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# LEADERSHIP HIGH SCHOOL

Nurturing tomorrow's **leaders** today.

## STUDENT HANDBOOK

Welcome to Leadership High School. This handbook is designed to be a reference guide for your routine questions about school procedures and about what LHS expects of you during your high school career. Please share this with your parents or guardians because it will answer many of their questions as well.

We want to continue to grow as a community; while your adherence to rules is important, we want to hear from students when the guidelines are not working well. We want to continue to refine our rules and our community agreements, so that everyone here can feel as safe, comfortable, productive, and inspired as possible. If you would like to know why there is a particular policy or if you have suggestions, please ask an adult on campus. We encourage you to review this handbook so that you understand what is expected of you at LHS and what you can expect from teachers and staff.

### LHS Mission:

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**To develop college-ready youth leaders whose lives are rooted in love justice, resilience and emotional and physical well-being**

**Our vision** is for Leadership scholars to

- learn the importance of cultivating community and of sustaining emotional and physical well-being
- demonstrate the critical thinking, communication, personal responsibility and social responsibility skills needed to serve as agents of transformation in the world.

### Values and Principles:

We nurture tomorrow's leaders by...

- Ensuring that each student is known well and cared for as a learner and an individual;
  - Fostering a culture of academic excellence and college-readiness for every student;
  - Cultivating strong community among and between students, staff, and families;
  - Providing intensive intervention and support to accelerate learning when needed;
  - Maintaining a staff characterized by pedagogical expertise, reflection, cultural competency, and data-driven action
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## Community Code

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Leadership High School is a professional learning environment. The following principles demonstrate the professionalism and leadership qualities that we stand for and expect as a community:

### I RESPECT MYSELF

*My actions will help me respect myself in order to create a healthy and successful future.*

1. I will come to school every day, attend all classes, be as present as possible and arrive on time.
2. At school, I will be dressed in clothes that adhere to the Dress Code.
3. I respect myself, and our community, and commit to sustaining a safe environment – no drugs, alcohol, cigarettes or any related paraphernalia, no weapons.
4. I will do my best to follow teacher expectations and classroom rules.

### I RESPECT OTHERS

*My actions of courtesy, justice, and truth will guide my interactions with others and demonstrate the respect we all deserve.*

1. I will do my part to sustain a safe environment by not engaging in any form of physical, verbal, emotional, online or written violence toward anyone in our community.
2. I will respect others' personal space at all times by asking for consent to be in their space.
3. I will only eat and drink in class only at my teacher's discretion (water is allowed).
4. I will store and turn off any electronic devices, including cell phones, smart watches and Bluetooth headphones in my YONDR pouch so that they are not distracting me or others during class/ I will only use these during lunch or after school.
5. I will use headphones or listen to music only during lunch and after school.

### I RESPECT PROPERTY

*My actions will demonstrate care for my belongings, the belongings of others, and the belongings we share. I will take care of LHS property, as well as the places we go together as a school group. I acknowledge that my actions impact the strength of our community and can create or limit access to facilities.*

1. I will only use thing that belong to me, and will ask for consent to use the items that don't belong to me.
2. I will promptly clean up after myself and not litter. I will do my part assist in keeping the campus clean.
3. I will respect the LHS campus as well as other places we visit, among other things, not vandalizing or defacing the building or other property.

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## School Wide Outcomes:

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LHS' School Wide Outcomes are what we expect our graduates to master by the end of their senior year. The definitions are used to guide students toward understanding and internalization of the four outcomes. Students defend their progress in the SWOs in the portfolio process.

### Social Responsibility

Demonstrating empathy and compassion; being accountable to other people and to community; serving as an ally, especially across difference; working constructively with others, particularly in times of challenge and disagreement; recognizing and deconstructing oppressive structures that create obstacles for communities and individuals.

### Personal Responsibility

Recognizing that every action you take is a reflection of who you are as a learner and as an emerging leader; being accountable for your actions, your thoughts, and your words; demonstrating organization and prioritization to handle responsibilities; following-through on your commitments; being able to identify needs and advocate for support; taking responsibility for your own development and life-long learning.

### Critical Thinking

Moving beyond seeing only problems to create solutions; being aware and reflecting to understand, learn, and promote change; making connections between issues and concepts; recognizing and making inferences; breaking down information into its parts and synthesizing the parts to understand a whole; using logic and reasoning, building sound arguments, backing up points with strong data; recognizing bias and purpose; understanding implications, evaluating options and actions to make good decisions.

### Communication

Clearly expressing beliefs, ideas, and opinions in a way that others can understand; listening with the goal of understanding others' perspectives; effectively using a variety of communication forms (e.g. oral, auditory, written, mathematical, scientific, technological, creative) to communicate; knowing how to vary your communication style based on your audience and purpose.

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## Procedures, Policies, and Practices



### Academic Space

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When you enter into a classroom at LHS, you are entering into an academic space. The habits and behaviors of a scholar should be evident in your words and actions. Teachers will explain the ways to act in a seminar, lecture, independent work time and during assessments.

### Academic Integrity, Cheating, and Plagiarism

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Cheating or plagiarism takes place when a student turns in the work of another while presenting it as his or her own. Tests in class or out of class must be the student's own work, unless students are instructed otherwise by their teacher. Copying or allowing someone to copy during tests constitutes cheating and will result in a failure on that test for the student(s) involved. A student plagiarizes when he or she submits work as his or her own that is taken from other sources without naming that source. This can occur if a student copies all or part of a paper directly from another student, a book, or internet. If it is determined a student plagiarized a piece of work, the student will receive a zero, or no credit, for the work. Students are encouraged to ask teachers ahead of time whenever they have questions regarding plagiarism. Each department has a cheating/plagiarism policy that is communicated to students at the start of the year. In general, after a first offense, the teacher will inform the advisor and Principal and a conference will take place. If the action occurs more than once the student(s) will be referred directly to the Principal for more severe consequences.

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## Academic Intervention Plan (AIP)

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An Academic Intervention Plan is put in place when a student is in danger of not succeeding academically at LHS. The intent of an academic intervention plan is to put an academic support program in place with a clear plan of action. The student, student's advisor, teachers, and family are central in identifying the student's academic goals and particular strengths and obstacles to school achievement.

The four AIP steps\* are focused around finding concrete solutions and strategies to help the student succeed. The four steps are outlined below:

### Step One:

- Process - Initial conversation and notes
- Student Support Team - Who is involved? - Teacher, student (parent & advisor informed)

### Step Two:

- Process - Conversation and signed plan
- Student Support Team - Who is involved? - Advisor, student (input from teachers, parent informed)

### Step Three:

- Process - Formal two-part meeting: signed plan and evaluation date
- Student Support Team - Who is involved? - Principal or designee, Teachers, Counselor, Advisor, Student, Family Member

### Step Four:

- Process - Formal two-part meeting, signed contract and evaluation date (Evaluation outcome: Success, Contract Extension or Transfer)
- Student Support Team - Who is involved? - Principal or designee, Counselor, Advisor, Student, Family Member, (teachers invited)

*\*Steps 1-3 can be repeated as often as needed or seems appropriate.*

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## Advanced Placement (AP) Classes

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AP classes are college courses that are taught at the high school level. Students need to earn A's or B's in the pre-requisite classes in order to be prepared for the rigorous level of the class and to be recommended by their teacher. AP classes require heavy reading, critical analysis and more work than a regular class, including Saturday sessions in some cases. At the end of the course, in May, students are expected to take the AP exam that is administered at school. If students earn a 3, 4 or 5 on the exam, they may receive college credit for the course. The grade earned for an AP class has a higher value on the GPA than a regular class. Juniors and Seniors typically take AP classes.

