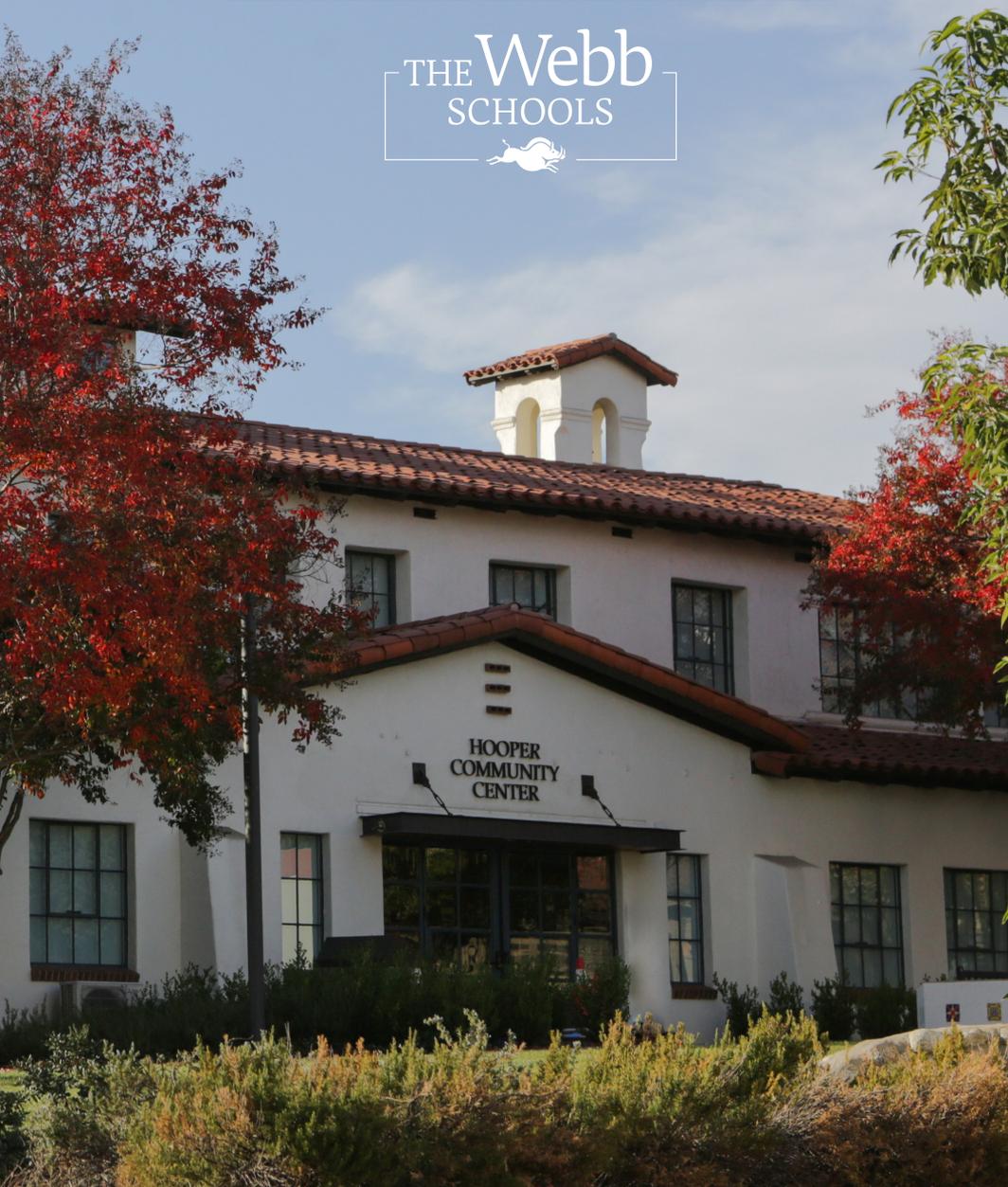


2022 - 2023 HANDBOOK

THE Webb
SCHOOLS



Mission Statement

The mission of The Webb Schools is to provide an exemplary learning community that nurtures and inspires boys and girls to become men and women who:

- Think boldly, mindfully and creatively,
- Act with honor and moral courage,
- Lead with distinction,
- Serve with a generous spirit.

The Webb Schools offer the full benefit of living and learning in a diverse and supportive community. The principles and traditions of service, leadership, and honor upon which the schools were founded are reinforced through a climate of mutual trust, responsible and caring behavior, support of personal development and self-worth, and a strong appreciation of the common good.

The Webb community has a commitment to anti-racism and to addressing historical inequities in our own institution, with the goal of fostering an inclusive environment where all students, faculty, and staff work together to learn from each other and grow together in understanding and respect of each other's differences.

Letter to the Webb Community

Dear Webbies,

Welcome to the 2022-2023 school year! We look forward to working together to meet the challenges and opportunities the new year presents as a community. This handbook outlines a code of student conduct. However, as you move through the year, we hope you will find this handbook to be more than just a list of rules and regulations. The guidelines contained within are designed not only to help ensure your safety and well-being as a member of our community, but also to help you navigate your daily lives and get the most out of the experience of being at Webb.

With that in mind, here are some tips to help make your time here as comfortable and rewarding as possible:

Meet your commitments. Be mindful of your daily commitments whether in person or online — classes, chapels, assemblies, meetings — and be on time. Sign in and out when you leave campus and always be on time for check-ins.

Stay healthy. Start with breakfast every day and eat healthfully. Your body needs the fuel. Get plenty of sleep — on the weekdays and weekends — and check with the Health Center when you're not feeling well. Follow a set schedule each day, including abiding by all student responsibilities outlined in our Health & Safety Protocols.

Know the culture of Webb. Start by reading this handbook. Learn about your school's history and traditions as well as *Honor the Blue and Gold* or *Daughters Strong*. Find out what *Principes, non Homines* and *Sapientia, Amicitia, atque Honor* mean.

Treat the campus as though it is your home. When on campus, take care of common areas and shared spaces. Recycle, keep the campus clean, and expect the same of others.

Have fun. Get to know everyone — faculty, staff, and students. Attend and participate in school events. Save a little time for play each and every day.

Remember, Webb is a residential community — a place to live and learn. Take advantage of the many opportunities offered here and your Webb experience will be filled with a sense of purpose and accomplishment.

Sarah Lantz
Dean of Students
Vivian Webb School

Rick Duque
Dean of Students
Webb School of California

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Who to Contact

School Hours: 8 a.m. – 4:30 p.m.

Main Office: (909) 626-3587

School Fax: (909) 621-4582

After school hours, messages may be left on voicemail.

The campus area code is 909.

Webb faculty and staff may also be contacted via email at first initial + last name @webb.org.

Academics	482-5212	Michael Hoe
Administration	482-5208	Theresa Smith
Admission	482-5214	Jamila Everett
Attendance	447-7078	Steven Galarsa
Athletics	482-5257	Steve Wishek
Business Office	482-5205	Sheana Wijeyeratne
College Guidance	482-5265	Hector Martinez
Counseling	482-5264	Melanie Beauman
Dean (Campus Life)	482-5276	Ken Rosenfeld
Dean (VWS)	482-5218	Sarah Lantz
Dean (WSC)	482-5233	Rick Duque
Director of Equity	482-5282	John Choi
Facilities Department	482-5268	Dan Fraley
Health Services	482-5253	Stephanie Baron PAC
International Support	482-5248	Joseph Vincent
Maintenance—On Call	938-4884 (cell)	
Parent Relations	482-5245	Amy Stoddard
Registrar	482-5227	Briar Rose Tirpak
Security/Operations	482-5295	Cuong Pham
Security/Welcome Center	762-2604 (cell)	
Student Services/Store	482-5248	Nathan Silva
Technology	482-5298	Tim Coates
Visa/I-20	482-5216	Sarah Garcia
Webb Fund/Parent Giving	482-5206	Peter Gilman

**In the event of an emergency after school hours,
please call the numbers below.**

Medical: (909) 482-5253

Non-Medical: (909) 762-2604

Community Values

Honor

Without honor there can be no trust, and without trust there can be no community. Honor is the cornerstone of the Webb community and is based on the belief that each individual must be self-governing according to standards of honesty, integrity, respect, and fairness.

