



Aspire Lionel Wilson Prep
Student and Family Handbook Addendum
School Year 2023-2024

Table of Contents

Table of Contents	2
Letter from the Principal	5
About the School	6
School Site Vision, Mission, and DEI Statement	6
Vision	6
Mission	6
Commitment to Diversity, Equity, Inclusion, and Anti-racism	7
General School Information	8
School Contact Information	8
School Calendar	8
Bell Schedule	13
School Map	14
Staff Directory	15
Drop-Off and Pick-Up Procedures	15
Sign-In and Sign-Out Procedures	16
Visitation Policy	16
Parent Volunteers & Chaperones	16
PowerSchool & Parent Square	16
School Site Attendance and Tardy Procedures	17
Excused Absences	17
School Day Tardies	19
Daily Attendance and Participation in Activities	19
School Site Specific Dress Codes	20
Middle School Uniform Policy	20
High School Dress Code	20
Dress Code Violations	20

Academic Programming	22
Middle School Pathway	22
High School Pathway	23
Grading Philosophy, Policy, and Procedures	25
Academic Programs	25
Core Subjects	25
LWP Grading Philosophy	25
Formative Assessments and Checking for Understanding	25
Summative Assessments and Progress Monitoring	26
Other Assessments	26
Communicating Grades and Progress	27
Academic Integrity	28
School Culture and Student Life	28
School Values (Subject to Change August 2023)	28
Social-emotional Learning	29
Building Relationships	29
Public Displays of Affection	29
Safe Haven School	30
LGBTQ+ Youth and Staff	30
School Traditions	31
LWP Expectations and Policies	31
Hate Speech and Discriminatory Behavior and Language	31
Bullying Policy & Prevention	32
The Big 5	34
Student Phone Policy	36
Middle School	36
High School Students	36
Student Locker Policy	37

Technology Policy	38
In-Class Learning Expectations	39
Bathroom Use	39
Lunch Expectations	40
Food Delivery Policy	40
Restorative Practices & Logical Consequences	41
Disciplinary Response to Violating School Rules	41
Logical Consequences	42
Lunch and After School Detention	43
Behavior Contracts	43
Ladder of Response	43
Middle and High School Events, Field Trips, Promotion, and Graduation	45
Commitments to Excellence	45
Student Commitment to Excellence	45
Parent and Guardian Commitment to Excellence	46
Teacher and Staff Commitment to Excellence	48

Letter from the Principal

Dear Families and Community,

The Aspire Lionel Wilson Prep staff, faculty, and I are excited to support your child during the formidable years of their educational journey.

Our dedicated teachers and staff strive to improve the learning experiences for our scholars continuously. We exist in service of your child and deeply value our partnership with you and your family.

Aspire LWP will promote four priorities:

1. **Fortify Literacy for Liberation**
2. **Attract, Develop, and Retain Adult Learners**
3. **Serve Every Learner**
4. **Innovate our School Model for the Future**

Our students will feel loved and challenged to do their best by succeeding in our focus areas. We educate our students to be change-makers, critical thinkers, and problem-solvers that we need to have a more equitable and just world. At LWP, we believe education is liberation.

Join us in providing your scholar with a high-quality education that they deserve to have bountiful postsecondary options.

With gratitude,

A handwritten signature in black ink, appearing to read 'T. Gonzalez', written in a cursive style.

Mr. Gonzalez
Principal

About the School

Aspire Lionel Wilson Preparatory, is named after Oakland's first Black mayor, Lionel Wilson. Mr. Wilson served as mayor of Oakland for three terms. He was known for bridging the group divide and working toward growth and positive change. We honor him and support our students when we have aligned expectations, prioritize liberation and inclusion, and strive for academic excellence. Our staff is dedicated to preparing students for college success and opportunities beyond academia. Everything about LWP – from the college flags in our hallway to our data-driven instruction – is designed to put our students on the road to leading choice-filled lives and developing their critical consciousness.

School Site Vision, Mission, and DEI Statement

Vision

With the community's support, the students of Lionel Wilson Prep will develop the skills and mindsets necessary to design an equitable reality for themselves, their families, and their communities.

Mission

At Lionel Wilson Prep, we:

- Provide our students with rigorous learning experiences grounded in Engineering and Social Justice.
- Engage our students through work-based learning opportunities to prepare them for college and careers.
- Operate with joy and create an inclusive school community where all students, staff, and families are valued, celebrated, and safe.
- Build deep relationships with students to cultivate their advocacy and voice.
- Partner with families in all aspects of our student's development.
- Develop and continuously refine equitable systems of support and intervention.
- Interrogate the impacts of power, privilege, and oppression within our community to dismantle white supremacist culture.

Commitment to Diversity, Equity, Inclusion, and Anti-racism

At Lionel Wilson Prep, we are dedicated to being a community where all scholars, staff, and families can thrive and celebrate their race, class, sexual orientation, religion, gender identity, neurodivergence, or disability.

We recognize that the foundation of schooling in the United States is rooted in a history of white supremacy, and to be a school genuinely committed to collective liberation, we must do the difficult work of recognizing and dismantling all systems of oppression. We also acknowledge that this work is not easy and that we cannot do it alone.

Lionel Wilson Prep affirms its commitment to recognizing, addressing, and eradicating racism and oppression. We focus on engaging and collaborating in learning, teaching, and ways of being that challenge oppressive and unjust forces. We work to reduce racial injustices within our school community and the broader community. Our work by staff and administrators is determined to end oppression in all its forms and to empower our students towards this collective goal.

We acknowledge that regardless of race or ethnicity, individuals are at various points along an anti-racist journey. As a community dedicated to anti-racism and anti-oppression, we will purposefully strive to identify, discuss, and challenge issues of race, color, ethnicity, gender identity, sexual orientation, and other protected identity markers and the impact(s) they have on students, staff, and families.

Lionel Wilson Prep will continue to educate and address students and staff behavior that creates an unsafe educational environment by proactively:

- Sharing our anti-oppression stance with parents and students during new student orientation.
- Include culturally relevant, responsive, and sustaining teaching practices in our curriculum across all disciplines.
- Continue to target and hire qualified staff that represent our student body.
- Develop best practices among the student body and staff that dismantle racism and oppression within all aspects of our education and behavior to create a welcoming school where everyone belongs.