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## Advisory

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Advisory is a class and a concept. You earn credit and a grade in Advisory by reaching the outcomes of the class, including completing your portfolio, exhibition, independent. Your Advisory is a school family, with whom you will stay during your four years at LHS. Your Advisor is there to help you navigate high school and your journey to college. Your Advisor will help you set goals and work toward them, so that you achieve your greatness.

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Upon entering Leadership High School, students are assigned an advisor and enrolled in smaller, grade-level, credit classes called Advisory. The advisor serves as the first point of contact for his or her advisees when students need advice, counsel or guidance. Advisors are asked to know their advisees well enough to recognize when concerns arise and when necessary, to call upon other adults to assist the advisor in helping advisees.

Advisors assist advisees in areas of concern, offer counsel and support, and review all course reports to monitor a student's progress. Advisors call the parents/guardians during the school year and are the first contact for parents/guardians with questions or concerns about their child's progress at LHS. If a student is having issues around academics, behavior or attendance, teachers will notify the advisor who will watch for patterns and arrange a follow up conference.

**The advisor has four main roles:**

1. Deliver Advisory Curriculum.
2. Serve as Academic Advisor to monitor all graduation requirements (i.e. credits, community service, etc.).
3. Serve as central advocate for her/ his advisees.
4. Build community within her/ his advisory and between her/ his advisory and the school.

## **Athletics Program**

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Leadership High School is a member of the California Interscholastic Federation (CIF) .

Students will be notified of tryouts for each sport and each player must earn her/his position based on ability and attitude.

Students who participate in a LHS team will receive 5 Physical Education credits per season. Team sports allow students to set aside individual goals and accept roles as part of a team. The athlete must accept the coach's decisions and be ready to participate when called upon.

### **Eligibility**

Each student-athlete will be evaluated by the Leadership Athletic Director as to their GPA eligibility for participation in interscholastic sports. Each student is expected to:

- Complete and submit all homework assignments on time.
- Obtain any and all assignments missed due to participation in athletic events.
- Communicate immediately with your coach, teacher and parents if you should fall behind in your studies.
- Understand that any grade below a "C" may result in your suspension from the team.

### **Athletic Probation**

If a student-athlete should fall below a "C" average (2.0) at the end of a quarter grading period, they are automatically placed on academic probation for the subsequent quarter grading period. During the probation period, the athlete will continue to practice and compete in games.

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Two consecutive quarter grading periods below a “C” average will result in immediate suspension from ALL games and team travel for the respective sport.

### **League Eligibility**

A student-athlete must:

- Not have reached his/her 19<sup>th</sup> birthday on or before June 14th.
- Have met the CIF resident requirements.
- Have not competed on any outside team in the same sport during the school’s season of sport.
- Have not transferred from another high school to Leadership without notifying the league office.
- Have attended high school not more than 8 semesters after completing the eighth grade.
- Be an amateur.

### **Citizenship**

All student-athletes are expected to display a respectful and courteous attitude toward peers, teachers, coaches, opponents, visitors, officials and administrators on or off campus. The seriousness of the offense, conditions under which it occurred and the student’s past record will be considered. Consequences range from a two-week athletic suspension to expulsion from the team. Additional, non-athletic, consequences may come from the school.

### **Attendance**

All student-athletes are expected to be in attendance in two or more periods of the day while participating in a practice or athletic event scheduled for that day. The Athletic Director or Dean of Students may excuse a student-athlete for appropriate reasons. These exceptions must be requested prior to participation in the event. If a student-athlete violates this rule, he/she will be suspended from participation in practice and games for a total of two weeks.

### **Drugs**

1. Students, while on or off campus or participating in a school or non-school function during their season of sport, may not use, sell, distribute or be in possession of any illegal drugs, alcohol, steroids or tobacco products.
2. Students that violate this rule will be suspended from their respective team for the remainder of the season, losing all rights and privileges, including any awards earned from the sport and any post-season recognition, or
3. The student-athlete may take a five game suspension from the respective sport. The individual will participate in practice, but may not suit up for any games. The student-athlete may also be required to participate in a school approved drug counseling program.
4. In the case of tobacco use, the student-athlete will be suspended for up to two games for the first offense and for the remainder of the season for a second offense. All individual awards will be forfeited as will any and post-season recognition.
5. A second violation of illegal drug use will result in a year-long suspension from all sporting events. The Athletic Director and the Dean of Students may also recommend expulsion from Leadership High School. All Leadership High School activities and titles will be revoked.

### **Appeals**

Appeals of suspension or dismissal from participation in athletic events may be made through the Leadership administrators. There will be no appeal if you are found to be guilty of using, selling,

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distributing or in possession of and form of illegal drugs, alcohol, steroids, or tobacco products during the season of sport.

## Attendance

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We have approximately 180 days together to learn each year. Time passes quickly, so we want to make the most of our time together each year. Teachers will do their best to make class engaging and interesting - it is your responsibility to contribute to the learning environment by showing up each day. It is important to be at school. You need to be at school to learn. It is an area to develop your identity as a scholar. It is so important that you attend school that there are laws in place that hold your parents responsible for your mandatory attendance. In addition, as a public school, our school funding is tied to your attendance. We can do more as a school when we have our students at school every day. There are times when you need to miss school because you are sick or there is an emergency. Our attendance policy allows you to be absent up to 15 times before you receive an incomplete for the semester. When you are absent, you need to bring a note from home and from the doctor. The purpose of these notes is to make sure that your family knows that you missed school – unexcused or excused. If you are absent more than five times in a semester, you should meet with your advisor and the attendance supervisor to review your attendance and apply for a waiver. A waiver will allow you to earn credit despite excessive absences. Tardies add up to be absences. If you are absent four times, you have an absence. You are missing crucial learning time each time you are late to class. It is important to develop the habit of timeliness in your development of personal responsibility.

### Attendance for Achievement Policy (AfAP)

For the purposes of success and safety, Leadership High School (LHS) expects its students to be in school and in class on time every day. LHS' high expectations are based on our core values, which are communicated through our Mission and School Wide Outcomes (SWOs). These expectations center not only on content knowledge, but also on the interpersonal and collaborative relationships necessary in order to develop into effective communicators, critical thinkers and responsible, lifelong learners who are prepared for college and leadership.