Members of the Webb community:

- Understand that right and wrong are objective and can be known.
- Act with good intent, common sense, and attention to the safety of self and others.
- Tell the truth, representing themselves honestly in word and deed to each other.
- Respect each other's person and property.
- Accept responsibility not only for their actions, but also for what other members of the community do in their presence.

Boundaries of Responsibility

The Webb community is built upon the principle of mutual support for honorable behavior. The boundaries of responsibility for honorable behavior begin with personal adherence to the principles of honor and extend to include responsibility for what occurs in one's presence. In acting within these boundaries, students are not expected to exceed their capabilities, but are expected to take reasonable action to ensure the safety of self and others. Though the circumstances of any situation will vary, students should do the following:

1. State to those present that what is happening is wrong, or unsafe, or otherwise unacceptable and seek to end the behavior of concern.
2. Take action so that appropriate people are aware of the situation and can provide any necessary support. There are three main paths of action: A) Inform a member of the Health Center (nurse or counselor) if medical attention or counseling is necessary or appropriate. This report remains anonymous unless students are in danger of harming themselves or others; B) Inform a faculty member or administrator; C) Inform a student or student leader with the authority and ability to help.
3. Depart the scene and encourage others to do the same if other efforts have failed.

In any case, community members are expected to uphold the values of Webb, even when they are not under Webb jurisdiction.

Diversity, Equity and Inclusion

A Commitment to Diversity & Inclusion The Webb Schools are committed to fostering an inclusive school community characterized by openness, acceptance and empathy, where all members are valued, respected and supported. Our community is strengthened by the diverse views, beliefs, backgrounds and experiences of our students, faculty, staff, and alumni. Embracing diversity in all its many forms is essential to our mission: in particular, our call to provide an exemplary learning community that nurtures future leaders who will act with honor and moral courage, and serve with a generous spirit.

As part of this commitment, Webb is working to identify and address inequity. We are also committed to ensuring that all members of our community feel a deep sense of belonging on campus. As we all live together and forge a shared community together, it is critical that we are thoughtful in our interactions with others. During orientation and in special programming throughout the year, Webb community members will continue to build the skills necessary to support our goals in this area.

To encourage shared empathy, reinforce community norms and support positive communication during challenging interactions, Webb utilizes an A DEAR/Upstander/Active Witness approach, which can be found in the Appendix. We believe that practicing this strategy strengthens the sense of belonging in our community, discourages harmful behavior and promotes our school values.

As we create space for these important conversations, all members of the community are invited to join and participate in the Community Voices Instagram, created and moderated by the Empowering Student Voices Initiative. Community Voices is a forum for celebrating diversity, sharing stories related to identity, and promoting equity and inclusion with language and art. Email our director of equity for more information.

Webb does not tolerate identity-based misconduct or abuse, including making jokes about identity (for example, about race, ethnicity, gender, sexual orientation, socioeconomic status, religion, ability, nationality, etc.). Our harassment and discrimination policy provides additional information below. We encourage all members of our community to come forward if they experience or witness misconduct or abuse. Reports can be made to our BIPOC (Black, Indigenous, People of Color) residential

advisors, director of equity, one of the counselors, director of human resources, the associate head of schools or the head of schools. Reports can also be made anonymously through Webb's reporting service, online at www.lighthouse-services.com/webb, by telephone at 833-430-0007 (Spanish speaking at 800-216-1288), or via email to reports@lighthouseservices.com. Lighthouse is a third-party organization that Webb contracts to collect reports and disseminate information to Webb senior administrators while maintaining reporter confidentiality.

In our residential program, students may seek additional support from BIPOC residential advisors who serve as dorm heads and are part of our faculty. The goal of these advisors is to help ensure the needs of BIPOC students are met in Webb's program.

Affinity groups. Affinity groups provide spaces for people who share a common identity to meet, converse and support one another. These groups are designed to help every member of our community explore their identity and its connection to cultivating an open, inclusive community. Webb believes that all members of our community must feel a deep sense of belonging for us to accomplish our work as an educational institution. Our affinity group mission statement and a current list of affinity groups can be found in the Appendix.

Transgender and Gender Nonconforming Students

Webb has established guidelines and practices to support transgender students. These guidelines do not anticipate every circumstance; they aim to describe common situations that may be relevant. Ultimately, the needs of transgender and gender nonconforming students must be assessed on a case by case basis, and these guidelines set out a practice to facilitate dialogue between individual students and school administration.

Useful Definitions. Language to understand the complexity of gender continues to evolve. Some useful terms are included here, with an understanding that this vocabulary is fluid. Definitions are adapted from NAIS's *The Transgender Student* (April 2014).

Cisgender: refers to people whose sex assignment at birth corresponds to their gender identity and expression.

Gender: For many people the terms "gender" and "sex" are used interchangeably. However, biological sex and gender are not the same, and gender is not inherently connected to one's physical anatomy. "Gender" refers to the attitudes, feelings, and behaviors that a given culture associates with a person's biological sex.

Gender Identity: A person's deeply held sense or psychological knowledge of their own gender which may or may not correspond to the person's body or designated sex at birth (meaning what sex was originally listed on a person's birth certificate.)

Gender Expression: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms. Readers should note that often social or cultural norms vary, and some characteristics that may be accepted as feminine, masculine, or neutral in one culture may not be assessed similarly in another culture.

Gender Nonconforming: A term for people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.

Sex: Refers to a person's biological status as male, female or intersex. Intersex is the atypical combination of features that usually distinguish male from female. There are a number of indicators of sex which include sex chromosomes, gonads, internal reproductive organs, and external genitalia.

Sexual Orientation: Sexual orientation refers to the sex of those to whom someone is sexually or romantically attracted. Categories of sexual orientation typically include (1) gay men or lesbians — people attracted to members of one's own sex; (2) heterosexuals — attraction to members of the other sex; and (3) bisexual — attraction to members of both sexes. A person's sexual orientation is distinct from a person's gender identity and expression. Like anyone else, a transgender person can be homosexual, heterosexual, or bisexual.

Transgender: refers to a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth. Other similar terms include transsexual and trans. It may also be an umbrella term that includes people who are transsexual, crossdressers, or otherwise gender nonconforming. Not all people who consider themselves, or may be considered by others as, transgender will undergo a gender transition. A person who is assigned male at birth and then openly expresses female gender is a transgender woman.

Webb believes that a student's determination of gender identity rests with the student. As such, students are assigned to the Vivian Webb School and Webb School of California based on the gender identity indicated by the student and their parents during the application process. In keeping with the structure of the two schools, this gender identity will be utilized to assign students to school-based residential and academic programs.

When a student seeks support in addressing issues related to gender, an administrative team consisting of the dean of students, director of counseling & health education, director of studies, and assistant head of schools will work with that student to craft a gender support plan and a gender communication plan. Potential areas for discussion include but are not limited to the following:

Names/Pronouns. Students have the right to be addressed by the name and pronoun that corresponds to the gender identity to which they identify. A student’s requested name shall be included in the electronic student record system along with the student’s legal name in order to inform teachers of the name and pronoun to use when addressing the student. While inadvertent slips or honest mistakes in the use of preferred names or pronouns may occur, Webb does not tolerate intentional and persistent refusal to respect a student’s gender identity by using the wrong name and/or pronoun.

Official School Records. Webb will change a student’s official record to reflect a change in legal name or gender upon receipt of documentation, such as a court order or an amendment to a state or federally-issued identification. To the extent that Webb is not legally required to use a students’ legal name and gender on school records or documents, Webb will use the name and gender by which the student identifies.