General School Information

School Contact Information

400 105th Street
Oakland, CA 94110
510-635-7737

School Calendar

July '23							Tea che r Day s	Min Day s	Full Day s	Oth er
S	M	T	W	Th	F	S	6	0	0	0
25	26	27	28	29	30	1	26 to 7: Aspire Closure			
2	3	4	5	6	7	8	10: Admin & BART Return			
9	10	11	12	13	14	15	10 to 21: Summer Intersession			
16	17	18	19	20	21	22	17 to 20: New 2 Aspire			
23	24	25	26	27	28	29	17: Leader Launch			
30	31						24: Teaching Staff Return (No Students)			

January '24							Tea che r Day s	Min Day s	Full Day s	Oth er
S	M	T	W	Th	F	S	1	3	13	
	1	2	3	4	5	6	1 to 5 Winter Break			
7	8	9B	10A	11B	12A	13	3: Leader Launch			
14	15	16B	17A	18B	19A	20	8: Site PD Day (No Students)			
21	22B	23A	24B	25A	26B	27	15: Dr MLK Jr Birthday			
28	29A	30B	31A							

August '23							Tea che r Day s	Min Day s	Full Day s	Oth er
S	M	T	W	Th	F	S	4	7	12	
		1	2	3	4	5	1 to 4: Site PD (No Students)			
6	★ A	8B	9A	10B	11A	12	7: Period 1 Day of School			
13	14B	15A	16B	17A	18B	19				
20	21A	22B	23A	24B	25A	26				
27	28B	29A	30B	31A						

February '24							Tea che r Day s	Min Day s	Full Day s	Oth er
S	M	T	W	Th	F	S	1	3	16	
				1B	2	3	19: President's Day			
4	5A	6B	7A	8B	9A	10	2: Reg PD (No Students)			
11	12B	13A	14B	15A	16B	17				
18	19	20A	21B	22A	23B	24				
25	26A	27B	28A	29B						

September '23							Tea che r Day s	Min Day s	Full Day s	Oth er
S	M	T	W	Th	F	S	1	8	11	
					1B	2	4: Labor Day (No School)			
3	4	5A	6B	7A	8B	9	15: Regional PD (No Students)			
10	11A	12B	13A	14B	15	16				

March '24							Tea che r Day s	Min Day s	Full Day s	Oth er
S	M	T	W	Th	F	S	0	8	8	
					1A	2	25 to 29: Spring Break			
3	4B	5A	6B	7A	8B	9	25 to 27: Spring Intersession			
10	11A	12B	13A	14B	15A	16				

17	18A	19B	20A	21B	22A	23				
24	25B	26A	27B	28A	29B	30				
October '23							Tea che r Day s	Min Day s	Full Day s	Oth er
S	M	T	W	Th	F	S	1	5	11	
1	2	3	4	5	6	7	2 to 6: October Break			
8	9	10A	11B	12A	13B	14	2 to 4: Fall Intersession			
15	16A	17B	18A	19B	20A	21	9: Site PD (No Students)			
22	23B	24A	25B	26A	27B	28	18 to 20: SLCs			
29	30A	31B								

17	18B	19A	20B	21A	22B	23				
24	25	26	27	28	29	30				
April '24							Tea che r Day s	Min Day s	Full Day s	Oth er
S	M	T	W	Th	F	S	1	5	11	
31	1	2	3	4	5	6	1 to 5: Spring Break			
7	8	9A	10B	11A	12B	13	1 to 5: Spring Intersession			
14	15A	16B	17A	18B	19A	20	9: Site PD (No Students)			
21	22B	23A	24B	25A	26B	27	17 to 19: SLCs			
28	29A	30B								

November '23							Tea che r Day s	Min Day s	Full Day s	Oth er
S	M	T	W	Th	F	S	0	2	14	
			1A	2B	3A	4	10: Veterans Day Observed			

May '24							Tea che r Day s	Min Day s	Full Day s	Oth er
S	M	T	W	Th	F	S	0	5	17	
			1A	2B	3A	4	27: Memorial Day			

5	6B	7A	8B	9A	10	11	20 to 24: November Break			
12	13B	14A	15B	16A	17B	18				
19	20	21	22	23	24	25				
26	27A	28B	29A	30B						
December '23							Tea che r Day s	Min Day s	Full Day s	Oth er
S	M	T	W	Th	F	S	0	7	4	
					1A	2	18 to 5: Winter Break			
3	4B	5A	6B	7A	8B	9				
10	11A	12B	13A	14B	15A	16				
17	18	19	20	21	22	23				

5	6B	7A	8B	9A	10B	11				
12	13A	14B	15A	16B	17A	18				
19	20B	21A	22B	23A	24B	25				
26	27	28A	29B	30A	31B					
June '24							Tea che r Day s	Min Day s	Full Day s	Oth er
S	M	T	W	Th	F	S	0	6	4	
						1	14: Last Day			
2	3A	4B	5A	6B	7A	8	17-18: Leadership Retreat			
9	10B	11A	12B	13A	★ B	15	19: Juneteenth			
16	17	18	19	20	21	22	17 to 18: Summer Intersession			

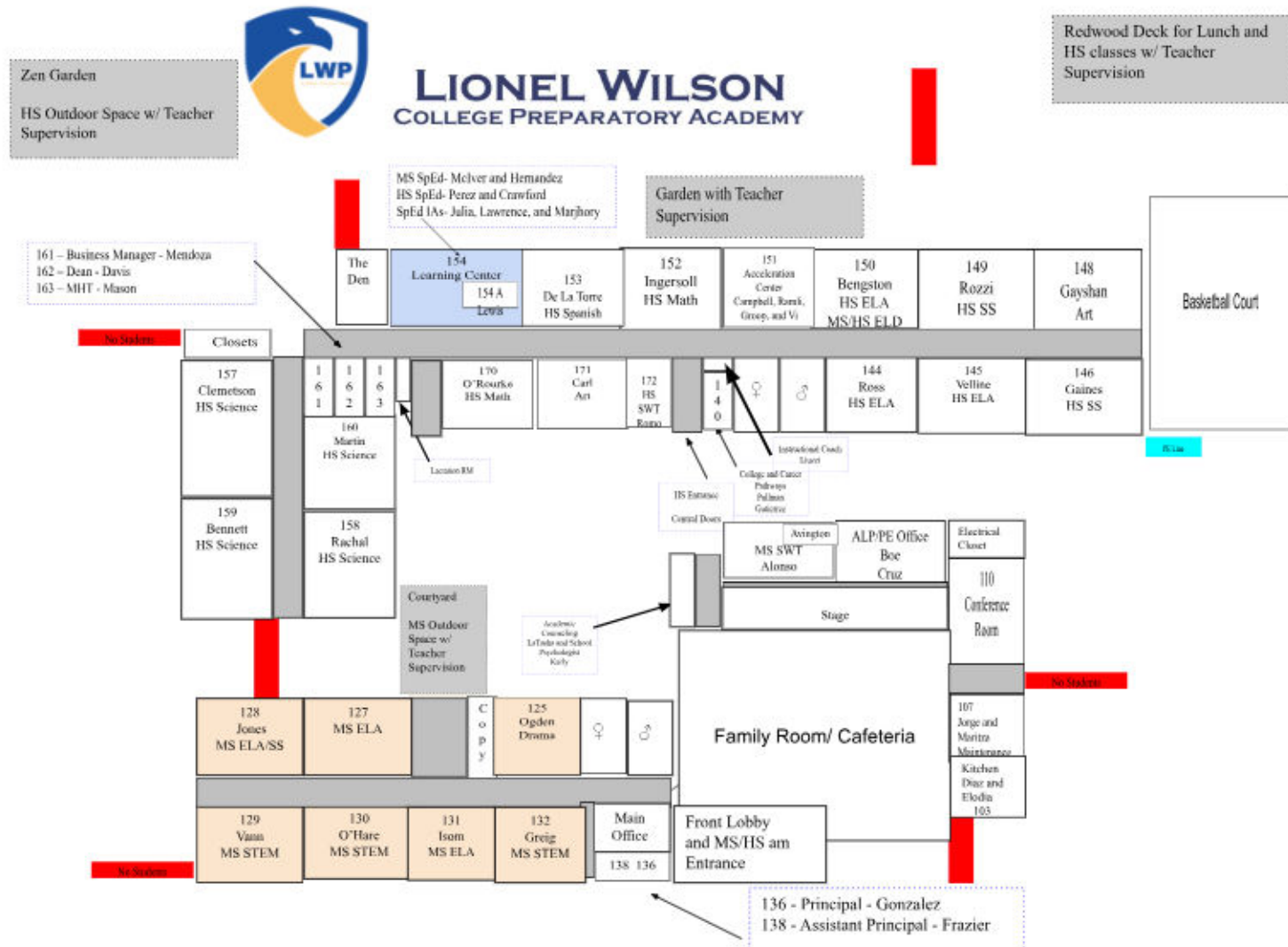
Closure Dates
September 9: Labor Day
September 15: Staff Development
October 2 to 6: October Break
October 9: Staff Development
November 10: Veteran's Day
November 20 to 24: November Break
December 18 to January 5: Winter Break
January 8: Staff Development
January 15: Rev Dr MLK Jr Birthday
February 2: Staff Development
February 19: President's Day
March 25 to April 5: Spring Break
April 8: Staff Development
May 27: Memorial Day