Guided by our core values (as well as by state requirements that connect course hours and the credits offered for that course<sup>1</sup>), LHS has the following Attendance for Achievement Policy, which is meant to communicate the minimum<sup>2</sup> attendance and participation required towards successful completion of any LHS course.

We understand that all students will experience occasional, excusable absences (i.e. illness, family emergency) and believe that our policy allows for these. However, students may also apply for Waivers (see below) when absences are due to extraordinary circumstances.

### For this policy, we will consider the following definitions:

- **Class - ONE instructional period**
- **Tardy - late to CLASS 0 to 14 minutes**
- **Double Tardy - late to CLASS 15 minutes or more.**
- **Absent - excused or unexcused absence.**

Course requirements state the skills and content that each student must be able to demonstrate (as communicated in the course outcomes). Additionally every student must meet the following attendance and participation requirements in order to be eligible to earn credit for any LHS course:

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<sup>1</sup> Carnegie Units: 70 hours = 5 credits

<sup>2</sup> Teachers may communicate further or more rigorous requirements through individual course syllabi and assessments.

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- If a student has more than 15 absences in a class, then that student will earn an “F” for that course for that semester. (These 15 absences may be a combination of full periods missed and double-tardies, which count as one-half of an absence.)
  - If a student has between 10 and 15 absences, but is passing academically, then that student will be given an “INC” or INCOMPLETE for the class. Students who earn an INC will be given an attendance/personal responsibility contract that lays out additional work to be completed and outcomes to be met. If students successfully fulfill their INC contract, they will earn the academic grade that the additional work merits.
  - Tardies - Students who are less than fifteen minutes late are marked tardy and will receive a teacher/ advisor detention or other consequence. Students who are 15 minutes or more late to a class receive a double tardy and a school-wide detention.
  - At the end of each quarter, students who have more than 5 absences will have a BIP (Behavior Intervention Plan) meeting to review the AfAP policy and its consequences and determine an action plan to avoid losing credit for the class. Students who demonstrate consistent patterns of truancy will be referred to dropout prevention.

## Waivers

In extraordinary circumstances, students may apply to have an absence waived from AfAP so that it is not counted in the total absences for a class. Waivers are granted at the Attendance Coordinator's discretion for absences such as prolonged illness (with a doctor's note) or extraordinary family emergencies that require multiple days away from school (i.e. a funeral in a different country). Students seeking waivers must submit requests to the Attendance Coordinator by the end of the quarter with all necessary supporting documentation. (For more information, see the WAIVER APPLICATION available from the Attendance Coordinator or the student's Advisor.)

## Behavior Intervention Plan (BIP)

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The BIP is a four-step plan that is meant to change a behavior that is not working for our community. The BIP is initiated by the teacher when a student's behavior is keeping him/her from being successful in class. Between each meeting or step, we give four to six weeks for change to take place.

Sometimes a student's behavior can interfere with her/his ability or opportunity to achieve. For this reason, we have the Behavior Intervention Process (BIP). The four steps of the BIP have been put into place to address student behavior needs that are beyond the capacity and expectations of individual teachers. Throughout the four Steps (steps can be revisited numerous times), the student progressively meets and strategizes with key adult figures including her/his referring teacher, advisor, the Dean of Students, all her/his teachers, and her/his Parent/ Guardian (see AIP in this handbook for outline of steps). During these meetings, the behavior in question is reviewed along with attempted strategies to address the behavior and the effects of the behavior on the larger learning environment. The student is a participant at every step of the process. The BIP is intended to address only those behaviors that:

1. Have been identified as a pattern;
2. Have been addressed using normal behavior management strategies (i.e. classroom management, school wide referral structures, family contact, etc.), and
3. Have documentation supporting the above two criteria.

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## Books and Book Bills

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You will be given books in your classes. You are expected to return the book to the teacher by the end of the semester. If you do not return the book, you need to pay for a new book or purchase the same book and give it to the school. Please keep track of your books and take care of any bills in a timely fashion. Failure to pay book bills will result in withholding of transcripts and diplomas.

## Bullying, Harassment, and Discrimination

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LHS provides an environment where all members of the Leadership High School community are treated with dignity and respect. Harassment occurs when an individual is subjected to treatment that is hostile, offensive, or intimidating because of an individual's race, color, creed, class, sex, national origin, sexual orientation, physical characteristics or disabilities. Bullying and harassment includes, but is not limited to, fighting, physical intimidation, verbal or written threats, racial slurs or behavior of a racist or prejudiced nature.

## Cars on Campus

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Students are not allowed to drive or park cars on campus. The school parking lot is for staff and visitors only. Students must make alternative parking arrangements. The neighborhood surrounding LHS allows for two-hour parking only, unless a permit is issued by the city. Students are not allowed to leave campus to move their cars while school is in session. All students are responsible for vehicle liability insurance. If a student is seen taking unnecessary risks while driving in the vicinity of the LHS campus, parent/guardians will be contacted.

## Cell Phones & Yondr Pouches

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Cellphones may not be used during class. Students are issued a Yondr pouch and are expected to bring it to school every day. If students forget their pouch, they must turn in their phone in the main office for the day and will not get it back at lunch. If a pouch is lost or broken, students must pay \$20 to replace it.

## Charter School

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LHS is a charter school. The late Albert Shanker of the American Federation of Teachers and Ray Budde, an education consultant, coined the name "charter" to connote exploration, much like the early American, colonial charter companies. What is a charter school? A charter school is a public school that is held accountable to goals outlined in its charter (or contract) and by state law. As a public school, charters cannot discriminate, teach religion, or charge tuition. How they operate differs from state to state.

California was the second state, in 1992, to create charter schools. In California, charter schools are approved by either by local school boards of education or by the State Board of Education (SBE) and can be either "conversion" (a normal public school has converted to charter) or "start-up" schools.

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Leadership High School is a locally-authorized, start-up charter school and an independent non-profit organization. This means that the San Francisco Unified School District oversees and approves our charter and we are not affiliated with any charter management organization (or CMO). Leadership was the first start-up charter high school in California, opening in 1997. Every five years, Leadership must resubmit its charter to the San Francisco Unified School District for re-authorization. The current charter is approved through June 2017. You are highly encouraged to read the full charter for a complete picture of Leadership's academic program.

## Community Service

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Students are required to do 70 hours of community service by the time they graduate. Each student should do at least 18 hours each year to meet this goal. The advisor will keep track of hours done and should support students to find community service that fits with their schedule and interests.

## Confidentiality

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Your teachers are mandated reporters. This means that by law, they are required to report any suspicions of abuse or neglect. If you tell an adult something and expect them to keep it a secret, please know that legally they cannot.

LHS fosters close relationships between students and staff; however, in some circumstances the confidentiality between a student and teacher is not protected. The following are instances in which teachers/staff members are legally bound, as mandated reporters, to inform a parent and/or the authorities about information given during a confidential conversation or counseling session: 1) when a student indicates that he or she is going to physically harm himself or herself or jeopardize his or her life: 2) when a student indicates he or she is going to physically harm or jeopardize the life of another or has knowledge that another's well-being is threatened: 3) when a student indicates he or she is being sexually, physically, or emotionally abused or subjected to neglect or dangerous situations.