Restroom Accessibility. Students are allowed to use the restroom that corresponds to the gender with which they identify. Gender-neutral bathrooms are available in Fawcett Library, the Hooper Community Center, the Administration Building, Chandler East and West, South Hutch Dormitory, Alamo Dormitory, and the Ruddick Room and are available to all students. No student will be required to use an alternative restroom because of gender identification.

Dress Code. Webb’s academic dress code is gender neutral. For formal occasions, such as those involving the Vivian Webb School or Webb School of California uniform, students may work with their school to adjust the uniform so as to dress in accordance with their gender identity and gender expression.

Athletics. The California Interscholastic Federation’s “Guidelines for Gender Identity Participation” sets out a clear procedure for students to request to participate in interscholastic sports in a gender not in keeping with their sex assigned at birth.

Dormitories and Overnight Trips. Webb maintains separate dormitories and sleeping arrangements on overnight trips for VWS and WSC students. Transitioning transgender students may request a move to be housed in keeping with their gender identity. Parental support,

availability of rooms, and well-being of the student are all factors that may be weighed in assessing a request.

Harassment and Discrimination Policy

The Webb Schools are committed to providing an environment that is free from discrimination and harassment and maintain a strict policy prohibiting all forms of unlawful harassment and discrimination based on race, ethnic origin, religion, gender, sexual orientation, gender identity, or any other protected class. As members of this community, we strive to develop meaningful relationships based on respect and consideration for one another. We consider how our words and actions may affect others as well as reflect on ourselves. As a diverse community, we aim to foster an environment that genuinely encourages respectful expression of differing ideas and values.

Discriminatory and/or harassing conduct, whether on or off school campus, in person or via social media, is a major school offense. Such behavior can range from the subtle to the overt and can include, but is not necessarily limited to:

- Actions or words degrading the race, ethnic or national origins, religion, gender, sexual orientation, or physical characteristics of others.
- Uninvited physical advances, whether sexual or threatening.
- Behavior which interferes with the emotional, physical, economic, or educational well-being of the recipient.

It should be noted that the perceptions of the recipient, not simply the intentions of the author of such behavior, will be relevant in determining whether a situation warrants disciplinary review. In all such encounters of this behavior, the schools will endeavor to initiate dialogue with the individuals involved with the goal of increasing our understanding of one another and the issues involved. In our efforts to build community, it is the schools’ expectation that when behavior injurious to others occurs in their presence, students will seek to take reasonable action to stop that behavior and support an environment of mutual respect. To review the full Harassment and Discrimination Policy, please go to www.webb.org/H&Dpolicy.

Academic Life

The faculty of The Webb Schools seek to develop unbounded thinkers who learn and understand significant bodies of knowledge, master skills essential to life-long achievement in the academic disciplines,

and embody vital attitudes and qualities of mind including curiosity, love of learning, and a commitment to what is right and true.

These goals are attained through the effort of dedicated teachers and capable students working together in a program that combines the strengths of established curriculum with the advantages of innovation, capitalizes on the effectiveness of single-sex and coeducational classes, and is enhanced by the application of superior technological and general resources for teaching and learning.

Academic Integrity Statement

As a learning community devoted to nurturing and inspiring the core virtues of “honesty, responsibility, respect, fairness, and compassion,” The Webb Schools are committed to educating its students about the principles of academic integrity. Violations of academic integrity not only deprive students the potential intellectual growth that comes with an educational experience, but also break the trust that binds the community together. In this way, the teaching of academic integrity supports The Webb Schools’ mission to be a “learning community that nurtures and inspires boys and girls to become men and women who think boldly, mindfully, and creatively, act with honor and moral courage, lead with distinction, and serve with a generous spirit.”

Honesty is a fundamental principle of the school’s honor code, and a Webb education may offer students their first encounter with principles of academic integrity. Many students may not know or understand what this generalized principle of honesty means when applied to the academic work they will undertake at Webb. Though students know not to cheat on tests or to copy homework, more nuanced practices like paraphrasing, research, collaborative work, and peer editing, involve balancing individual contributions with using sources in ways that can lead to intended or unintended issues with academic integrity. Faculty at The Webb Schools strive to communicate consistently and regularly how academic integrity is practiced in our disciplines and individual courses. It is vital for students to fully participate as their teachers instruct their classes in proper principles and practices regarding academic work and to ask questions if they are unsure.

Whether students are on campus and/or participating in remote learning online, all students are expected to uphold our community principles outlined in the honor code.

It is our expectation that Webb students will graduate prepared for the academic expectations of higher and continuing education and with the principles and skills to produce sound, authentic academic work. To

achieve academic excellence and grow as scholars, Webb students must approach their learning in an honest and ethical fashion. Students with integrity follow guidelines for academic work set in each course and on each assignment, take responsibility for seeking faculty guidance when they are unclear about assignment parameters or need help in a course, do not submit work from one class for credit in another, and understand that the work they submit must be the result of their own learning, thinking, and doing.

Academic integrity violations are considered a major infraction. Details about the disciplinary process can be found on page 70 of this handbook.

The Academic Year

The academic year is divided into two semesters; progress in each course is evaluated regularly by teachers in reports which include an evaluation of each student’s achievement and effort, as well as written comments reflecting mastery of content and areas for improvement. To provide information about student adjustment and involvement in school activities, faculty advisors communicate with parents on a regular basis.

Course Changes

Students are expected to take the courses for which they have registered. Much discussion goes into the course selection process, so requests for subsequent changes must be based on compelling reasons and will be scrutinized carefully.

Dropping/Adding Courses. Students may request to drop or add courses only during the first ten academic days of each semester. This gives them ample time to evaluate their overall load in light of specific course requirements. At the same time, students who are planning to add a course should do so as quickly as possible to avoid missing important course content and to minimize class absences. Students can obtain course change forms from the registrar, who will ensure that the desired change(s) can be made within existing scheduling parameters. In order for the requested change(s) to be made, a student must obtain written permission from his/her advisor, the teacher(s) involved in the change, the department chair, and the director of studies. The director of college guidance, and parent/guardian may also be consulted as needed. The student must continue attending all scheduled classes until a revised schedule is issued.

Courses dropped prior to the specified deadline will not appear on student transcripts. Students who drop courses after the deadline receive a Withdraw Passing (WP) or Withdraw Failing (WF) on their transcripts.

Level Changes. When it becomes apparent that a student is inappropriately placed in a course, a level change can be requested by the student, teacher, or advisor. The same procedure is required for level changes as for general course changes. In the event of a level change, the student's transcript will show only the course in which the student is enrolled at the end of the semester. At the time of the change, the student's grade average in the prior course will transfer to a new course, with a .5 point boost added if the prior course was Honors, and a 1.0 point boost added if the prior course was AP or Advanced Studies. The semester grade in the new course will be determined using a weighted average of the transfer grade from the previous course and the grades earned in the new course during the remainder of the semester.

Grading System

Webb utilizes a system in which academic achievement is represented by a letter grade and effort is treated separately and represented by a number. Academic grades and effort marks lead to responses and practical consequences as follows:

Academic Achievement.

- | | |
|-------|--|
| A, A- | Excellent achievement. Honor grades. |
| B+ | Commendable achievement. No serious deficiency; no remediation needed. |
| B, B- | Good achievement. No serious deficiency; no remediation needed. |
| C+, C | Sufficient achievement. Some significant deficiency, but student is prepared to advance in this discipline to the next level at Webb and may not repeat the course for credit. While these grades may be satisfactory for some students, they are below average for Webb. Might qualify student for academic contract with advisor. |
| C- | Flawed and deficient work; achievement satisfactory for secondary school, and credit given, but inadequate progress for advancement in this discipline at Webb without remedial or academic support work. Remediation may take any form acceptable to the department, from tutoring to summer study followed by a placement examination. Qualifies student for academic contract with advisor. |

D+, D, D- Excessively flawed and deficient work; passable for secondary school. Credit is earned, but the student may advance in this discipline at Webb only by repeating and passing the course. Students are customarily advised and generally required to repeat, either at Webb or through an approved program elsewhere, any course in which a grade of D has been earned. The standing of a student receiving one or more D grades will be reviewed by the faculty. Re-enrollment may be withheld or denied. Qualifies student for academic contract with advisor.