Bell Schedule

<i>Aspire Lionel Wilson Preparatory Academy</i> <i>Middle School Bell Schedule</i>		
Middle School Full Day (Monday - Thursday)		
Period	Start	End
Advisory	8:30 AM	9:10 AM
1	9:15 AM	10:15 AM
2	10:20 AM	11:20 AM
Lunch	11:20 AM	11:50 AM
3	11:55 AM	12:05 PM
4	12:55 PM	2:00 PM
5	2:05 PM	3:05 PM
Middle School Minimum Day (Friday)		
Period	Start	End
1	8:30 AM	9:15 AM
2	9:20 AM	10:05 AM
3	10:15 AM	11:00 AM
4	11:05 AM	11:55 AM
5	12:00 PM	1:00 PM
Lunch	1:00 PM	1:30 PM

<i>Aspire Lionel Wilson Preparatory Academy</i> <i>High School Bell Schedule</i>		
High School Full Day (Monday - Thursday)		
Period	Start	End
Advisory	8:30 AM	9:05 AM
1	9:10 AM	10:40 AM
2	10:45 AM	12:15 PM
LUNCH	12:20 PM	12:50 PM
3	12:55 PM	2:25 PM
4	2:30 PM	4:00 PM
High School Minimum Day (Friday)		
Period	Start	End
1	8:30 AM	9:45 AM
2	9:50 AM	11:00 AM
3	11:05 AM	12:05 PM
4	12:10 PM	1:15 PM
LUNCH	1:20 PM	1:50 PM

School Map



Staff Directory

Please reference our staff contact information and biographies [here](#).

Drop-Off and Pick-Up Procedures

On-time drop-off and pick-up are essential to your student's success. Please drop off your scholar in the drop-off zone (i.e., white curb and signage immediately in front of the school's main entrance). Parking and double parking near the white curb are prohibited because they cause traffic and impede our school from starting and ending on time. To make drop-off and pick-up as efficient as possible for you, your student, and other families, we ask that you abide by the following guidelines:

	Morning Drop-Off	Afternoon Pick-Up	
Middle School	7:59-8:29 am	Monday - Thursday	3:05-3:15 pm
		Friday	1:00-1:10 pm
High School	7:59-8:29 am	Monday - Thursday	4:00-4:10 pm
		Friday	1:20-1:30 pm

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school more than 30 minutes before the start of school unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In an emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding safety considerations. Students putting themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

Sign-In and Sign-Out Procedures

We are a closed campus, and we take pride in your students' learning. A caregiver or designated emergency contact must sign out all 6th to 12th-grade students. Students can only leave campus when the caregiver or designated emergency contact is present and has signed the student release log located at the front office of LWP. If students return to school the same day, they must sign back in at the front office. We are responsible for your child's safety, and our school is a safe zone. Any student leaving the school premises without parent consent and signing out will be given a referral. Our SWT team will immediately notify their caregivers and provide a logical consequence due to lost learning time.

Visitation Policy

To keep our school community safe, all visitors must have prior approval for their visit and check in at the LWP front office to ensure proper identification and record of visitors. Visitors must be documented guardians of a student, contracted outside the organization, or a scheduled professional. Outside visitors, such as non-LWP students, are prohibited from entering campus and are subject to further disciplinary action.

Parent Volunteers & Chaperones

Any parents/family members wanting to volunteer in school-associated events, classrooms, associations, groups, or during school-sponsored functions or field trips must complete the Volunteer Release Form and be livescanned/fingerprinted and cleared before the event/activities. Please note clearance can take over a month as it is done through a third party. Volunteer Release Form & Live Scan Form can be requested at the front office.

PowerSchool & Parent Square

Powerschool and Parent Square are online platforms we use to communicate effectively and consistently with families and students. Parents/guardians and students must know how to access these platforms so that they can be used to monitor grades and receive important information for the school. Parents must also complete school mandatory forms within the PowerSchool platform, which is communicated via Parent Square. Please contact the main office to support signing in or accessing these websites. Please note our district code is: TFSJ

School Site Attendance and Tardy Procedures

Regular, on-time attendance is vital for your child's success. Aspire Public Schools (APS) believes that only through daily participation in classroom activities can students succeed and progress in their academic and social growth. Regular attendance is also preparation for entry into the world of employment. All students and parents are accountable for regular class attendance and daily assignments. Please note that LWP does not offer independent studies or away/at-home studies for students who will be absent (excused or not) for an extended period.

If your child is **absent**, please use the following procedures:

- Call the main office at 1-510-635-7737 or email Benita at benita.guerrero@aspirepublicschools.org as soon as possible, no later than 48 hours.
- Please mention your child's first and last name, the dates of their absence, and the purpose or reason for the absence.
- If applicable, please provide any supporting documentation regarding your child's absence within 48 hours.

If your child is **tardy**, please use the following procedures:

- If students enter school late, the front office will provide a tardy slip, which they should submit to you upon entry. Students must note their first and last name, date, and entrance time.
- All tardy slips signed by the front office will be updated by front office staff in PowerSchool.