## Counseling: Academic

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The Counselor is available primarily to provide personal support and college guidance, while questions concerning class schedules, grades, credits and similar topics should first be discussed with Advisors.

Through the Advisory class and other venues, the Counselor provides all students assistance with college planning, including:

- appropriate high school course selection
- college admissions test preparation & registration
- the college admissions process
- financial aid information & application assistance
- college information nights for students and parents
- campus visits from college admissions & financial aid professionals

Students whose future goals include alternative education programs, career exploration, and travel plans may meet with the Counselor to develop a post-high school plan.

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## Counseling: Personal

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Each student at Leadership High School can see our Counselor who assists students with a multitude of issues accompanying adolescence, including: classroom concerns & academic motivation, personal decision making, self-concept issues, peer and friendship concerns, dealing with conflict & crisis, external issues which affect school performance.

All students are encouraged to seek out the counselor to discuss any personal matters of importance. Staff members or parents may also refer students. Confidentiality is maintained with the exception of information that suggests danger to the student's well-being or the well-being of another. Parents are not automatically notified when students meet with the Counselor.

The LHS Counselor also works with many community programs and services to support our students' achievement and personal growth. When students have significant needs requiring more ongoing or involved support, our Counselor may refer them to therapists or other professionals outside the School. In these instances, the Counselor stays involved in the student's progress.

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## Course Offerings

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The following are a list of course offered at LHS. Students will meet with their advisor to create a graduation plan to determine which courses the student should take each year.

### English:

English 9, English 10, English 11, AP English 11, English 12, AP English 12

### Social Studies:

World History, US History, Government/Economics, Psychology, AP Human Geography

### Math:

Algebra 1, Algebra 2, Geometry, Pre-Calculus

### Science:

Health, Biology, Chemistry

### Spanish:

Spanish 1, Spanish 2, Spanish 3, Spanish 4, Spanish 5, AP Spanish

### Leadership:

Leadership 1, Advanced Leadership

### Advisory:

Advisory 9, Advisory 10, Advisory 11, Advisory 12

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## CyberBullying

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CyberBullying is defined as the use of electronic communication/social media to bully a person, typically by sending messages or posting images or messages of an intimidating or threatening nature. LHS takes a no tolerance stance against cyber bullying. You will be asked to remove the content immediately and not participate in future communication online. A mediation or another form of reconciliation will be used to heal the community.

## Dance Policy

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1. Attendance at a Leadership High School dance is a privilege. All Leadership High School Rules apply, including rules regarding alcohol and drug consumption prior to or at the event.
2. If a student is on suspension from Leadership, that student is not allowed to attend the dance.
3. Students who miss school for legitimate reasons must be in attendance for at least half the day in order to attend the dance.
4. Students who formerly attended LHS and were expelled or transferred out of LHS due to disciplinary reasons are not allowed to attend dances.
5. All guests must be accompanied by the LHS student who invited him/her. No student may have more than 1 guests. All guests must have a signed permission slip submitted 2 days prior to the dance in order to attend. All guests must have a student ID or permission to attend by the Dean of Students. Guests must also follow our school rules. LHS students are responsible for their guests.
6. After students enter the dance, they may not leave and come in again.
7. Doors close at 9:30 and students will not be admitted after that time.

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## Dress Code

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To promote *unity, dignity, and freedom*, Leadership defines what students wear on regular school days. This Dress Code is meant to give students some flexibility and versatility while also giving clear guidelines about what is acceptable so that our work and interactions at school are focused on teaching, learning, and community-building.

Leadership's dress code is designed to support a safe and professional learning environment by:

1. Fostering a sense of self-respect and respect for others
2. Supporting students to be leaders in their community
3. Maintaining a serious commitment to academics
4. Promoting a safe community for all our students

### WHAT YOU CAN WEAR TO SCHOOL

- Clothes that make you feel who you are and make you feel proud
- Clothes that you feel comfortable in while sitting at a desk, standing at the front of a room and being around other people
- Clothes that make others feel good about being in community with you

### WHAT YOU CAN'T WEAR TO SCHOOL

- No logos that subtly or directly representing hate/hate speech, contraband or sexually explicit references (e.g. disrespectful language or graphics, alcohol, cigarettes, drugs or weapons)
- No headwear that gets in the way of seeing your eyes
- No pajamas

### OTHER SPECIFICS

- Outerwear must follow the above guidelines or be kept in a locker until the student leaves campus.
- Underwear cannot be visible (no sagging).
- A student who brings clothing (including jackets/outerwear) to school that does not follow the above guidelines must place it in his/her locker immediately upon arriving at school in the morning and may not remove the item from the locker until just before he/she is exiting the school for the day.
- If a student has a question about whether an item of clothing is in dress code, he/she should bring it to school to be approved in advance

### CONSEQUENCES

**Students who come to school out of dress code will not be admitted to class or may be removed from class.** They will be given three options to resolve the issue:

1. A parent/guardian will be called to alert them of the dress code infraction.
2. Change into clothes that meet the dress code and/or remove the item that is out of dress code. Items that are out of dress code will be given to the Administration and will be returned to the student at the end of the day.
3. A student may borrow clean clothes from the school, to be returned after school is dismissed.

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Exceptions to the options listed will be granted by the Dean or Principal in advance of the start of class and only in extenuating circumstances. Students who are given an exception will be issued a pass for the day. If a teacher believes a student warrants an exception he/she will refer the student to the Dean or Principal. Leadership's staff will work with your family to support students to be in dress code.

Staff will use the Behavior Intervention Process to work with students to support them to meet the school's expectations. Students who defy the dress code repeatedly will face additional discipline (this may range from staff taking an offending item from a student for a day or more to *behavior contracts and suspensions*).

### **LEADERSHIP DAYS**

Leadership has a formal dress code that students follow on special Leadership days (exhibitions, portfolio days). This dress code teaches student what clothing is appropriate for more formal situations, such as office environments, interviews, and presentations. It is the dress code we follow when the work of the school is more public (such as exhibition days) and when the stakes of our work is higher (such as final presentations). These days are visible on our school calendar or will be communicated to students with at least one week's notice. Teachers may also have students follow this dress code for special class events.

If a student has a question about whether an item of clothing is considered professional dress, they can bring it to school to be approved in advance.

### **SUPPORT TO FAMILIES TO MEET THE DRESS CODE**

If at any time a family has difficulty supplying the above clothing for their child, please speak to the Principal or the student's Advisor so that we can help problem solve to acquire appropriate clothing. **Our goal is to have each student at school, in class, every day.**

## **Drugs and Alcohol**

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The possession, use or selling of alcohol or drugs before and/or during the school day or at any school-related activities, events or trips is prohibited. Students may not attend school, school-sponsored functions, or be on the Leadership High School campus while in the possession and / or under the influence of drugs or alcohol.