F Unsuccessful in completing assignments. Repeat required; no credit given. The student's standing at Webb will be reviewed by the faculty, and the student may be denied re-enrollment. Qualifies student for academic contract with advisor.

Effort. The effort mark scale has four steps:

1. **Excellent.** Student not only has met the course requirements, but also has completed assignments with unusual thought, care and diligence; has made unusual effort to overcome academic hurdles; or has expanded the scope of the learning experience to resources not formally required.
2. **Satisfactory.** Student has met the course requirements for the grading period with due care and diligence and has participated constructively in class activities.
3. **Needs Improvement.** Student's application and execution of course requirements have been below average. More purposeful and greater effort would likely yield improved achievement. Late and missing assignments, inattention or poor conduct in class, or failure to make good use of opportunities for study, extra help, or revision of work may singly or in combination warrant this mark. Qualifies student for academic contract with advisor. Progress Report expected.
4. **Poor.** Signifies academic irresponsibility. Characteristics described under the 3 rating may be present, as may frequent lateness or unexcused absences. Behaviors indicated by a 4 effort mark compromise the student's achievement and possibility of advancement. Qualifies student for academic contract with advisor. Progress Report expected.

Characteristics by which effort is evaluated:

- participation in class discussions
- demonstrated willingness to learn from one's mistakes

- evidence of an intellectual curiosity
- thorough and thoughtful completion of assignments
- submission of assignments on time
- timely arrival to class and readiness to work
- seriousness of purpose shown in class and through assignments
- consistent attendance in class (no unexcused absences)
- positive attitude toward class
- cooperation with teacher
- encouragement of and support for classmates
- at office hours, as needed

Other criteria may be employed for particular subjects and courses. In such cases, the criteria should be clearly defined, differentiated from the criteria employed in determining academic achievement grades, and explained to students in advance.

Grade Point Average (GPA). Webb utilizes a weighted GPA that incorporates pluses/minuses and boosting for Honors, AP, and Advanced Studies courses. Both weighted and unweighted GPAs will be reported on student transcripts.

GPA Calculation.

- Only courses taken at Webb during the school year count in a student’s Webb GPA.
- Grade points are assigned to each semester grade earned as follows:

A 4.0	B+ 3.3	C+ 2.3	D+ 1.3	F 0.0
A- 3.7	B 3.0	C 2.0	D 1.0	
	B- 2.7	C- 1.7	D- 0.7	

- For the weighted GPA, a 1.0 boost is awarded for each AP and Advanced Studies course and a 0.5 boost is given for each Honors course.

Office of the Registrar. The registrar creates the academic schedule for students and teachers, keeps all student transcripts and grade reports, and should be contacted regarding communication of records between Webb and other schools.

Parents have the right to inspect their child’s school records. For more information on accessing records, please contact the registrar.

Textbooks. The Webb Schools will provide access to textbooks during the 2022-2023 school year. Textbooks will be distributed during Move-in and Orientation Weekend in August in Fawcett Library. Some books will be able to be kept, but some will need to be returned at the end of the school year. Students will receive a receipt noting books that will

need to be returned. Any unreturned books at the end of the year will be charged in full. Please contact the director of teaching and learning resources with any questions.

Testing. Webb administers the PSAT to students free of charge. Other test administrations (such as APs) will be charged to the student.

Study Hours/Quiet Time. During the academic day, students are expected to use unscheduled periods to complete assignments, consult with teachers, organize materials, and study. Students should follow all set guidelines for spaces such as Hooper Community Center, Fawcett Library and other open spaces throughout the academic day.

Academic Support

Even the most capable student sometimes needs a little help. Whether you have questions about an assignment, or need clarification about a newly introduced skill or concept, your teacher is your primary resource. If problems persist, or if you are having trouble in more than one course, your advisor can provide valuable assistance. The director of studies is also available to discuss your academic progress and to arrange additional academic support for you.

Your teachers are available for office hours consultations. You can make appointments with them during a common free period or at lunch. Collaborative academic work periods are also a good time for help. Be proactive — don’t wait until major problems develop to seek help.

Peer Tutoring. Peer tutors provide excellent academic support and are available during evening study.

Required Academic Support. Students who are consistently struggling to achieve success in one or more courses may be assigned to a weekly program of required office hours. Students participating in this program must attend scheduled sessions on a regular basis and must submit a form signed by the designated teacher(s) and the student’s advisor to the director of studies each Friday.

Tutoring Policy. The Webb Schools understands that online tutoring and classes are easily accessible. We encourage students to use these external resources sparingly. We have found that these modes of learning often lead to miscommunication with teachers and may lead to academic integrity violations. Students should not be tutoring without approval or taking additional online classes during evening study hours. Infractions to this policy and/or over-reliance on online tutoring and/or classes may be referred to the deans of students and director or studies for additional action. Students who are struggling to find

support in their academic work should reach out to the support systems we have in place: office hours, academic labs, teachers, advisors, deans, dorm heads, counselors and director of studies.

The tutoring policy of The Webb Schools has two core goals: 1) to ensure that tutors who work on our campus are qualified professionals who communicate with our academic faculty and administration to best serve our students and support the schools' goals and values, and 2) to ensure the safety and security of our residential community.

While most of our students' academic needs are met through interaction with our faculty in the classroom and in office hours, there are rare occasions when we feel a student needs additional support in a particular subject or skill. With this in mind, the schools maintain a tutor pool of approved and vetted tutors who are cleared to work on our campus. Academic tutors should have a BA/BS in a relevant discipline or be strong juniors and seniors at the Claremont Colleges.

Individual music instruction may also take place on campus, and all music teachers must be approved as part of our tutor pool. All tutors will need to apply for and receive clearance in order to work on our campus. Tutors are allowed to work in our campus facilities and are asked to communicate with the director of studies involving the progress of their students. Tutors are considered independent contractors and paid directly by families.

Finally, The Webb Schools offer both individual and group SAT tutoring options to families on our campus. We work in collaboration with vetted SAT tutoring companies in order to provide skilled and affordable prep courses. Information about these companies and their services is available through the Office of College Guidance. All other SAT tutors who work on our campus must apply to become part of our tutor pool. In addition, they must follow guidelines about the appropriate emphasis that should be placed on standardized test preparation and the timeline that is best to fit that preparation into The Webb Schools' academic and student life program that are established by the Office of College Guidance. The Webb Schools do not allow independent college counselors to operate on our campus, as we believe the use of these counselors compromises our ability to successfully serve students during the college process.

For any questions regarding our philosophy on tutoring, please contact the director of studies.

Special Notes:

1. Webb faculty and staff may not be compensated for tutoring Webb students without prior approval from the director of

studies. There should be no tutoring of non-Webb students on campus. On-campus faculty is permitted to have their own children tutored in their residences.

2. All tutoring will take place in the Fawcett Library classrooms, Hooper Community Center, or in designated music practice space, and tutors will be asked to sign in and out in the Hooper Community Center. Tutoring should be scheduled during a student's free blocks or other open time in a student's schedule excluding X-blocks and office hours. Students cannot miss Webb commitments for tutoring appointments.

Unbounded Days

Every other year we celebrate Unbounded Days at The Webb Schools. During these days, every student enrolls in a three- to five-day experiential course led by Webb faculty and staff. The mission of the program reads:

Unbounded Days draw upon The Webb Schools' enduring purpose of inspiring students to boldly reach for a greater sense of who they are and what they can achieve. Through immersive, collaborate, relevant and deeply engaging journeys that connect the classroom and the broader world, students expand their understanding of what it means to think, create, and reflect. They learn that their possibilities and minds are truly unbounded.