Excused Absences

A student not present for the entirety of the class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student may be excused for an absence if 1) the reason for the absence is listed below and 2) the absence is communicated to the school within five days of the absence 3) proper documentation is submitted to the school within five days of the absence, for students that are out for more than three days: [Education Code § 48205(a) and § 48205(c)]

1. Due to the pupil's illness.
2. Due to quarantine under the direction of a county or city health officer.
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
4. For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats (for purposes of this section, attendance at religious retreats shall not exceed four hours per semester), attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
10. For the purposes of attending the pupil's naturalization ceremony to become a US Citizen.

School Day Tardies

At LWP, all students are given five minutes to transition to and from class. During this time, it is up to each student to take care of their individual needs, such as bathroom water, etc. Students must arrive at all classes on time to maximize learning time. Students who arrive after the start of class will be marked tardy.

If the student earns five tardies, the student will 'give back' learning time via lunch detention. The student will continue to receive lunch detention for every five tardies up to fifteen tardies in total.

- When students receive fifteen, consequences will be upheld:
- After tardies, they will be assigned after-school detention in which they will complete an educational project about punctuality and be expected to present to their Advisory class.
- Students who receive more than fifteen tardies must have a parent meeting to determine the next steps.
- All tardy violations are reset each quarter.

Daily Attendance and Participation in Activities

Students must attend school on the day of a school activity or event to participate. Students who do not attend school on the day of a school activity or event, even if the event is in the evening, may be denied the privilege of attending school activities or events on that date. Every minute matters to be the problem-solvers and critical thinkers of tomorrow.

- Attendance will be taken by classroom teachers or a substitute within the first 10 minutes of every class. Attendance is submitted online via PowerSchool.
- If your child is absent, they will be marked U for absent. U = unexcused absence
- If your child is tardy, they will be marked T for tardy. T = tardy
- All tardy slips signed by the front office will be updated by front office staff in PowerSchool.
- On rare occasions, a staff member will write your child a signed and timestamped pass to return to their regularly scheduled class.
- Caregivers will be notified by front office staff about unexcused absences and tardies.
- Excess tardiness will result in an SWT Referral and a potential meeting with the caregiver.

School Site Specific Dress Codes

Middle School Uniform Policy

Navy Blue Polo Shirt: Students are expected to wear a navy blue polo shirt with short or long sleeves.

Khaki Pants: Students should wear khaki-colored pants, shorts, or skirts.

Free Dress Friday: Middle School students are allowed to free dress on Fridays and are highly encouraged to wear college or LWP gear. Free dress must meet the following school dress code expectations: No Cookies clothing or any other clothing that promotes violence, drugs, alcohol, and sexual content. No oversized or undersized clothing; pants and shirts must be worn at the waistline.

High School Dress Code

High School students are expected to dress professionally and appropriately daily by meeting the following dress code requirements:

- No Cookies clothing or any other clothing that promotes violence, drugs, alcohol, or sexual content.
- No oversized or undersized clothing; pants and shirts must be worn at the waistline.

Dress Code Violations

Students who are observed to be out of their grade-level dress code will receive the following logical consequences:

1st Violation: Verbal warning to the student with a commitment to proper dress code and a phone call home. Students may be asked to change into a school-provided item based on the content of the violation.

2nd Violation:

6th-8th: Loss of free dress on Friday and phone call home. Students may be asked to change into a school-provided item based on the content of the violation.

9th-12th: Lunch detention and phone call home. Students may be asked to change into a school-provided item based on the content of the violation.

3rd Violation: Phone call home that requires parents to immediately bring proper uniform to school for the student to change into, the student is placed on a restriction of privileges.

Students who cannot attend school in the appropriate dress code must have a parent/guardian call the office.

Academic Programming

Middle School Pathway

	6th Grade	7th Grade	8th Grade
English	English/Language Arts 6	English/Language Arts 7	English/Language Arts 8
Math	Math 6	Math 7	Math 8
Science	Science 6	Science 7	Science 8
Social Studies	History 6	History 7	History 8
Visual and Performing Arts	Drama or Art	Drama or Art	Drama or Art
Physical Education	Physical Education	Physical Education	Physical Education

Mapa de ruta de la escuela secundaria LWP

	Grado 6	Grado 7	Grado 8
Inglés	Inglés 6	Inglés 7	Inglés 8
Matemáticas	Matemáticas 6	Matemáticas 7	Matemáticas 8
Ciencia	Ciencia 6	Ciencia 7	Ciencia 8
Ciencias Sociales	Historia 6	Historia 7	Historia 8
Artes visuales y escénicas	Teatro o Arte	Teatro o Arte	Teatro o Arte
Educación Física	Educación Física	Educación Física	Educación Física

High School Pathway

	9th Grade	10th Grade	11th Grade	12th Grade
English	English 1	English 2	English 3	Expository Reading and Writing
Math	Integrated Math 1	Integrated Math 2	Integrated Math 3	Statistics
Science	Biology	Chemistry	Physics	Environmental Science
Social Studies	Ethnic Studies	World History	US History	US Government/ Economics
Spanish	Spanish 1	Spanish 2/3		
Visual and Performing Arts	Drama or Advanced Art	Drama or Advanced Art	Art 1	
STEM Pathway	BUILD 1	BUILD 2	BUILD 3	Project Lead the Way
Other Requirements	Physical Education	Physical Education		
Dual Enrollment & Work Based Learning			Engineering Pathway Course	Engineering Pathway Course
			Engineering Pathway Course	Job Shadowing

Mapa de ruta de la escuela secundaria LWP

	Grado 9	Grado 10	Grado 11	Grado 12
Inglés	Inglés 1	Inglés 2	Inglés 3	Lectura y escritura expositiva
Matemáticas	Matemáticas integradas 1	Matemáticas integradas 2	Matemáticas integradas 3	Estadísticas
Ciencia	Biología	Química	Física	Ciencia medioambiental
Ciencias Sociales	Estudios Étnicos	Historia mundial	Historia de estados unidos	Gobierno de los Estados Unidos/ Ciencias económicas
Español	Español 1	Español 2/3		
Artes visuales y escénicas	Teatro o Arte Avanzado	Teatro o Arte Avanzado	Arte 1	
Vía STEM	BUILD 1	BUILD 2	BUILD 3	Proyecto Liderar el Forma
Otros requerimientos	Educación Física	Educación Física		
Inscripción doble & Aprendizaje basado en el trabajo			Curso de Ingeniería	Curso de Ingeniería
			Curso de Ingeniería	Observación de profesionales

Grading Philosophy, Policy, and Procedures

Academic Programs

Core Subjects

At LWP, we offer Art, College and Career Readiness, Theatre Arts, English Language Arts, Gardening, Mathematics, Science, Design for Social Change: An Engineering Pathway Project Lead the Way, Social Studies, and Spanish. These core subject classes are grounded in the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the History-Social Science Framework (HSS). Our high school courses are A-G approved, and we are accredited through WASC. We offer dual enrollment for our eleventh and twelfth-grade scholars.