Any student in violation of the LHS Substance Abuse Policy immediately jeopardizes his or her position in the school community. Students will receive consequences and support for their actions, which may include BIP, suspension and referral to drug counseling, depending on the situation. The sale or distribution of illegal drugs or alcohol will result in an expulsion hearing.

## **Earthquakes**

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In the case of an earthquake, students are asked to get under a table in the classroom or in the earthquake position with their heads covered. In the event of an earthquake, LHS may be used as a safe place for families to gather. We will have earthquake drills once a year.

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## Exhibitions

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Exhibitions are public displays of student work. Juniors complete an exhibition with a group in spring of junior year, as part of the Junior Advisory class. Each senior prepares an exhibition for their senior year, a project that is guided in Leadership II and Advisory. Seniors will respond to the Essential Question, “How can I best lead?” All students are required to attend Exhibition Days and will earn 0.5 credits for being audience members on that day. We build community and celebrate scholarly work on Exhibition Days.

## Expulsion

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We work diligently to prevent the types of events that can trigger an expulsion hearing. However, there are some cases when a student must have an expulsion hearing, including but not limited to, possession of a weapon or drug distribution or multiple suspensions. A family is given 10 days’ notice of an expulsion hearing, which is held on-site. There is a panel of three teachers (two from LHS and one from another school) who hear the reasons for the hearing. The administration can recommend the following options: expulsion, suspended expulsion or disenrollment. The panel votes on the recommendation.

## Family Meetings

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Family meetings are held twice each year between the advisor, student and family. During first semester, the meeting will focus on goals for the year. During second semester, the meeting includes progress made toward graduation, course signups and summer plans.

It is expected that students and their advisors review their academic progress multiple times each year to ensure a complete academic plan. Each student’s advisor should:

- inform students of courses in which they should enroll;
- advise students of summer academic opportunities and requirements;
- support students to succeed at current academics efforts; and
- inform parents/ guardians of any progress or needs.

## Field Trips

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LHS will organize field trips for learning outside of the classroom for each grade level at least once a year. Students are expected to turn in a signed field trip permission slip within 48 hours of receiving a field trip form. A current phone number is required on the field trip form. Field trips are not optional. Students who cannot attend field trips for illness or another emergency are expected to do the work that is assigned on the trip or do an alternate assignment.

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## Fire Drills

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We have fire drills once a semester. Please move quickly and quietly with your classmates to the designated area in front or back of school. Stay with your teacher for attendance until you are instructed to go back into the building. Do not have headphones in your ears.

## Food

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Students are required to turn in a Free/Reduced lunch application at the start of the school year. The form is used to determine the cost of school meals for each student. The cafeteria provides breakfast and lunch daily. There is also a vending machine in the school for healthy snacks. Students need to comply with the teacher's guidelines regarding eating in class. We ask that students pick up after themselves to keep our school clean.

## Google Drive and Email

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Each LHS student is issued an account through google, following this format, [firstname.lastname@lhssf.org](mailto:firstname.lastname@lhssf.org). The account gives each student access to Google Drive a place to electronically store documents for school. The site can also be used to share work with teachers for feedback or with peers for group work.

## Grievances and Complaints

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Our goal is to have an open door and we welcome suggestions from students and their families. In many cases, it will make sense to start by registering your concern with the Principal or the Director of Administration. In the case that the grievance or complaint involves the Principal or if the person filing the complaint is not satisfied with the response from school leaders, there are several other ways of filing a complaint:

- Attend a Board meeting and address the Board during the public comment period.
- File a Uniform Complaint.
- File a Williams Act Complaint.
- Contact the Board Chair.

For more information about these procedures and policies, please visit our website's Accountability page.

## Grades, Progress Reports, and Report Cards

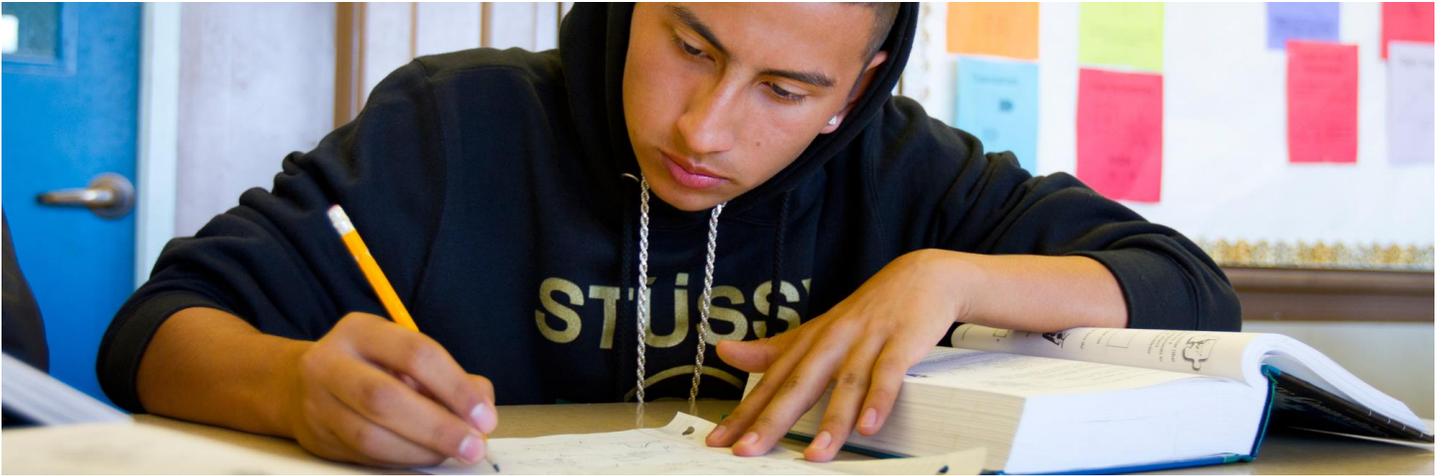
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LHS grades are on a semester system. The first semester starts in August and ends in December after final exams. The second semester starts in January and ends in June. Halfway between the semester (at the end of the first and third quarters), students are given a grade that serves as a progress report toward to the grade he/she is earning for the semester. For each subject, the teacher enters a letter grade and may add narrative comments about her/his progress. Progress reports enable students and parents to know

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how a student is doing in each class. Parents and mentors can check the *PowerSchool* account online at any time in order to access a student's grade.

In addition to mid-semester progress reports and final semester grades, the school mails warning notices out to the parents/guardians of students whose grades indicate that they may be failing one or more classes at the end of the semester. These notices are sent home twice per semester. They are usually sent out 4 weeks into the semester and again at 12 weeks into the semester. These notices inform students and parent/guardians of the classes in which their child is having difficulty. The notice also announces a specific date of conferences to meet with teachers and discuss the student's status in class. This is a great opportunity for a student to get back on track or plan for extra help prior to final grades.



