better in every course. If students receive two grades of C- or below, or one D or F at the end of a quarter, they will be placed on academic probation until the grades improve to C or better. If a student is placed on academic probation a second time, the School will hold a conference to discuss

continued enrollment at Head-Royce. Students' participation in extracurricular activities and athletics may be restricted or revoked at the discretion of the Division Head in consultation with parents, the advisor and the coach. If a student's performance declines substantially as the year progresses or if they receive unsatisfactory grades, the student may be required to attend summer school or repeat the course in the following school year.

The minimum requirement for promotion is that students complete all of their courses with average year grades of C- or better and that they 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.

GUIDELINES FOR HOMEWORK ASSIGNMENTS

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

Average Homework Load	
Grade 6	20 minutes per subject, 3 times a week; or a total of 60 minutes of homework per subject per week
Grade 7	25 minutes per subject, 3 times a week; or a total of 75 minutes of homework per subject per week
Grade 8	30 minutes per subject, 3 times a week; or a total of 90 minutes of homework per subject per week

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.

No homework nights for Cultural or Religious Celebrations

Students and families celebrate a diverse set of religious holidays and cultural celebrations. In the Middle School, students should let their teachers know at least one school day in advance, and they will either be excused from the assignment or allowed to make it up at a later date depending on the assignment.

ADVISING

While in Middle School, students 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, students' homeroom teacher serves as the academic advisor. In grades 7 and 8, one of the academic teachers will also serve as an advisor. Advising groups meet regularly for discussions, study hall, community engagement projects and other activities.

A student's faculty advisor is the first person a student or parents should contact concerning academic and social issues.

COUNSELING

The Head-Royce Middle School has a counselor who works with students. Students seek out the counselor or are referred by their advisor, teachers, parents or Middle School Head for personal, social or academic reasons.

ATTENDANCE

Student Expectations

- Students will attend their assigned classes, advising, and community assignments.
- Students are responsible for notifying their teachers via email if they are absent (*this does not take the place of parents needing to enter the absence into SchoolPass*). They are also responsible for reviewing week sheets and HRS Connect to ensure they are aware of what they are missing.
- Students who arrive late to campus (*excluding students who have free periods at the start of a day*) **must check in at the gatehouse on our SchoolPass Visitor Management System (the iPad).**

Parent/Caregiver Expectations

- Parents/caregivers must notify the school via SchoolPass in advance if their student is going to be arriving late, leaving early (except in the case of school-sponsored sports) or absent.
- To the extent possible, parents/caregivers should make routine appointments (medical, dental, etc.) for students outside of school hours so students do not fall behind. If appointments must be made during school hours, parents/caregivers must notify the school via SchoolPass in advance of that appointment.

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.

ACTIVITIES

There are three activity rotations of approximately 10 weeks each during the school year. Activities are scheduled once a week for one hour. You will have a variety of activities to choose from during each rotation. Examples of activities include: sports team practice, drama, Lower School Assistants, art studio, tennis, yoga, debate and film. While these activities are not graded, they are important to the Middle School social-emotional program. Attendance requirements for activities are the same as those for academic classes and study halls.

Community Engagement

Students will participate in regularly scheduled community engagement opportunities throughout the school year. There will be a number of school days dedicated to the program, which each student will be expected to attend. Each grade level will have a key service focus for the year. Students will participate with their advising groups in these service projects both on and off campus.

Student Council

The Middle School Student Council is composed of grade-level elected officers. They work with the Assistant Middle School Head and faculty advisors to organize Middle School events. Student Council meetings are held each week to work on initiatives such as plans for school assemblies and dances, service projects, fundraisers and Middle School Spirit Days.

School Events, Dances and Class Trips

All School rules and expectations apply to Head-Royce students and their guests during any School event including East Bay Independent Schools Council (EBISC) dances and off-campus trips. If students do not maintain appropriate conduct at School events, they will be sent home at the family's expense and other sanctions will apply as deemed appropriate. Rules concerning general supervision, drugs, alcohol and tobacco apply at all school events. Detailed trip rules are distributed prior to each major trip.

All Middle School students must sign a behavior contract prior to attending a school dance. For non-EBISC dances hosted at Head-Royce, students may bring one guest who must be registered 24

hours prior to the dance. Students must enter the dance with the guest, and the student is responsible for the guest's proper conduct. Dance guests must also sign a behavior contract. Students may not attend a dance on a day they were absent from school. *Please note: These rules are subject to change* based on broader health concerns, such as COVID-19, and local guidance.

The purpose of dances, picnics and special trips sponsored by the School is to foster a sense of group cohesion and build friendships within the advising group or the entire class. For events such as trips, the class may be divided or grouped to promote these goals.