LWP Grading Philosophy

As educators, we must continue to adjust our instruction until all of our students have mastered the content, and regular instruction and tracking of mastery helps us track their progress. To us, exceeding mastery is defined as the ability of a student to correctly answer at least 80.1% of questions on a topic or skill. Below are the ways we continue to track the learning of our students.

Formative Assessments and Checking for Understanding

Assessment is a tool to understand, as a teacher, what the students know and do not know. It is also the best way to reflect on your teacher's teaching and, inevitably, the learning that is taking place in the classroom.

At LWP, teachers constantly assess the learning that is taking place in the classroom through formative assessments and checks for understanding.

Some examples teachers use for formative assessments are exit tickets, short quizzes, check-ins, conferences, classwork assignments, and journal entries. These tools (i.e., formative assessments) assess student learning. Teachers then use this data to pull small groups, remediate individually, or re-teach the lesson. These formative assessments are counted only as a small portion of students' final grades as they are more about practicing the skill.

Summative Assessments and Progress Monitoring

Teachers conduct a more formal assessment at the middle and end of each unit/module to measure student mastery of standards. Mid and End-of-Unit/Module assessments might include tests, projects, performance tasks, exhibition projects, and written papers. These are all examples of types of summative assessments. Teachers actively use progress-tracking tools in every classroom to show students' progress toward mastering each standard.

Students who score below Mastery will have a chance to take a retake within two weeks of a summative assessment.

Assessment Type	Description
Formative (Process)	Represents ongoing learning throughout the instructional cycle.
Summative (Product)	Represents the end of instructional cycle learning.

Other Assessments

As a school, we administer several other assessments to measure student academic progress. All students in middle school will take the i-Ready Reading and Math three times per year to monitor their academics. All high school students will take the NWEA MAP Reading and Math three times yearly to monitor their academic growth. This allows us to track student reading and math growth over the year to support our students better.

To assess the Common Core State Standards, students will engage in several interdisciplinary performance tasks during the school year to measure their overall critical thinking and problem-solving skills. These tasks integrate several standards and require students to apply their learning to new situations. In addition, all middle school and eleventh graders are required to take the Spring Smarter Balanced State Test (SBAC). Eighth and high school students will also take the California Science Test (CAST).

Communicating Grades and Progress

We believe all stakeholders benefit from clear, consistent communication between teachers and parents about student progress. The following are the required reports/communication that must take place. Teachers are welcome to communicate student progress/grades more frequently.

School and Grade Level Team Created Reports

- Academic Progress Report– communicates student academic progress (focused primarily on the mastery of standards) and is sent home once per quarter.
- Academic Report Card– communicates student academic progress (focused primarily on the mastery of standards) and is sent home at the end of each quarter and semester.
- i-Ready and NWEA MAP Progress Report– communicates student growth on Winter and Spring i-Ready and NWEA MAP tests in Reading and Math.

School-Led Conferences

- The school will set up student-led conferences for any students currently at Approaching or below (i.e., 60%) at the close of quarters one and three. Parents and teachers can call conferences regarding grades between these dates.

Summative and Formative Assessments

- All summative assessment results will be posted on PowerSchool. Parents can request the original copy at their discretion.
- Formative assessments also represent an opportunity to communicate with parents about how their student is progressing toward mastery in the unit. Formative assessments are tracked as data in Powerschool so teachers can reference them when meeting with parents, as needed.
- Note: Extra credit is not allowed on summative assessments or in the grade book. Students must independently demonstrate mastery of the standard through a retake to improve their grades.

Academic Integrity

At LWP, students are expected to strive toward academic excellence. All work is expected to be produced by each student.

- Students suspected of violating this expectation will undergo an investigation to determine the next steps.
- In the instance that students are found guilty of cheating, plagiarizing, and in violation of academic integrity will be subject to redoing assignments, assigned office hours, failure of assignments, and restriction of privileges.

School Culture and Student Life

To create an optimal learning environment for students, our scholars need to feel safe, welcomed, challenged, and engaged. At LWP, we are committed to keeping an orderly school in which students are held accountable to high expectations related to our community values. Teachers must maintain high support and tightly managed classrooms by providing clear expectations and building personal relationships with students. Students and staff work together to develop a strong sense of community that we work collectively to maintain.

We make every effort to communicate the rules to students and parents/guardians so that all members of the LWP community are fully informed of the expected behavior. For us to have an excellent school, we all must work toward the same goals with the same understanding of what is necessary for each of us to meet these goals. In other words, to create an exceptional school community, students, parents, and staff must work in partnership.

School Values (Subject to Change August 2023)

- Academic Excellence
- Equity
- Joy
- Love
- Liberation

Social-emotional Learning

Our approach to Social and Emotional Learning (SEL) is to create a positive school climate and culture and foster the social and emotional growth of our scholars and teammates by adopting an intentional focus on the integration of SEL throughout our entire instructional day and beyond. Our Social and Emotional Learning Program is critical to advancing our liberation and inclusion priority at LWP by ensuring each scholar receives the appropriate support they need to reach their potential. We focus on expanding our scholars' emotional intelligence and self-awareness through mindfulness.

Building Relationships

Developing positive professional relationships between teachers and students is an important component of LWP students' education. According to education theorist Robert Marzano, "positive relationships between teachers and students are among the most commonly cited variables associated with effective instruction. If the relationship is strong, instructional strategies seem to be more effective" (Marzano). During advisory, threshold, and beyond, teachers commit the time to find out about students, use positivity and enthusiasm in teaching, and respect so that students feel their teachers care.

Public Displays of Affection

We are a community school that focuses on our academic, social, and emotional growth. Public displays of affection deter from our mission and vision because it is inappropriate and not aligned with our values.

Safe Haven School

LWP is a safe haven for all students regardless of citizenship status. Every student has the right to attend school regardless of the immigration status of the child or the child's family members. If they meet the federal and state criteria, all students are entitled to receive school services, including free/reduced-price school meals and other educational services.

1. Access to Records or Information: LWP personnel shall not inquire about a student's immigration status, including requiring documentation of a student's legal status, such as asking for a green card, citizenship papers, or social security number. LWP

staff shall refrain from seeking/maintaining information about immigration status in written student records. Any questions for student information by ICE Officials shall be referred to the Legal Office to ensure compliance with federal and state law.

2. Access to Students on Campus: LWP believes that the presence of Immigration Officials or Representatives on a school site will likely disrupt the educational setting. Therefore, any Immigration Officials or Representatives intending to enter LWP should first notify the Executive Director or Legal Office of their intention with adequate notice so that LWP can take steps to provide for the emotional and physical safety of its students and staff and to allow the Executive Director and Legal Office an opportunity to review the request to determine whether access will be approved.
3. Process when Parent has been Detained or Deported: If LWP learns that a student's parent/guardian has been detained and/or deported, the school shall contact all numbers on the student's emergency card to identify a relative or caregiver authorized to take care of the student in the parent's absence.