The Unbounded Days catalogue is made available to students and parents in the fall of each program year. Unbounded Days are considered part of the school year calendar. Students seeking excused absences for Unbounded Days must follow the same request process as for missing regular school days. Missing Unbounded Days is highly discouraged.

Unbounded Days is scheduled for the 2023-2024 academic year.

Student Publications

Webb publishes multiple vehicles to help student writers, photographers and videographers develop their craft. Student publications such as *The Webb Canyon Chronicle*, *El Espejo* and *Breakfast* are just a few examples. The primary goal of these publications is educational and, as such, they form part of the schools' educational program. Part of that education is celebrating student voice and helping students to engage in free expression responsibly.

Faculty advisors support students in the creation of these publications, providing guidance to help students craft publications that are in keeping with Webb's mission and values. Webb holds its publications to high standards for quality. Webb reserves the right not to publish

material not in keeping with its mission and values or code of student conduct but intends nevertheless for its publications to serve as a platform for many different forms of creativity and expression.

Course of Study

Webb's guide to our *Course of Study*, published each spring, provides additional information on our academic program. You can access this publication at www.webb.org.

The Academic Day at Webb

Class Attendance. Students are expected to attend all scheduled classes, unless they are excused for illness, a college pass, a school-sponsored activity, or a family emergency. All excuses must be documented through a note, phone call, or other message to the attendance coordinator. Parents of day students are asked to call the attendance coordinator at (909) 447-7078 for unanticipated absences.

Students are considered present if they are in class at the start of the period, tardy if they arrive within the first five minutes of class, and absent if they arrive later than five minutes into class time. Students are expected to come to class prepared, in appropriate attire and with all necessary materials.

Anticipated and Unanticipated Absences. When students know in advance that they will be absent from a class, they are expected to seek approval in advance by completing a planned absence form, available in the Deans of Students Office. They must submit assignments and arrange for any work they will miss prior to the absence. Failure to do so may result in an academic penalty in the missed classes. When students miss a class due to illness or other unexpected occurrence, they are expected to meet with the teacher as soon as possible following their return to schedule make-up work.

Excused Absences. Webb encourages all students to stay home or seek medical care on campus if they are ill or experiencing any symptoms. When a student misses class for a reason such as illness or religious commitment and follows proper protocol in notifying the attendance coordinator, the absence is considered excused and is noted as such in the student's records. The student is permitted to make up work missed, but must do so in a timely manner. It is generally expected that students will have as many days to complete missed work as the student was absent, unless an extended health leave contract indicates otherwise. Only the deans, attendance coordinator, and Health Center staff may grant an excuse for absence, and do so following strict protocols.

Unexcused Absences. All absences for which a formal excuse has not been noted are considered unexcused. Missing class without significant cause or excuse is a serious offense at Webb and will result in disciplinary consequences. In addition to formal disciplinary consequences, students should expect that material missed on the day of the unexcused absence will not be re-taught or covered during office hours by the teacher, and that in-class graded work missed on the day of the unexcused absence (i.e. tests, quizzes, written assignments) will receive a failing grade.

Excessive Absence Policy. Any student who records five unexcused absences in a class in a given semester is subject to loss of credit due to excessive absence. The director of studies, dean of students, and department chair will review the circumstances surrounding the student's absences and render a decision about credit loss.

Academic Week Evenings at Webb

Evening study hours run from 7 to 10 p.m.

Sundays – Thursdays

5:30-6:30 p.m.	Dinner (community dinner at 6:10 p.m. Wednesdays)
7 p.m.	Special meeting time (if scheduled)
7:30 p.m.	Dorm Check-in by Prefects
7:30-9 p.m.	Supervised Academic Lab Time*
9 p.m.	Face-to-Face Contact with OD (9-12)
9-10 p.m.	Individual Quiet Study
10:30 p.m.	Lights Out (9)
11 p.m.	Lights Out (10)
12 a.m.	Lights out (11)

*There are no academic labs on Wednesdays. Fawcett Library will be open for collaborative study from 7:30 to 9 p.m.

Academic Labs. Evening Academic Lab Time is an opportunity for students in good standing to choose how they want to utilize their time, based on their individual study needs. Students have the option to sign out of the dorms to work in various campus locations, study collaboratively in groups, or attend peer labs. Students in ninth and 10th grades should seek permission to sign out of the dorms from their on-duty faculty member. Residential dorm areas are to be quiet during study hours. Music must not be audible outside of student rooms. The following guidelines must be followed during Academic Lab Time:

- All students may be in residential dorm areas or signed out in the dorm to any of the following locations: Fawcett Library, Hooper Student Center, academic lab locations, faculty homes, and other designated collaborative spaces.
- Day students who remain on campus during study hours must sign in inside Hooper Community Center by 7:30 p.m. and are required to follow evening study rules. All day students must sign out and depart campus by 9 p.m.
- Students **may not** leave campus unless with a faculty member, or meet in unsupervised areas of campus (i.e. Plaza and Quad areas, Iverson Park, Chandler Field). This includes both boarding and day students.
- Student groups and faculty may not **require** events, practices, or rehearsals without the approval of the administrator on duty.
- Students who take Tuesday night dinner passes are required to sign back on to campus by 7:30 p.m.

Students who demonstrate unsatisfactory management of Academic Lab Time may be placed on evening restrictions at the recommendation of the administration, dorm head, advisor, or classroom teacher.

Individual Quiet Study. During individual quiet study all freshmen, sophomores, and juniors are expected to work individually in their own rooms. During this time there is to be no working in groups, or any activity other than quiet study. Students who have completed their homework should work ahead, review their class notes, or read a book. Dorm heads, in consultation with the dean of students, may also require that students turn in cell phones, open curtains and/or doors, or implement other requirements in order to support an atmosphere of quiet study during this hour.

Life at Webb

Meals

Dining Options. Price Dining Hall is a vital hub for our community, centered around something we all love, food! Whether it's a snack before chapel, the noodle bar, the panini grill, a fresh salad, Al's Patio or the main course served at community dinner, our students have many delicious options prepared by our talented dining hall staff. Meals are a time not only to eat but to check in with each other and be present in the community. In particular, coming together for community dinner is an important, and required, part of our program. Sitting together with a faculty member for a family style meal is integral to building the type of community that has been a hallmark of Webb since its founding.

Community dinners are held on Sunday evenings after chapel or special events and Wednesday evenings at 6:10 p.m. Boarding students are required to attend; day students who are on campus are also required to attend. Day students should notify the dean of campus life by sending an email or communicating in person no later than 12 noon on the day of community dinner that they will be attending. Day students are expected to dress accordingly for community dinner. In addition, several whole-school community dinners are scheduled each year and are required of all students. Dress for community dinner is explained in the Dress Code and Appearance section of this handbook.

Standard Meal Times:

Monday through Friday	Breakfast: 7 - 8:30 a.m. Lunch: 11:30 a.m. - 1:30 p.m. Dinner: 5:30 - 6:45 p.m.
Saturday	Breakfast: 7 - 11:30 a.m. Lunch: 11:30 a.m. - 1:30 p.m. Dinner: 5:30 - 6:45 p.m.
Sunday	Breakfast: 7 - 11:30 a.m. Brunch: 11:30 a.m. - 12:30 p.m. Dinner: 5:30 - 6:45 p.m.

Food Delivery. Students may not order or receive food deliveries during the academic week, other than Tuesdays between 4:30 and 7:30 p.m. They may order on Fridays from 4:30 p.m. to 10 p.m., Saturdays from 7 a.m. to 10 p.m. and Sundays from 7 a.m. to 7:30 p.m. (except on Sunday community dinner evenings when ordering must stop at 5:30 p.m.). Deliveries are permitted only to the visitor parking area at the turnaround. Students must be present to pick up all food deliveries. Food may not be left at the Welcome Center or turnaround.