Athletics

Students are encouraged to try out for the Head-Royce athletic teams. Because some practices and all games take place after school, students must make special arrangements for transportation home. Some Middle School teams may practice once a week during the activities or study hall periods. When students miss class for games, they are responsible for all academic work missed. Any assignment due the day of an early dismissal game is to be submitted before leaving campus and make-up arrangements for any test must be pre-arranged with your teacher. Students may not participate in a game on a day they are absent from school.

IV. UPPER SCHOOL

ADVISING AND COUNSELING

Advising in the Upper School is a core component that allows us to cultivate relationships with our students and families. Students' advising groups serve an important organizational and support network at School, and students will have the opportunity to meet as a group, and with their advisor individually, to engage in community building activities, review their academic progress, plan their academic program and discuss relevant issues of personal or community concern. Each student will be assigned an advisor in 9th grade that we expect to loop with them all four years. Advisors serve as their main counsel and advocate as they navigate the Upper School. The advisor is the first person for students and families to contact concerning both academic and personal issues.

If a student needs support, the advisor should be the first person the student can go to.

Responsibilities of advisors include:

- Provide academic and personal guidance and support to an Advisory class of approximately ten students, with the first objectives of being an adult ally and mentor to build community and help students meet their academic goals
- Exemplify and reinforce the school's core values in (and beyond) advising;
- Collaborate with students, parents/guardians, and other teachers to address the academic and social needs of advisees;
- Provide consistent follow-up with/for students, parents/guardians, and teachers in the role of Advisor;
- Acts as the "first responder" if advisees have issues in other classrooms for which those teachers need support;
- Facilitate semi-annual parent, student, advisor conferences (ninth grade only).

*Note to parents: Though our goal is generally to involve parents in counseling situations, our licensed counselor does offer confidentiality in order to create a productive counseling situation.

SCHEDULING

In the Upper School, scheduling students is a complicated and time-consuming process that involves

both computer and hand scheduling by the division heads, Upper School Deans and Scheduler.

In the Spring each student initiates the course enrollment process with course requests where applicable (arts, language, math placement; as well as honors, Capstone courses, and other electives). As part of our process we take many factors into consideration including class size, gender and social composition.

Our faculty are skilled educators and students need to learn the very important life skill of working with many different types of teachers. We do not encourage teacher requests. Our goal is to create the best possible schedules for all students. If you have specific questions, contact the Upper School Head.

ACADEMIC CONSIDERATIONS

Upper School Graduation Requirements	
English	4 credits
History	3 credits
Math (Mathematics through the 11th grade and completion of Pre-Calculus is required)	3 credits
Science	3 credits
World Language*	3 credits* (+ level 3)
Electives**	1 credit
Fine Arts	1 credit (VPA)
Physical Education	4 years
Health and Safety	Taken in 9th grade

*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.)

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

All courses are one 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.

Grades/Grading System

The Head-Royce Upper School uses a semester system. Final Exams are held in mid-December and early June. Typically, final exams may count for up to 15% of the semester grade.

In the middle of each semester, students will receive interim reports with comments from each of their teachers specifying strengths and challenges in each course. At the end of each semester students will receive grades in all classes and comments only from those teachers who perceive a special need to communicate home. Teachers will also “open” their gradebooks four times a year in between reporting to give students visibility to their most current grade.

If, because of an extended absence or other extenuating circumstances, a student receives a grade of “incomplete” (Inc.) at the end of any report period, they 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 a student’s absence has been excused and the nature of the illness or absence prevents regular attendance and completion of assignments, a medical leave may be granted. The student’s academic team (teachers, advisor, dean) will propose a plan allowing a student to earn credit.

Letter grades are given on the following basis:

Excellent	Commendable	Satisfactory	Unsatisfactory	Failing
A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	= 59 and below
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	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+ = 2.30	D+ = 1.3	F= 0
A- = 3.7	B = 3.0	C = 2.0	D = 1.0	
	B- = 2.7	C- = 1.7	D- = 0.7	

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.

To receive an A- or above, a student must have a cumulative average of at least 90 in the class. A student is doing satisfactory work if they receive a C or better in every course as determined at the end of each semester. If a student receives two grades of C- or below, or one D or F, or if their academic GPA for a semester falls below 2.0, the student will be placed on academic probation. The Assistant Head of Upper School, in partnership with deans, teachers and the student's family, will develop a plan of support. Students placed on academic probation for a second consecutive semester may be asked to withdraw from the School.

Students are responsible for checking the accuracy of their report cards. A student who believes a published report card contains an error may request a review from the Upper School Head or academic dean. The request to review a grade must be received during the semester immediately following the published grade. For example, a 12th grade student may not request a review of a grade published in their 9th or 10th grade year.