LGBTQ+ Youth and Staff

LWP creates safe and supportive environments for LGBTQ (lesbian, gay, bisexual, transgender, and questioning) youth, staff, and families by promoting LGBTQ-inclusive education, recruiting LGBTQ teachers and staff because representation matters, and providing professional development. LGBTQ curriculum is mandated per the FAIR Education Act.

LWP affirms transgender, non-binary, and gender non-conforming students and staff's right to:

1. Be addressed by a name and pronoun corresponding to their gender identity as expressed by the student or staff;
2. Access to the restroom or other facilities consistent with their gender identity as expressed by the student;
3. Participate in the dress code, athletics, competitions, or any other circumstances where the students are separated by gender in school activities or programs per their gender identity as expressed by the student.

School Traditions

- Retreat
- Town Halls
- Staff vs. Student games
- Field Trips

LWP Expectations and Policies

Hate Speech and Discriminatory Behavior and Language

LWP does not condone the use of hate speech or discriminatory words or actions whatsoever. Our campus has no room for hatred, discrimination, or oppression on our campus, as those things directly oppose our school's commitment to equity and social justice. Hateful or discriminatory actions will be promptly addressed, and logical and restorative actions will be taken to repair the harm caused quickly and effectively. Logical consequences may range from restricting privileges to expulsion, requiring extensive educational development and parent involvement to support the scholar's behavioral and academic success.

Article 1 of the California Education Code states:

- (a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.
- (b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias and a responsibility to provide equal educational opportunities.
- (c) Harassment on school grounds directed at an individual based on personal characteristics or status creates a hostile environment. It jeopardizes equal educational opportunity guaranteed by the California and the United States Constitution.

As written in Article 3 of the California Education Code:

220. No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid. *(Amended by Stats. 2017, Ch. 493, Sec. 3. (AB 699) Effective January 1, 2018.)*

Bullying Policy & Prevention

LWP believes all students have a right to a safe and healthy school environment. Aspire, LWP, and the community must promote mutual respect, tolerance, and acceptance. LWP will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words, actions, or social media. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation in person and online.

EDC § 48900

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2 , 48900.3 , or 48900.4 , directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2)(A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii)(I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or involves athletic events or school-sanctioned activities.

Our Bullying Policy has been developed in alignment with the California Education Code. It is to be followed by every student while on school grounds when traveling to and from school or a school-sponsored activity, and during lunch, whether on or off-campus.

The Bullying Policy & Prevention includes, but is not limited to:

- Students are expected to report bullying incidents to the principal or designee immediately.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe and must also give a written report of the incident.

- Students can rely on staff to promptly investigate each bullying complaint thoroughly and confidentially.
- Parents can rely on staff for prompt and transparent communication regarding their students' involvement and next steps in any such incident.
- Staff will review findings from the investigation, collaborate with stakeholders, and develop a plan for logical and restorative intervention within a reasonable timeframe.
- If the incident's finding results in suspension and expulsion, parents will be required to participate in the student's reintegration process.
- If the complainant student or the student's parent feels that an appropriate resolution of the investigation or complaint has not been reached, the student or the parent should contact the principal or the Student Wellness Team. The school system prohibits retaliatory behavior against any complainant or participant in the complaint process.

The Big 5

Under the California Education Code, the following actions will result in a mandatory expulsion hearing recommendation:

- 1) Possessing, selling, or furnishing a firearm.
- 2) Brandishing a knife at another person.
- 3) Unlawfully selling a controlled substance.
- 4) Committing or attempting to commit a sexual assault or committing a sexual battery.
- 5) Possession of an explosive.

Restorative Practices and Conflict Resolution

LWP believes all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to disagree openly. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others in a restorative manner.

LWP will incorporate restorative practices as a conflict resolution approach to prevent conflict. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community, and helps ensure a safe and healthy learning environment

LWP will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict.

The Student Code of Conduct includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in restorative practices, conflict resolution, and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in restorative practices, conflict resolution, and peer mediation strategies to intervene in any dispute likely to result in violence.
- Students needing help resolving a disagreement or observing conflict may contact an adult or peer mediator.
- Students involved in a dispute will be referred to the SWT with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
- Restorative practices and conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

Student Phone Policy

Middle School

We at LWP understand that parents may need scholars to bring phones to school for after-school safety and accommodation calls. We will implement the survey data results from parents, teachers, scholars, and other community stakeholders for our scholars. For middle school, we will ask that ALL cell phones be turned in to the Advisory teacher. Phones will be locked up for the day and returned to scholars at the end of the day. If a student is picked up early, their phone will be returned to them before departure.

Students must turn in their phones to the office if they come to school late. The Student Support Manager will come to collect the phones from the office staff, which will be locked up with the student's cohort.

High School Students

LWP must implement the survey data from parents, teachers, scholars, and other community stakeholders for the success of our scholars. Upon doing so, we request that ALL cell phones be turned in to the teacher at the beginning of each class.

High school teachers have pocket charts where students place and retrieve their devices at the beginning and end of class.

Cell Phone Consequence System

1. Reminder: Teachers will prompt and encourage students to turn in their phones.
2. Warning: The student will be reminded that turning in their phone is an expectation
3. SWT Referral: The student is referred for additional support, in which SWT will confiscate the phone for the remainder of the day and contact the home.
4. Cell Phone Contract: When a student receives their 3rd SWT referral, the student will be placed on a two-week contract in which the student will be required to turn their phone in at the start of each school day with the (for the two-week duration).

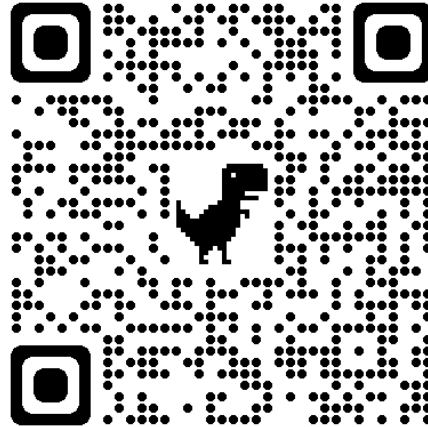
*Cell phone contracts may be used as a logical consequence at any point, given the severity and impact of cell phone misuse.

Student Locker Policy

- All lockers are the property of Aspire Lionel Wilson.
- You must be on time to school and class to keep the privilege of having a locker.
- You may not surpass five tardies within a given semester. Otherwise, locker privileges will be revoked.
- The school assumes no responsibility for loss or damage of any item in a locker, locked or unlocked.
- At any time, the school administration can search lockers to ensure the safety of the school.
- A student need not be present when their locker is being searched.
- Students are responsible for the contents of the locker.
- Students are not to share lockers with another student.
- Students will be charged a \$45 fee for damaged lockers.
- All lockers will be cleared out at the end of the year. Any items left in lockers will become school property.