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## Grading Policy

This policy comes with the assumption that all grades, whether A's, B's, C's or F's are determined by a student's ability to demonstrate mastery of predetermined skills and knowledge, and clear and fair assessments of these skills and knowledge. It is meant to affirm Leadership High School's commitment to high standards and to address some of the individual needs of our students. LHS does not have D's on its transcripts because the UC/CSU system does not accept D's for credit. In cases where a student needs to transfer, but has not earned a C- or F, they will have a D on their report card, to support the student getting their high school diploma at another school.

### The following are Grades an LHS student can earn:

GRADE		GPA
A-, A, A+	Distinguished	3.7, 4.0, 4.3
B-, B, B+	Exceeds Standards	2.7, 3.0, 3.3
C-, C, C+	Meets Standards	1.7, 2.0, 2.3
"I"	Incomplete*	
"F"	Fail	0.0

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\*The "Incomplete" grade is only for students who have not achieved a grade of "C-" or better but can earn a higher grade after completing missing work. An Incomplete is provisional and does not count towards GPA permanently. An academic panel (of teachers and an administrator) will determine on a case by case basis what work needs to be completed. Students are given two weeks after the semester's end to make up missing work toward outcomes.

Under special circumstances, a student will earn an "I" if s/he accomplished some but not all course outcomes, while being putting forth consistent effort, including attending class regularly, going to office hours and fully participating in the Academic Intervention Process (AIP).

A student will earn an "F" if s/he has not passed with an "C"- or above and has not met Incomplete criteria as determined by the Academic panel.

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## Health Clinics

Minors over the age of 12 have a legal right to attend a health clinic without parental consent. Students may ask permission to go to a clinic during school years and will be permitted to leave school without parent notification.

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## Help

If you need it, ask for it. We are here to help you in any way we can to support you to be successful in high school.

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## Illness and Injury

Students who are ill or are injured during the school day should go to the school office immediately. Students will not be allowed to leave school without permission from their parents, guardians or emergency contact as indicated on the student emergency card. Staff are certified in basic first aid but will only do minor treatments on-site.

911/ambulances will be called in case of emergency. Families are called after 911 to ask what hospital, if any, you want your student to go to. If students are taking any prescription medicine, they must have a parent permission and physician authorization form on file in the office. Students can pick the form up from the school secretary. Students should carry only one day's dosage with them.

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## Individualized Education Plan (IEP)

Students who have learning disabilities have an IEP that provides modifications and/or accommodations in the classroom, so that students have access to the general education program. LHS is a full inclusion school, which means that students with IEPs participate in the general education program. The Resource specialists or paraprofessionals that run the Resource Specialist Program (RSP) may pull out students for one on one support or testing in a smaller environment.

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## Junior Exhibition

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This project is designed to enable students to answer the essential question “How can I lead my community?” Groups of students evaluate community needs, create a community service project, analyze the impact of their service and present their results to the LHS community. The projects are organized, designed and executed as part of the Junior Year Advisories.

## Laptops

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The school has laptops that will be used in classrooms for writing and research. Please be careful with school laptops and report any issues to teachers, like a broken key, upon receiving a laptop. Students may bring their own laptops or tablets to school for use in the classroom. The LHS Staff wireless password will not be shared with students.

## Lockdowns

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If you are told that there is a lockdown (or a lockdown drill), please stay entirely quiet, get out of sight of windows and cover your head and neck. You will be told when it is clear. Families will be notified via an autodialer message and via email.

## Lockers

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Each student is issued a locker at the start of the year, along with a lock. Students are expected to use the school lock and return it at the end of the year. There cannot be damages to the lockers. Students are permitted to decorate their lockers. Do not store food in your lockers as it will attract mice. You will be informed if your locker will be searched. Each student must have his or her own individual locker – you are not permitted to share. Lockers are school property and the school administrators reserve the right to search lockers without student's consent. If a locker is being used without being assigned, the lock will be cut off.

## Medicine

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If you need to take medicine, please bring the daily dosage to the office. We will store it for you and give it to you as needed. If you need an Ibuprofen or Tylenol, the office staff will check with your parent/guardian before distributing it.

## Passes

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You are expected to use a classroom pass when leaving the class during class-time.

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## Physical Education and P.E. Credits

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Leadership High School requires its students to complete 10 units (~140 hours) of Physical Education credit. LHS has designed a PE program that supports students to meet their credit requirements in a variety of ways. Each student should communicate with her/his advisor in order to complete a PE plan.

### Students can earn Physical Education credits in any of 5 ways:

1. Students may complete alternative PE classes offered by LHS, during sessions, after school, outside of our regular program (i.e., Yoga) 35 hours of approved and documented PE earns 2.5 credits.
2. Students may complete Week Without Walls classes that offer PE credits (i.e. camping, dance, etc.) Each WWW earns 2.5 credits if you complete all required outcomes.
3. Students may complete a season on an LHS sports team. Each season earns 5 credits.
4. Students may complete the necessary requirements for a PE Waiver at a formal gym or class with an adult supervisor. 35 hours of approved and documented PE earns 2.5 credits.

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## Portfolio

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A portfolio is a compilation of pieces from each class that show growth in the School Wide Outcomes. Students complete a portfolio each year which requires them to reflect on their growth and development toward mastery of the SWOs. While there is a prescribed table of contents, students' choices for evidence as well as their personal reflections are the key to the demonstration of mastery of the SWOs.

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## PowerSchool

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LHS' student information system is called PowerSchool. Each student and his/her parent/guardian will receive a login and password at the start of the school year. PowerSchool can be accessed daily to check on students' grades and attendance. Teachers are expected to update grades on PowerSchool at least bimonthly. The URL is [www.leaderships.powerschool.com/public](http://www.leaderships.powerschool.com/public).

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## Prom

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LHS has a junior/senior prom held in the spring. If freshman or sophomores want to attend, they must be the guest of an upperclassman.

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## Promotion Policy

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Leadership High School requires its students to graduate with a minimum of 230 credits. (In addition, these credits must align with the course requirements – see graduation requirement checklist.) In order to be promoted to the next grade level, students must earn the following number of credits indicated in the following chart by the first day of classes each year.

IN ORDER TO BE PROMOTED FROM...	A STUDENT MUST EARN A MINIMUM OF...
Freshman to Sophomore	40 Credits
Sophomore to Junior	100 Credits
Junior to Senior	165 Credits
Senior to Graduate	230 Credits

Our current schedule offers enough opportunity for students to earn the required classes if they participate in and pass not only their core classes but also the additional and required offerings of PE and WWW, Leadership Retreats and advisory. If a student does not earn enough credits to be promoted, that student will retake any classes for which s/he did not earn credit and not move into the next level. (Students who are promoted can move into the next level of a class for which they did not earn credit if the class is non-tracked and will have to make up these classes during summer school or on CyberHigh.)