Grades of D+ or lower

After consulting with the Dean of Academics and Community and Upper School Head, a student may petition to address the grade in one of the following ways:

- Pass the same course in summer school at an accredited online course, high school or community college offering an approved UC A-G course. The grade in this new course will be recorded in the "comment section" of the HRS transcript, but the grade will not be factored into the HRS GPA. However, when the UC system calculates the GPA, they will use only this higher grade, rather than the initial grade earned in the course at HRS.
- Repeat the course at Head-Royce. Both grades would be reported on the HRS transcript. While the original grade will also remain on the transcript, the UC system will use the second grade when calculating the HRS GPA.

- 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:

- If a student receives a D+ or lower in the second semester, they must receive permission from the Upper School Head and academic dean in order to advance to the next course in that academic area.
- No credit is given for courses in which students receive an F.
- University of California does not give credit for a grade of "D." Students must follow one of the choices above in order to receive credit in a required course for UC admission. Please see the college counselors for more information.

Interim Reports

Student interim reports are published mid-semester in November and March. Although these are not official grades, colleges may request this information from applicants for early admission. Interim grade reports are not subject to revision after being sent to colleges. Only a faculty member may request an exception to this policy due to special circumstances.

HOMEWORK POLICY

Purpose and Meaning

Homework can be an important addition to the daily classroom work of reinforcing concepts and raising student achievement. Purposeful and intentional homework increases academic performance, promotes retention of knowledge, supports reflection about academic content and helps students develop lifelong time management skills. Furthermore, homework supplements limited classroom time by expanding the learning day, reinforcing concepts introduced in class and preparing students for new material.

Volume

We do not require teachers to assign homework every day. The amount of nightly homework required for an upper school student may vary depending on core requirements, course selection, participation in athletics, fine arts, and 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 projects, including research papers, oral reports and science projects with deadlines that may require extended planning.

Average Homework Load			
Grade/Level	9th/10th	11th/12th	HRAC (Capstone courses and current AP courses)
Minutes per class meeting	30	40-45	45-60
Number of class meetings per week	3	3	3
Average hours per subject/per week	1.5	2-2.5	2.5-3
Average weekly load (6 courses)	9	12-15	15-18

Given the higher level of homework in most junior and senior courses, students are cautioned to be highly selective in choosing the number of advanced courses (or the number of AP courses), and in limiting extracurricular commitments.

While weekend homework load will generally follow the limits outlined above, major assessments 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.

No Homework Nights for Cultural or Religious Celebrations

We understand that students and families celebrate a diverse set of religious holidays and cultural celebrations. If your student will be absent to celebrate a cultural or religious celebration, they will be excused from homework for that night. In the Upper School, students should fill out [this form](#) letting their teachers know at least three school days in advance. However, students and families who are able to plan ahead can submit this well in advance. We assume that students will use this form in good faith; if they do not, that will create a larger conversation with the student and family.

Head-Royce Advanced Curriculum in Place of AP Courses

The School is phasing out APs and the Class of 2023 will be the last able to enroll in AP courses. As such, we will be offering rigorous, capstone courses driven by the expertise and interests of our faculty. We will continue to expect students to limit the number of HRAC and Honors courses they take at once.

Currently, the School recommends that seniors 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. 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 current AP courses may assign homework over the December break and spring 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. AP exam fees will be assessed and collected by HRS in March.

Homework over Vacations

The School seeks to keep Thanksgiving and February break homework-free. Teachers who wish to assign homework, including reading over vacation, must petition the Upper School Head in advance.

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, grade level 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 have a direct impact on their homework load.

Test Calendars

The School endeavors to keep homework and the number of tests and major assignments consistent 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. Major assignments are 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 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 a major fine arts performance or an academic field trip (of a half-day or more), 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 their time is being monopolized by a single course or teacher should consult with their teacher, advisor and grade-level dean.

Attendance

Regular and timely attendance to class, advising and division programming is essential to being a successful student. While we expect students to be present and engaged in their learning whenever possible, we understand that illness, loss and other emergencies can interrupt their attendance. The health of our community is of utmost importance and so if students are not feeling well, we expect them to stay home. Any student who comes to campus exhibiting any symptoms will be sent home.

Student Expectations

- Students will attend their assigned classes, including Advising, Assemblies, Study Hall, and Community Meetings.
- Students are responsible for notifying their teachers via email if they are absent (this does not take the place of parents needing to enter the absence into SchoolPass). They are also responsible for reviewing week sheets and HRS Connect to ensure they are aware of what they are missing.
- 11th and 12th grade students who are eligible for off-campus privileges must sign in and out using the [Google Form](#), QR codes for which are posted strategically around campus.

- Students who arrive late to campus (excluding students who have free periods at the start of a day) must check in at the gatehouse on our SchoolPass Visitor Management System (the iPad).