Locker Request form

[Please click here to request a locker](#) or use the QR code below.



Need Help with a Locker?

Submit a help request

[Please click here for assistance](#)

Technology Policy

Students are expected to engage appropriately with other technology, such as Chromebooks, 3D printers, etc., during designated academic time. During these times, students must use devices following the assigned task instructions, abide by the LWP student handbook, and adhere to the LWP Technology User Agreement. Students who violate these expectations will be subject to logical consequences and restriction of privileges. If a student damages or loses their Chromebook, they must purchase a replacement.

In-Class Learning Expectations

To ensure that every student has access to quality education in a way that is tailored to their individual needs, LWP has certain behavioral expectations that every student is expected to meet in every classroom during every school day. The expectations for in-class learning are as follows:

- Students will arrive on time and remain in the class until dismissed by the teacher.
- Students will bring to class all required materials, including a charged laptop.
- Students will not bring to class anything that will distract or prevent themselves or their teammates from learning.
- Students will maintain appropriate noise levels according to the directions of the classroom teacher.
- Students will act responsibly and professionally when interacting with their teachers and classmates.
- Students will give their best effort every day to maximize learning time and outcomes.

Bathroom Use

We want to ensure students maximize learning time by not missing out on crucial instruction. We have clear policies and procedures for students taking a bathroom break.

- Students must use the restroom before school, during passing periods, or lunch.

- During core classes, students can use the restroom only during independent practice, except in an emergency. They must not be out of class longer than 5 minutes.
- During the first and last 10 minutes of class, passes will not be issued for the bathroom.
- Students who need to use the bathroom more frequently should have a medical note on file.
- Students must have a pass from the class, which the teacher must fill out before the student is released from class.
- Students who need an escort (adult or student) because of not meeting bathroom procedures previously (or being on in-school suspension) will be identified to all grade-level staff, including enrichment teachers and coverage staff.

Lunch Expectations

After being dismissed by a teacher, students will have five minutes to use the restroom and wash their hands before being expected to clear Divisions One, Two, and Three). Students should not remain inside the building during lunch unless a staff member supervises them.

LWP is a closed campus; thus, students are prohibited from using delivery apps such as DoorDash, Uber Eats, etc., for safety reasons. If parents wish to bring their student lunch, they must bring it to the office during their student-designated lunch period.

Family Room: Students eating school-provided lunch will line up and receive lunch from the cafeteria staff. Students can also access the restroom during lunch in this space. On rainy days, students will eat lunch in the family room.

Courtyard: Students will be expected to eat lunch in this area. All students are responsible for cleaning up by throwing trash in garbage bins.

Basketball Court & Zen Garden: Students can access these spaces during their designed lunch to play sports/games, relax, and spend time with friends.

Our bottom line is that we keep the space better than we found it.

Food Delivery Policy

No Food Deliveries: Schools are mandated by State and Federal laws regarding outside food delivery. LWP does not allow or accept food deliveries from paid delivery services such as Doordash, GrubHub, Uber Eats, or any other vendor delivery service. All deliveries will be denied. LWP is not responsible for any loss of cost or food.

LWP offers a free lunch to all students. Lunch is available for pick up at the cafeteria windows during your scheduled lunch.

Parents, please bring your scholar's lunch to the main office to avoid confusion. Lunch from parents should be dropped off during lunch times for the student.

Restorative Practices & Logical Consequences

Disciplinary Response to Violating School Rules

The rules and structures at LWP are set up to support a safe and focused learning environment. Although it is nearly impossible to specify every possible expectation and rule, students are generally expected to be respectful and focused on learning. Teachers and grade-level chairs address most discipline issues, next-level or repeated issues are addressed by the Deans and Student Wellness Team, and severe issues that result in suspension or expulsion are raised to the Principal. The discipline goal of LWP staff is to protect learning, keep LWP safe, teach our students how to meet expectations, and insist that they meet those expectations.

Restorative practices and logical consequences are critical aspects of our discipline system. We use a “ladder of responses,” meaning quick, quiet redirections for minor issues to prevent them from becoming more prominent. We believe that if we address more minor problems immediately, we can prevent more significant behavioral problems.

LWP uses restorative practices, a process of building a school culture that relies on relationships, empathy, responsibility, and the empowerment of students to resolve problems and treat conflicts as teachable moments. Restorative practices involve matching appropriate logical consequences to behaviors and providing strategies so students may change their behaviors over time.

Some restorative practices frequently utilized at LWP are:

- **Restorative Conversations** often happen between students. They can also occur between student and staff members, including other stakeholders. The goal of the restorative conversation is to help both parties reflect on what happened and how to move forward to build trust and healthy relationships. In a restorative conversation, some of the following questions may be asked:
 - o What happened?
 - o What were you thinking of at the time?
 - o What have you thought about since?
 - o Who has been affected by what you have done? In what way?
 - o What do you think you must do to make things right?
- **Restorative Circles** are a structure in which all those impacted by an issue can be heard, and a plan for moving forward together is established. Restorative Circles can occur with any combination of families, staff members, or students involved in an issue of conduct that negatively impacts the LWP community. Restorative Circles can also be utilized proactively to support community building and make meaning together before a negative issue arises.
- **Additional time** with adults during break, lunch, or out-of-class time to support students who need to try to repair the harm they have created by providing service to our school community. Researching the nature of their mistake may be part of this process.
- **Phone Calls Home** will happen because we value the family-school partnership and believe that a student's success depends on all parties involved. We often use phone calls or texts to communicate various topics to parents/guardians. These can include but are not limited to, missing homework and student misbehavior. If we call (or if we have the student call), it is to get your help in redirecting the student so they are on track and ready to learn. Please help us by talking with your students briefly on the phone and following up with them at home.

Logical Consequences

When a student breaks the rules, does something to hurt another student or teacher, or does not meet expectations, they are assigned consequences. At LWP, we try to make these consequences logical or related to the broken rule so that students are more likely to learn from their mistakes.

There are three kinds of logical consequences. The type of logical consequence depends on the student we are working with and what we think they need to learn from this mistake. Not all consequences are the same for all students.

- One is “You Break It --You Fix It.” This is when children take some responsibility for fixing, as best they can, any problem or mess they have created. For example, a student knocks over a tray of food carried by another student. He helps clean it up and perhaps offers to return and get new food. If students waste class time talking to friends or trying to avoid a task, they make up the time at another point during the day.
- Students may also “lose a privilege.” For example, a student waves scissors around. They lose using the scissors for the remainder of the art period.
- Students may also receive the logical consequence of “taking a break” if they are on the verge of losing control and beginning to disrupt and disturb their own and others' ability to learn. The student may return when they appear to have regained control and are ready to participate positively. Time out might be instituted when a student whispers to a neighbor while another student shares information, ignores the quiet signal, or calls out answers, denying others the chance to think, and persists in argument or negotiation with the teacher after clearly being told to stop.