A student’s eligibility to graduate is not determined solely by the number of credits a student earns. The number of credits is one of many factors. For example, it is feasible for a student to have more than 230 credits and still not be eligible to graduate if s/he has not met all her/ his course requirements. For this reason, the academic advising component of the Leadership High School program is key to a student’s success. Advisors of students who are on the track of not being promoted will initiate an academic intervention for these students in a set period of time (around mid-second semester.) Copies of this intervention will be shared with the student’s parents and kept in their permanent file.

## Resource Specialist Program

Leadership has, by law and because we believe in differentiation, a Resource Specialist Program to serve the needs of students with Individual Education Plans (IEPs). The plans can be developed after an assessment process, which may confirm a disability that affects a student’s academic success. Students, parents or staff can refer a student for assessment based on the valid possibility of a disability. A Resource Specialist Professional (RSP) and paraprofessional run the program. They focus on supporting those identified students within the context of their general education classes. This would include student and staff consultations on specific classroom accommodations, and occasional pullout for specific IEP goals.

If a student or his/her family thinks more academic support is needed, LHS recommends as a first step, an Academic Intervention to determine accommodations a student may need. An academic intervention can identify and recommend classroom accommodations that will support individual student learning styles. (See AIP)

However, parents always have the right to ask for an evaluation of their student to assess whether or not they qualify for our RSP program.

## Restorative Practices

Restorative practices offer alternative conditions for building inclusive culture, approaching discipline and addressing harm at Leadership High School. The conditions for restoration begin to emerge when the

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humanity of all stakeholders is recognized and everyone is included in finding a way forward (Hopkins, 2002). Because punitive thinking exists to a great extent in our society, our restorative theory of change calls for resistance to old retributive habits for all stakeholders, particularly adults, on many levels. Restorative opportunities at Leadership High School endeavor to allow young people practice with defining and redefining themselves and those around them (Winn, 2018).

Our restorative work aims to provide all stakeholders with "the power to define themselves beyond static conceptions of race, class, gender, and ability" while creating spaces for young people to define themselves, so that they are engaged in a more holistic process that has not traditionally been a priority of all schools (Winn, 2018).

Our school community employs talking circles, harm & accountability circles, family conferences, restorative conversations, personal and professional development and alternative plans for accountability and restoration to honor the dignity and humanity of all young people. Our community of educators trains to build a praxis rooted on using what Ginwright (2017) calls "open words" – reimagine, dream, discover, create, design, imagine, play, and invent. Open words provide more space for definition and redefinition, whereas closed words such as resist, defend, disrupt, demand, fight, struggle, confront and destroy limit our ability to acknowledge the humanity of all parties.

## Senior Exhibition

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The primary purpose of the senior exhibition is to give a student a place to answer the final Essential Question, "How Can I Best Lead?" Seniors choose an Essential Question related to the senior EQ to guide their research that will form the basis of their exhibition. The presentation of the Senior Exhibition serves as additional evidence of a student's ability to demonstrate our School-Wide Outcomes. The Senior Exhibition is presented by the student for evaluation by outside evaluators during Senior Exhibition day. Senior Exhibitions are personal and therefore are individually designed and executed by the senior with the support of his or her advisor.

## Sessions

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SESSIONS are semester long elective classes that occur on Wednesdays after lunch. They are a two hour class with a ten minute break. SESSIONS courses are taught by LHS teachers and outside instructors. The courses give students 2.5 credits each semester in leadership, physical education or community service, depending on the course. In order to switch their session, students must write a letter to the Counselor explaining the reason they'd like to make a switch and providing 3 other Sessions which they would prefer more than the one in which they were placed. Students may not switch courses after the second week.

## Sexual Harassment Policy

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

- Physical assault, including rape
- Coerced sexual relations
- Inappropriate personal questions of a sexual nature

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- Sexually explicit or suggestive remarks about a person's body, clothing, or sexual activity
  - Sexually stereotyped or sexually charged insults, humor, or verbal abuse
  - Public display of sexually explicit, offensive or demeaning objects, photographs, or cartoons
  - Leering or ogling at a person's body
  - Unnecessary touching in any form
  - Demanding sexual favors, accompanied by promises, hints, or threats concerning one's employment status or opportunities
  - Subtle pressure for sexual activity
  - Repeated expressions of sexual or "romantic" interest after being informed that the interest is unwelcome.

### The following are definitions of types of sexual harassment:

- Staff to student harassment: in this context, sexual harassment is defined as any welcome or unwelcome sexual advance, requests for sexual favors, and/or other verbal, visual, written or physical conduct of a sexual nature.
- Student to student harassment: in this context, sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, visual, written or physical conduct of a sexual nature, whenever such harassment occurs on school property or at a school-sponsored event.
- Any student who believes that she/he has been sexually harassed should tell the offending party to **STOP**. If a student does not feel comfortable doing this or is unable to do so, s/he should make his/her concern known to their advisor, counselor or the Dean of Student Life who will inform the person the offensive behavior must stop.
- If the actions taken by the student or school official do not cause the offensive behavior to cease or if the behavior is of a severe nature the student can initiate formal procedures.
- Staff: a substantiated charge against an employee or agent of LHS shall subject such employee or agent to disciplinary actions which may include but are not limited to verbal warnings, letters of reprimand, suspension with or without pay, and dismissal.
- Student: a substantiated charge against a student shall subject that student to disciplinary actions which may include but are not limited to verbal warning, reprimand, counseling, suspension, or expulsion, consistent with the State Education Code and this handbook.

## Skateboards and Scooters

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Students may use their skateboards or scooters traveling to and from school. Upon arriving to school, students must check their skateboards and scooters in the designated areas. Students can pick up their skateboards and scooters after school hours. (Skateboards and scooters are not allowed at lunchtime.) Skateboards and scooters are not allowed in classrooms and may not be ridden anywhere on campus. Motorized scooters are not allowed at school.

## Smoking and Vaping, Tobacco and Marijuana

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Smoking or vaping and/or the possession of any tobacco- or marijuana-related products by **anyone** on campus, in close proximity to LHS, (surrounding sidewalk) or at school-related activities are forbidden.

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## Student Bill of Rights

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*Student Bill of Rights (Board Policy 5134) – (As presented in the SFUSD “Student Handbook” 9/2009)*

It is impossible to list all of the rights of students. Therefore, the following list of rights shall not be construed to deny or limit others retained by students on their own campus in their capacity as members of the student body or as citizens.