Please note that food delivery may be suspended if health and safety guidelines require.

Dorm Rooms

Care and Decoration of Rooms. More spartan rooms are encouraged in effort to assist with the necessity of frequent cleaning. Webb asks for boarding students to be thoughtful with the items they bring to campus. It is the responsibility of every student to care for the appearance and condition of their room. Each student will be liable for any damages incurred during the year. Posters and pictures may be hung/placed on the dorm walls with 3M wall hooks using Command

Adhesive or removable adhesive putty for clean removal. Nails and any tape other than “painters tape” are not allowed. Liquor bottles may not be used as decoration (including beer bottles or cans). No tapestries or other decorations may be hung from the ceiling without specific permission of the dorm head, who must also approve all decorations for safety and appropriateness. Beds are to remain on frames. Built-in furniture should not be moved, and no furniture should be removed from the room at any time without permission from the dorm head or dean of students.

Air conditioners and similar large appliances are not permitted in dorm rooms. Candles with open flames are never permitted. Cooking appliances (microwave ovens, toasters, popcorn poppers, rice cookers, hot pots, hot water kettles, etc.), space heaters, halogen lamps, electric blankets, or any other device that may create a fire hazard are not permitted. Microwaves are available in common areas for student use, and students may keep and use cooking appliances that have an enclosed heating element in dorm kitchen areas only. Only table flatware is allowed in student rooms. Knives with sharp blades used for cutting/chopping are not allowed. Refrigerators are permitted according to the electrical capacity of each dorm, but they are to be no larger than 2’ x 2’ x 4’ and must be kept clean at all times. Dorm heads reserve the right to prohibit other electrical appliances at their discretion.

The schools strongly recommend that students not keep excess cash or valuables in their rooms. Photography gear and computers are permitted, but the schools’ insurance does not cover such items and students should keep records of each item’s serial number at home and determine if valuables are protected under their family’s own insurance policies.

Students are not permitted to have smart devices, such as Google Home, Alexa, etc., that record audio or video inside their dorm rooms.

Students are not permitted to keep pets on campus. This includes all mammals, reptiles, amphibians, and birds.

Dormitory rooms are the property of Webb. Dormitory heads, faculty, and the dean of students have access to student rooms. Students and their parents are deemed to have consented to searches of student rooms and their contents by enrollment. Additionally, rooms may be inspected for cleanliness each weekday by an on-duty faculty member. Students shall expect a formal room check on Sunday nights and on the night their dorm head is on duty. To pass these room inspections, students should:

1. Make their bed.
2. Keep the floor swept and/or vacuumed.
3. Keep their desk neat, clean, and organized.
4. Stow all laundry in a hamper or laundry bag.
5. Clean the sink and mirror.
6. Empty trash daily.
7. Straighten and close bureau and/or dresser drawers.
8. Turn off all lights, fans, and other electrical appliances when not in use.

Students should leave their rooms neat and clean when they move out. In addition to any damages, students will be assessed a cleaning fee if their rooms are, in the judgment of the facilities department, unreasonably messy or dirty.

Resources on Campus

W. Russell Fawcett Library. The library is a common area for people to meet, collaborate, and study. Collegial conversation is encouraged; courteous use of common spaces is important to maintain an inclusive, welcoming atmosphere. There are independent study rooms available for students who want uninterrupted, quiet space. The library hosts circulating media like books and non-circulating media like magazines. Circulating material can be checked out for limited amounts of time. Non-circulating material should stay in the library. If you need help or have questions, ask a librarian.

Hooper Community Center. The newly remodeled and renovated Hooper Community Center serves as the perfect spot for school events, weekend activities and everything in between. We encourage all members of the community to explore and enjoy its amenities — including our new cafe, Cafe 1175. Hours and guidelines for use of the Hooper Community Center and Cafe 1175 will be posted in the facility. As this building requires supervision by authorized Hooper staff and ODs, we ask that students observe its hours of operation and do not enter unless a Hooper staff member or OD is present.

Cafe 1175. Located within the Hooper Community Center, Cafe 1175 provides the community with a broad selection of hot and cold beverages prepared by Cafe 1175 employees and select food items provided by local vendors for purchase. In addition to the items for sale, the cafe will also have a variety of food and drink items available free-of-charge for members of the community. All purchases at Cafe 1175 are paperless and can be made with all major credit cards (Visa, MasterCard and Discover), bank debit cards and through your phone (Apple Pay).

Spirit Store. The Webb Spirit Store, located in the Hooper Community Center, is open during normal Hooper operating hours and provides students with the opportunity to purchase WebbWear and paraphernalia. All purchases are paperless and can be made with all major credit cards (Visa, MasterCard and Discover), bank debit cards, through your phone (Apple Pay) and online through our virtual Spirit Store. The following student services may be arranged through the student store:

- School uniform through Dennis Uniform
- Dry cleaning/tailoring drop-off and pick-up during the academic week
- Summer storage arrangements

For school holidays only, the student services coordinator arranges for free van transportation to Ontario Airport and transportation to LAX charged to a student's account. Students must reserve transportation services in advance.

Mail. Boarding students will receive their mail in their dorms. Day student mail will be available through our Student Services Coordinator. All boarding student packages can be retrieved at the Concierge Desk in the Hooper Community Center. Day students should not have packages delivered to Webb — any packages they receive must be picked up in the Deans of Students Office.

Outgoing mail: The front desk can provide Federal Express forms and envelopes. United Parcel Service serves the Webb campus Monday through Friday.

Office of College Guidance. The dean of college guidance and his staff are eager to answer questions about planning for college and applications, and oversee a thorough guidance process that offers activities appropriate for all four grade levels. The College Guidance Office has a complete college search library and subscribes to the Cialfo system for electronic filing of all supporting application documents for each student. In addition to providing assistance to students and families in the selection of colleges, the college guidance staff advises students on registration for tests important to college entrance such as the SAT and ACT.

Business Office. Located in the administration building, the Business Office is available to help families with their student accounts. Students may charge many school services to their accounts (including student activities) and families are individually billed. Parents should discuss appropriate limitations with their students in advance to avoid surprise charges.

Security. Webb maintains a commitment to provide a secure campus. Security officers are located at the Welcome Center and can be reached at (909) 762-2604.

Technology Services

Laptops and Software. All students need to bring a laptop with them to campus. They will use these in various classes, for everything from writing workshops to digital media projects. We expect much of our class time to be spent away from the computer; however, we believe that each student needs a laptop as part of their school supplies to fully engage in our curriculum and be part of our mobile, 24/7 learning community. Guidelines for laptop specifications are posted on the Information Technology Resources of the Student Information System. While enrolled at Webb, students are given access to Microsoft Office 365 and Adobe Creative Cloud software.

Office of Technology/Computer Resources. The Technology Services Office is in the Fawcett Library and technicians are available from 8am to 5pm Monday through Friday to assist students in person. Off-campus students can email techno@webb.org describing their problem and someone from the technology services office will contact them during the school day to determine the best method to get their issue resolved. The technology services office phone number is (909) 482-5207.

Privacy and Technology. It is the belief of The Webb Schools that photographing, video recording, or audio recording others without their explicit permission violates the sense of community and personal privacy appropriate to a residential campus. Therefore, school policy prohibits students from exchanging or sharing photographs or video or audio recordings through social media or other online sites without the permission of all that appear in the posted media. Ultimately, Webb has the right to limit the photographing, filming, or audiorecording of any person or place on its campus. Students who bring drones to campus must register them with the Deans of Students Office and follow all guidelines for their use on campus.

Technology Acceptable Use Policy. Students at The Webb Schools have access to a comprehensive technology network that provides excellent resources and opportunities. Students must understand and accept the responsibilities involved in the use of this network. Access to the network is a privilege, not a right. Access is provided to support the schools' educational programs, and is not intended for commercial use or any personal use which may interfere with Webb's educational mission.