Lunch and After School Detention

When students are allowed to reflect on and change their behavior but fail to do so, they could receive detention.

Behavior Contracts

When a student has shown a documented pattern of behavior that needs immediate attention, the student will be placed on a behavior contract to monitor and support the specific behavior through agreed-upon guidelines. Restorative practices and logical consequences for student misbehavior are usually specific to students and situations. Additional and sometimes more severe consequences are listed below.

Ladder of Response

Our teachers use many strategies to ensure we keep students engaged in learning. We know there are many ways to respond and that when matching our response to student behavior, it is crucial to consider the particular situation. Below is an example of a ladder of actions a teacher might take based on students' choices in the classroom.

Phase 3: Intense Time Needed to Restore

Possible behaviors: Unsafe with body, tantrum, excessively/repeatedly mean to teammates.

Possible approaches:

- Stop class. Circle to discuss impact.
- Support from SWT Team
- Conversation with the teacher during teacher planning time
- Parent phone call or parent conference
- Restorative circle with other adults and students
- And other ideas teachers have for intense restoration
- Out-of-class referral

Phase 2: Restorative Chats/Reflections

Possible behaviors: Repeated reminders and redirection, one mean act to a teammate.

Possible approaches:

- Apologies (sincere only) to teammates/class
- One-on-one conversation with an adult at seat
- Side conversation with adult and teammate (in the hallway)
- And any other ideas teachers create for reflection
- In-class reflection, then out of class reflection.

Phase 1: Lightning quick; connected to learning

Possible behaviors: Side talking, head down, giving up

Possible approaches:

- General redirection
- Proximity
- Stopping and waiting
- Request that students put away distractions (pen, materials,...)
- Name dropping
- And other ideas teachers have for quick refocusing on learning.

Middle and High School Events, Field Trips, Promotion, and Graduation

Students shall participate in middle school promotion, high school graduation, field trips, and events if they meet the levels of acceptable proficiency and criteria as outlined by staff and as indicated by grades and standards-based mastery, attendance, and behavior expectations.

Commitments to Excellence

Student Commitment to Excellence

- I will uphold our vision, mission, values, and norms at school and in our community.
- I commit to our Diversity, Equity, Inclusion, Belonging, and Anti-racism policy.
- I commit to our Bully Prevention policy.
- I commit to our phone policy.
- I affirm the humanity of all members of my community.
- I will only engage in constitutionally protected speech and activities.
- I will arrive on time and be picked up on time.
- I will stay as late as possible for extracurricular activities, tutoring, or detention (if assigned by a teacher or staff).
- I will come to school daily prepared to learn with the necessary school materials, agenda, completed homework, and proper dress code.
- I will keep a “just right” book with me every day at school and every night at home so that whenever I have a chance, I can read a book I love.
- I will take charge of my learning by participating in class, listening to my teachers and teammates respectfully, completing assignments, and seeking help from teachers if I do not understand.
- I commit to being kind in my words and actions both on-campus and online.
- I will interact with every adult and student at LWP (staff or visitors) with respect and courtesy.
- I am responsible for my behavior. If I make a mistake, I will engage in restorative conversations, tell the truth, and accept responsibility for my actions.
- I will always respect the safety and rights of all individuals at LWP.
- I will always work, think, and behave in the best way I know to create a safe, inclusive, and welcoming learning environment for all scholars.
- I will use positive words and not hateful, racist, foul, profane, or vulgar language.
- I will do whatever it takes for my teammates and me to learn.

Failure to adhere to these commitments and policies in the Student and Family Handbook can cause me to lose various privileges and lead to my disenrollment at LWP.

Student Name: _____

Student Signature: _____ **Date:** _____

Parent and Guardian Commitment to Excellence

- We will uphold LWP's vision, mission, values, and norms.
- We commit to LWP's Diversity, Equity, Inclusion, Belonging, and Anti-racism policy.
- We commit to LWP's Bully Prevention policy.
- We commit to LWP's phone policy.
- We affirm the humanity of all members of my community.
- We will only engage in constitutionally protected speech and activities.
- We will ensure that our child arrives at school on time daily.
- We will make arrangements to ensure our child is picked up on time daily.
- We will prioritize our child's attendance. We will not take vacations during school days. We will notify the office if our child is going to miss school. In the case of non-illness absences, we will notify the school 48 hours in advance.
- We will support and monitor our child's online activity to ensure that s/he/they are safe.
- We will ensure our child can follow through with consequences like detention and community service if assigned.
- We will attend all required meetings the school holds, including parent meetings set up by the grade-level teacher team.
- We will read and sign all papers the school sends home.
- We will complete ten hours of volunteer work at LWP this school year. If this is not possible, we will attend parent engagement meetings.
- We will partner with the school to ensure our child follows school expectations and rules to maintain open and professional communication and address any concerns regarding our child.
- We will model professional, respectful behavior for our children when interacting with other school community members.

Failure to adhere to these commitments and policies in the Student and Family Handbook can cause my student to lose various privileges and lead to my son or daughter returning to a non-Aspire school.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ **Date:** _____

Teacher and Staff Commitment to Excellence

We, the LWP staff, fully commit to LWP in the following ways:

- We will uphold LWP's vision, mission, values, and norms.
- We commit to LWP's Diversity, Equity, Inclusion, Belonging, and Anti-racism policy.
- We commit to LWP's Bully Prevention policy.
- We commit to LWP's phone policy.
- We affirm the humanity of all members of my community.
- We will only engage in constitutionally protected speech and activities.
- We commit to Aspire Public School's values, Code of Ethics, and professional expectations.
- We will arrive every day by 8:00 a.m. and be prepared with high-quality lesson plans and culturally responsive student-facing materials.
- We will be available to students and parents during the school day. For students, we are available via phone until 5:00 p.m. Monday through Thursday.
- We regularly update parents on their children's progress through PowerSchool and other means.
- We are committed to professional growth and constant learning by soliciting and providing feedback, collaborating, and engaging in professional growth opportunities.
- We will always honor students, families, and staff members' identities and backgrounds.
- We will always behave professionally with LWP staff, families, community members, and students. This includes on-time arrival, meeting deadlines, professional communication, and professional conduct per our code of ethics.
- We will plan and execute rigorous and differentiated lessons to prepare our students for college success, life, and beyond because liberation is our educational outcome.
- We will clearly and respectfully support student culture and discipline issues, focusing on long-term socio-emotional health.
- We work together as a team to be responsible for every student at LWP, whether or not they are part of our classroom.

We understand that if a staff member fails to adhere to these commitments and policies, it will be documented in evaluations and other performance management structures.

Staff Name: _____

Staff Signature: _____ **Date:** _____