Students have the right to:

1. a meaningful education that will be of value to them for the rest of their lives.
2. the maintenance of high educational standards. The maximum potential of the student must be developed. Students will have the right to have announced any proficiency tests adopted by the Board of Education.
3. a meaningful curriculum and the right to voice their opinions in the development of such curriculum.
4. physical safety and protection of personal property.
5. safe buildings and sanitary facilities.
6. consultation with teachers, counselors and administrators and anyone else connected with the school.
7. free election of their peers in the student government and the right to seek and hold office.
8. democratic representation on administrative committees affecting students and student rights.
9. participation in the development of rules and regulations to which they are subject and the right to be notified of such rules and regulations.
10. see their own personal files, cumulative folders, transcripts, deans’ files, etc., in conformity with provisions laid out in the California State Education Code (Section 49061-49078), and to be notified if adverse comments are placed in such records.
11. be involved in school activities if they so desire without being subject to discrimination on any basis, provided they meet with the reasonable qualifications of sponsoring organizations.
12. present petitions, complaints or grievances to school authorities and to receive prompt authoritative replies regarding the disposition of their petitions, complaints or grievances.
13. not be penalized in any way by the school administration for the beliefs they hold provided they do not violate the rights of others.
14. respect from teachers and administrators, which would exclude their being subjected to cruel and unusual punishments, especially those which are demeaning or derogatory, or which diminish their self-esteem or exclude them from their peers.
15. be searched by Principal or designee when there is reason to suspect student possession of illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or others.
16. exercise their constitutionally protected rights of free speech and assembly on their own campus so long as they do not interfere with the operation of the regular school program. However, students must refrain from any distribution or display of materials that are obscene according to the current legal definitions, that are libelous, or that advocate the commission of unlawful acts. Calif. State.

Education Code Sec. 48907 states the rights of students to:

- A. wear political buttons, armbands or any other badges of symbolic expression.

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- B. use bulletin boards designated by the Principal without prior censorship requirements or approval by the administration or the Board of Education.
  - C. distribute political leaflets, newspapers, or other printed matter both inside and outside of school property without prior authorization of, restriction by, school administration or the Board of Education, provided, however, the time of such distribution may be limited to before and after school, during lunch, or other free periods so as to prevent interference with classroom activities.
  - D. form political and social organizations.
  - E. determine their own appearances, under the guidelines of the LHS dress code, if that appearance is not disruptive to the learning process in the classroom or is unsafe.
  - F. reasonable use of public address systems in school without prior censorship; however, the time of announcements may be limited to before and after school, during lunch or other free periods so as to prevent interference with class procedures.

## Suspension

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LHS works to limit out of school suspensions because we believe that students learn more and are safer on campus. We work to use restorative practices whenever possible. However, EdCode dictates the circumstances where suspensions need to be applied. A family meeting will be held following a suspension and the student will be put on a BIP and a restorative process will be highly encouraged.

No student shall be suspended from school unless the principal or designee of the school in which the student is enrolled determines that the student has violated one or more of the following provisions of California Education Code 48900, 48900.2, 48900.3, 48900.4, and 48900.7:

- A. 1. Caused, attempted to cause, or threatened to cause physical injury to another person. 2. Willfully used force or violence upon the person of another, except in self-defense.
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- D. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- E. Committed or attempted to commit robbery or extortion.
- F. Caused or attempted to cause damage to school property or private property.
- G. Stolen or attempted to steal school property or private property.
- H. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- I. Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- K. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

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- L. Knowingly received stolen school property or private property.
  - M. Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
  - N. Committed or attempted to commit a sexual assault or sexual battery.
  - O. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school district disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.
  - P. Committed sexual harassment. (Education Code 48900.2)
  - Q. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Education Code 48900.3)
  - R. Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment. (Education Code 48900.4)
  - S. Made terroristic threats against school officials or school property or both. (Education Code 48900.7)

## Technology: Acceptable Use Policy

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Students are required to sign off on the policy prior to computer use at LHS. LHS reserves the right, at its sole discretion, with or without notice, to discipline and to suspend or terminate service provided to any community member if the person or anyone using that person’s services or facilities, directly or indirectly:

- A. Uses LHS technology for plagiarism.
- B. Uses services to access or display material with pornographic content or with excessive violence.
- C. Uses services that abuse or violates the privacy or property rights of others.
- D. Uses services to break security, or to attempt to break security, of any computer network, or to access an account or web site, that does not belong to such person.
- E. Disassembles without authorization, or willfully damages, vandalizes or otherwise harms LHS technology
- F. Installs unauthorized software or hardware on LHS systems
- G. Makes illegal or unlicensed copies, in any form, of software installed on LHS systems.
- H. Abuses any Usenet or other newsgroup, forum, email mailing list or other similar group or list.
- I. Forges email headers, or employs any other methods in connection with the transmission of emails used to disguise any user name or the source of quantity of transmissions.
- J. Uses LHS technology for profit or any commercial purpose.

## Theft (Protecting your property)

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Respect for ourselves and others grows on a campus where honesty underlies all our actions. Theft is a violation of school policy that destroys trust in our school community. Theft includes borrowing something without the owner’s consent or keeping things that one finds around the school. It is also a violation of another student’s property to go through his/her possessions or locker without permission. LHS is not responsible for items lost or stolen from classrooms, lockers or elsewhere on campus. It is recommended

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that students refrain from leaving their cellphones, backpacks and books around campus where they can be picked up by others, Additionally, valuables should never be kept in an unattended backpack.

## Transcripts

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Transcripts show the coursework that a student has completed during high school. Students need to request official transcripts using Parchment, an online transcript transmission platform. Advisors can print unofficial transcripts to review progress toward graduation requirements. If needed, the Office Manager/Registrar, can prepare paper official transcripts, but Parchment is the preferred method for sending transcripts.

## Vandalism

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Vandalism includes the deliberate destruction or defacement of property both in the school or neighborhood and is a violation of our school policy. This includes tagging and writing on the walls. Students should expect to pay for any damage they cause. Students are not to loiter about the street or sit on the neighbor's steps.

## Visitors Policy

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1. All visitors are subject to approval and must sign in at the office upon arrival and sign out upon departure. Upon sign-in visitors will receive a LHS nametag, which they are required to wear at all times while on campus.
2. Parents/guardians are welcome at all times to LHS. Parents who are visiting classrooms are encouraged to check in with teachers ahead of time in case of testing, preset fieldtrips, or student presentations.
3. Former students who were transferred out or expelled due to disciplinary reasons are not allowed back on campus.
4. Students who do not attend LHS are not to be on the LHS campus during the school day unless they have a pre-arranged appointment. They must have a sign off from a sponsoring staff member and permission from their school principal/vice principal/dean from the school they attend.
5. If a student visitor is coming to meet an LHS student after school they must wait outside and away from campus.

## Weapons

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Students are not allowed to sell, possess, or transmit any dangerous object that could reasonably be considered a weapon while on the school grounds or at any school-sponsored event. Students who are in violation of this rule are subject to immediate expulsion from LHS and the notification of local law enforcement agencies.

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## Week Without Walls

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Week Without Walls is a week in which we suspend our normal schedule and each teacher leads a course of focused study with a small number of students.

- WWW allows you to take more electives
- WWW allows you to build on the number of non-UC approved credits you can earn
- Based on a 35-hour week, successful students will earn 2.5 credits in the related subject area. Be certain to check with your advisor for which credits you need. For example, WWW is a great opportunity to earn credits for PE.

## Work Permits

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Students ages 14 through 17 are required by law to possess a Work Permit in order for them to be employed. Students may pick up an application for a work permit from the main office. The Principal or Director of Administration must sign off on the permit application. Applications must then be submitted to the Work Permit & Records by the student.