Honesty and respect for others and their property are cornerstones of Webb's honor code, and these principles apply to the use of technology. Information is a form of property. Thus, obtaining a password or gaining unauthorized access to the personal files or directories of others are forms of theft. Examination, deletion, copying, or modification of files or data belonging to others or to the schools are misuses of the property of others. Students may not undertake deliberate action that disrupts or damages the network, applications and files, or school hardware. Sending files or emails with destructive code, intentionally or not, is detrimental to the network and the community. Students are required to have antivirus software on their computers to ensure that viruses are not distributed through email and our systems.

Though Internet activity can seem private and impersonal, the Internet is in fact a social medium, and participation in Internet activity is subject to the same standards of behavior that govern the Webb community at large. Communication that takes place over email, by posts on social media sites and applications, videos posted, comments in virtual environments, and text messages should all follow respectful guidelines in terms of content and tone. The public nature of the internet means that communication will be received by a larger audience than the student might intend. Students responsible for harassment, regardless of the student's intention, will be held accountable according to the harassment policy. Access or contributions to web sites containing pornography, inappropriate language, or material of a discriminatory nature is prohibited. For more information on Webb's policy on student leadership and club social media accounts, please see page 57.

Commercial software and website contents (including music, images or text) are protected by copyright. Copyrighted material may not be reproduced or used without permission. However, copyright law and fair use regulations provide for the limited use of electronic media source material in the development of academic projects. All sources should be cited accurately. The use or transferal of stolen software or other electronic media is theft. Each user must abide by the licensing agreement published with software.

The Webb Schools publish "Required Technology Practices" to provide more detailed explanations of acceptable and unacceptable applications of the schools' network. All students are expected to be familiar with the practices described in the handbook and guidelines. The most up-to-date technology policies and procedures are located on the information technology page on the Resources tab behind the SIS portal.

Health and Wellness Services

The goal of The Webb Schools is to help students maintain good health and develop good health practices. Nursing and counseling staff offer supportive care in the Health Center.

Contact Us

Phone: (909) 482-5253

Fax: (909) 399-3370

After hours, a registered nurse is on call via telephone for emergencies and sudden illness. Call the Health Center directly and the answering service will connect you to the nurse on call.

Hours of Operation

Nursing Staff

Monday-Friday: 7:30 a.m. to 10 p.m.

Saturday: Noon to 6 p.m.

Sunday: Noon to 6 p.m.

Counseling Staff

Monday-Friday: 8:30 a.m. to 4:30 p.m.

Evenings and Weekends: On call counselors are available to respond to emergencies. Students can access emergency services by talking with a member of the nursing staff.

COVID-19. Daily screening will be required by all members of the community to include a brief symptoms checklist and an exposure to COVID-19 risk assessment.

Through the guidance of Webb's Medical Advisory Board and direction from the local Public Health Department, isolation and quarantine procedures will be in place in the event of a positive case on campus. Please refer to the most recent Health & Safety Protocols located on the SIS resource board for updated information.

Any students with active COVID symptoms or who have tested positive for COVID are required to contact the Health Center for further instruction.

Emergency Care. The Health Center provides basic first aid and medical care using nursing protocols approved by our physician consultant. Emergency treatment and/or advanced medical care is provided by Pomona Valley Health Center Urgent Care in Claremont or La Verne, or at the most accessible hospital emergency room when deemed necessary. The Webb Schools Health Center also has contacts within the area for specialty medical care. The Webb Schools and the Health Center do not cover the cost of outside medical care. All students are required

to have current US-based health insurance. Parents are required to notify the Health Center in writing of any changes to their health insurance and should regularly update medical information housed in the student's Magnus Health account. International students without current US health insurance are enrolled in United Healthcare Student Resources Insurance Plan. Cost for this insurance is billed directly to the student account. Contact the Health Center for further information.

Treatments, Lab Fees and Medical Equipment. Most of the medical care provided by the Health Center is at no additional cost. Selected treatments, lab tests and supportive equipment may warrant a fee.

Physician Services. Dr. Carlos Baez is the medical director on consultation for The Webb Schools Health Center. The Health Center has a physician assistant (PA) on staff who is able to manage common ailments that do not require extensive workup, imaging, or procedures. Students may schedule appointments directly with the PA or through Health Center staff.

School Absences. Please help keep the health of our community well and do not attend school if you are actively ill. Students who have been ill for two or more academic periods during the academic day may not participate in afternoon activities, evening activities and/or weekend activities, as determined by Health Center staff. Any student who has a fever will be asked to return only when they are fever free for 24 hours without medication. To support immune health, students are encouraged to get adequate rest and are urged not to sleep in the Health Center during the day in order to promote healthy sleep patterns.

All students who have missed school due to illness must be cleared by the Health Center before returning to school.

Boarding Students. Boarding students who are ill in the morning should arrive in the Health Center by 8:15 a.m., or throughout the day as symptoms arise. A nursing assessment will determine if the student should remain in the Health Center or can attend class or activities. Students who are ill longer than 24 hours may be sent home or put in the care of their emergency host until well.

Day Students. Day students who are ill should remain at home. Contact the attendance coordinator at (909) 447-7078 to report a school absence. Absences must be reported daily. Day students who become ill during the school day should report to the Health Center for release. Parents will be contacted by Health Center staff.

Interscholastic/Intramural Sports Excuses. Students are encouraged to participate in all activities unless ill. Students who miss more than two

academic periods may not participate in afternoon activities, sports or practices and will be encouraged to rest during this time.

Injuries and Afternoon Activities. Students who cannot play sports for health reasons are placed on the "No Play List." If a student has sustained an injury and cannot attend afternoon activities, please contact the Health Center. We request health care provider notes regarding injuries and for clearance to return to activities. Students remain a part of the team and are expected to attend afternoon activities unless the injury is prohibitive. In this case, students will work with the athletic trainer or rest in the Health Center. The Health Center can assist students with rides on campus due to injuries if needed.

Concussions. While infrequent, concussions can occur. Please contact the Health Center for assistance should your child sustain a concussion. The Webb Schools works with a medical provider who is an expert on concussion support. All students who sustain a concussion must have a medical clearance written by a health care provider to return to sports and the academic school day. The Health Center works in association with the schools' athletic trainer to monitor and ensure the student can progress to a return-to-play state following a concussion.

Medical Pass. A medical pass will be issued to boarding students by the Health Center in the event of an illness or emergency that requires the student to be off campus overnight. Students are expected to place the medical pass on their dorm room door when they leave. When they return to campus, students are to check in with the Health Center and return the pass to the Health Center. If the student returns when the Health Center is closed, they must check in with security and the administrator on duty. The student must also contact the Health Center's after-hours line and leave a message indicating they have returned to campus. Medical passes are not issued for non-health related reasons. More extensive health leaves will be coordinated by the director of wellness.

Medical Appointments.

Boarding Students. Please work with the Health Center staff when scheduling medical appointments to ensure transportation services are available. Transportation assistance may not be available when parents schedule appointments independently. Medical transportation services are provided for a fee and are billed to the student account. Routine medical transportation services are only available Monday-Friday from 8 a.m. to 5:30 p.m. and are not available on the weekends. Transportation services are only for local contacts within the surrounding area of Claremont or a 15-mile radius. Missed medical appointments may be subjected to collection of a driving fee.

Day Students. Parents must call the Health Center if a student is going to be absent for a medical appointment during the school day. Parents should arrange for routine medical, dental, or other health appointments during the weekends or on school vacations to limit academic interruptions. The Health Center does not provide transportation services for day students for non-emergency medical reasons.