Parent/Caregiver Expectations

- Parents/caregivers must notify the school via SchoolPass in advance if their student is going to be arriving late, leaving early (except in the case of school-sponsored sports) or absent.
- To the extent possible, parents/caregivers should make routine appointments (medical, dental, etc.) for students outside of school hours so students do not fall behind. If appointments must be made during school hours, parents/caregivers must notify the school via SchoolPass in advance of that appointment.

Special Help/Tutoring

Those students who need extra help or who have been absent are expected to see their teachers to arrange for support before, during or after school. We encourage students to leverage our built in office hours. If a student is having difficulty in a subject, their teachers are willing to provide extra help during those office hours.

If students or their parents feel outside, paid tutoring is needed, please contact the student's advisor so that they can notify the US Assistant Head so as to provide for appropriate coordination between teachers and tutors. If a student has received outside testing for a specific learning disability, please inform the School Learning Specialist and division head who may arrange a meeting with the student and parents. Students with approved accommodations may request on-campus tutoring during the school day, though space is limited for support of this kind.

Dropping a Course

If, at the beginning of a course, a student wishes to drop the class, they must complete the proper paperwork by the posted drop date (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 a student switches sections, they will carry accumulated grades with them. 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 November 1.

STUDENT LIFE

Community Engagement

Head-Royce's Center for Community Engagement (known as the CCE) helps students embrace and practice community impact work through classes, school-sponsored group projects and individual initiatives. In the Upper School, there are three areas of focus—Political Action, Human Connection and Environmental Stewardship. Community Engagement (CE) provides students an opportunity to positively impact the world and to work towards social justice. Students in the Upper School are expected to complete CE volunteer hours at each grade-level (10 in 9th grade and 20 in grades 10-12). All freshmen participate in a group project offered by the engagement board. In grades 10–12, students develop and implement an independent engagement plan.

The Director of the Center for Community Engagement, Nancy Feidelman, oversees student opportunities and experiences.

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 Assistant Upper School Head serves as the advisor to the Student Council. In addition, each class invites volunteers to serve on the grade-level student councils. These class officers consult with the grade-level deans to call meetings, plan events and take care of fundraising and other class business. Any student placed on probation while holding a position in the 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.

ACTIVITIES

School Events, Dances and Class Trips

School rules and expectations—in their entirety—apply to HRS students and their guests during all School events, including athletic events, field trips and overnight trips. If a student does not maintain appropriate conduct at School events on or off-campus, they will be sent home at their 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 p.m. and end promptly at 10 p.m., with the exception of prom, which ends at 12 a.m. Doors for all dances close at 9:30 p.m. 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 their guests. 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 p.m. on the Thursday 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. There are no "in and out" privileges at dances; once a student exits, they cannot be readmitted. The division head and grade-level deans may serve as the administrators-in-charge of a school dance.

A School administrator, designated faculty member, or other designated adult may administer a random breathalyzer or 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 or any illegal substance, 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 or drugs, among other indications, may provide reasonable suspicion. Any student who refuses to take a screen test will be asked to leave the dance in the company of their parents (or a responsible adult) who will be immediately contacted. Any student who tests positive for drugs or 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.

Affinity Groups, Interest Groups and Clubs

Professional staff members sponsor student groups and activities according to interest. Such clubs have included Challenge Success Club, Girls Who Code, and Thespian Society, but almost any activity is possible if there is enough student interest and enthusiasm and a faculty advisor is willing to supervise.

Affinity groups provide a space for people who share a common identifier (e.g. race, gender, religion, etc.) and can speak to the experience of being a member of the group from an “I” perspective. As with clubs, any group is possible and currently include: Asia Club, Black Student Union, India Club, Jewish Affinity Group, Latinos Unidos, Learning Differences Alliance, Multi-Racial Club, Women’s Alliance Group and White Students Against Racism.

Groups or clubs that raise money must use those funds for all-School activities with a faculty advisor present. All affinity, interest groups and clubs meet during H-Block.

Athletics

The [Upper School Athletics Handbook](#) details policies and expectations for our athletic program. The Director of Athletics arranges interscholastic competition for students in soccer, swimming, tennis, volleyball, basketball, cross country, golf, softball, lacrosse, track and baseball. If a student chooses to participate on an athletic team, they will be asked to make a commitment to attend all practices and events. This may require the students’ attendance during Thanksgiving, 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 extracurricular activity or with any family vacation plans. Please notify the coach as soon as possible if a student anticipates a conflict.

If a student’s grades begin to slip, the coach appreciates knowing before a crisis develops. A student’s 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 Upper School Athletics Handbook on the Head-Royce Athletics website.

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 for more information. The division head will contact students each summer with up-to-date parking information.