Medication. Students should not bring any medication to school or have it in their rooms. This includes both prescription and nonprescription medication, including Tylenol, Advil, vitamins, dietary supplements or cold remedies. Students requesting to use protein powder supplements should refer to the policy on the “Usage of Fitness Dietary Supplements” located in the Magnus Health portal. Selected medications approved by the Health Center may be allowed to be housed in student rooms for self-administration. These medications can include inhalers, Epi Pens, topical acne preparations and allergy medications.

The Health Center cannot dispense any medication from outside of the U.S., nor can we accept homeopathic or alternative medications without a U.S. based provider’s medication authorization form. All medication must be labeled in English and prescribed by a U.S. provider. Medication must come in the original bottle with clear instructions that match the authorization as prescribed. We will refer any student to a local provider for medication or medical management of a health condition while at Webb. Unless approved and dispensed by Health Center nursing staff, students are not allowed to keep controlled substances on their person or in their rooms. Controlled substances are dispensed by nursing staff or designated Webb faculty or staff only and are stored at the Health Center. Secure prescriptions for controlled substances should be sent directly to the Health Center. Webb uses Hendricks Pharmacy of Claremont for medication refills and delivery. Pharmacy charges and copayments will be charged to the student account. All medications that have expired, or are left after the last day of the school year are disposed. Students may not store medications in the Health Center for the upcoming school year.

Counseling Services. The Webb Schools offer short-term confidential counseling services. The Health Center is staffed by mental health counselors and uses local professionals on an as-needed basis. When families or students determine there is a need for longer-term counseling, counselors will refer to a therapist or psychiatrist in the local community. Parents or guardians bear the cost of outside services. Health Center staff will assist with arrangements for transportation to off-campus counseling for in person appointments. Students should report telehealth appointment schedules to Health Center staff to

account for attendance, and ensure continuity of care, access to private spaces and safety for all.

Confidentiality and Health Information. All information shared between students and health care providers (including counselors and nurses) is private and treated confidentially within the limits of safety and the law. All health records are maintained in the Health Center in compliance with HIPAA requirements. Selected health information may be shared with coaches, advisors, teaching and dorm staff in cases of emergency or when educational, social or emotional support requires disclosure. Parents should contact the director of wellness for questions regarding confidentiality.

Sexual Health Services. California law gives minors ages 12 and up the legal right to seek reproductive and contraceptive services without parental permission. The Webb Schools are required to provide confidential and medically sound reproductive services for students seeking medical providers within the community.

Substance Use Policy. Students who are concerned about their own or a friend’s drug or alcohol use are encouraged to seek confidential help from any member of the Health Center staff. Health Center nursing and counseling will help the student understand the various aspects of student support and intervention that are available to them, as well as ensuring students are familiar with the disciplinary consequences for substance use. The goal of this support is to ensure that students are safe and healthy and have access to resources for their education and well-being.

Physicals. The Webb Schools require every student to have a yearly physical exam done after March 1 for the upcoming school year. Students who cannot show evidence of a current physical may not be in school. The California Interscholastic Federation (CIF) imposes the same requirement of student athletes prior to participation in any type of sports activity. The Webb Schools Health Center does not offer physicals on site. Parents should contact the Health Center for assistance if they are struggling to meet this requirement.

Immunizations/Tuberculosis Screening. All students must meet the California State Immunization requirements and must be screened for Tuberculosis. Students are also required to have proof that they are up-to-date on their COVID-19 vaccine or have an approved medical exemption on file. Students who do not meet current requirements cannot be in school. Arrangements will be made for boarding students who do not meet immunization requirements to obtain the necessary vaccinations. Students may be admitted if they are undergoing

immunizations on a series basis. The Health Center will work with any boarding students “on series” to ensure completion of the vaccination. Fees will be billed to the student account for this service.

Flu Shots. Seasonal flu shots are offered in the fall. The cost is charged to the student account. Registration for flu shots is scheduled online through Magnus Health during the summer. Parents receive notification if a student refuses or “no shows” when the flu shots are offered on campus. The Health Center has a limited number of flu vaccines available.

Allergy Shots. Allergy shots are not provided at the Health Center. Arrangements can be made for this service through a local allergy specialist.

Driving Responsibilities and Transportation

Driving To and From Campus. Driving to and from campus is a privilege extended to properly licensed day students. Day students who drive to campus must have a copy of their driver’s license and driving permission form on file with the schools. Drivers are required to register with Webb each car which could be driven to campus and attach the proper parking permit as issued. **This permit must be displayed whenever a student is driving or parked on school grounds. Juniors and seniors are given priority to receive permits.**

Student parking is only permitted in the lower lot, adjacent to the Chandler Field tennis courts unless otherwise directed by security. Students are never permitted to pick up other students in the turnaround or drive through the interior of campus. They may only park in designated student parking spaces; only faculty and seniors are allowed to park in the upper lot adjacent to the Chandler Field tennis courts. Once parked, students should return to their cars only for dropping off books or picking up athletic gear in the period between the end of classes and the beginning of afternoon activities.

Students may not loiter in their cars or in the parking lot and are required to leave campus by 9 p.m. during the academic week or 10:45 p.m. on Friday and Saturday evenings. Violations of driving regulations will readily result in suspension of privileges.

Boarding students may not keep cars on campus or in nearby towns. No boarding students may drive a car on to or off campus unless with an adult from the student’s immediate family or sponsor. The Deans of Students Office may make exceptions for boarding students who are temporarily commuting to Webb.

A boarding student may travel with an adult, 21 or older, or a relative, only after specific written permission from the student’s parents has

been received by the dean of students. Juniors and seniors may also drive with other juniors and seniors if they meet the driving conditions as prescribed by the California Department of Motor Vehicles and have the appropriate permission on file. Day students, like boarding students, are responsible for observing this regulation.

Transportation and COVID-19. Boarding students who wish to use taxis or other third party providers to travel off- campus shall have transportation permissions from their parents on file. Webb reserves the right to limit the use of these forms of transportation throughout the year in order to limit COVID-19 exposure to the community. In addition, parents should recognize the additional risk the virus presents in granting these permissions, both in terms of the travel itself and the potential for contact off campus. Parents who wish to change their student’s permissions may contact the Deans of Students Office in writing at any point during the year.

Taxis. Written permission to ride in taxis must be given by parents and be on file in the Deans of Students Office. Parents may choose to withhold permission for a student to use a taxi, permit students to ride in a taxi with one or more Webb students traveling to the same location, or permit a student to ride alone. The schools reserve the right to withhold permission to use a taxi when there are concerns about student safety. Freshmen are never permitted to ride alone in taxis. All taxi rides should be 15 minutes or less and are limited to a 10-mile radius around campus.

Uber, Lyft and Rideshares. Students may use Uber/Lyft/Rideshares if they meet following three criteria: 1) They are a senior; 2) They are 18; 3) They have the appropriate permissions on file. Additionally, no student under the age of 18 may use Uber/Lyft/Rideshares even if a student who is 18 contracts for the ride. There will be no exceptions to this rule. Rideshare rides should be 15 minutes or less and are limited to a 10-mile radius around campus.

HopSkipDrive. HopSkipDrive is a ride service for students designed to help parents with their student’s transportation needs. All students are allowed to use this service if the parents create the account and organize the ride. We encourage parents to review the HopSkipDrive website to ensure this service meets your requirements. Please note: HopSkipDrive is not affiliated nor endorsed by The Webb Schools. For additional information, please visit the website at <https://www.hopskipdrive.com>. Please note that the schools’ restrictions on freshmen traveling alone still applies.

Bicycles. Cycling is a popular activity at Webb and in the Claremont area. Bicycles must be equipped with the proper reflectors, lights and horn and bicyclists are required to wear helmets both on and off-campus

as required by local laws. Bicycle racks are located at the dormitories; however, bicycles may not be kept in dormitories unless a specific area has been designated by the dorm head. Bicycles must be locked when not in use. Electric bicycles are not permitted on campus.

Mopeds, Skateboards, Scooters and Rollerblades. Boarding students may not ride mopeds; day students who ride mopeds must observe all car rules. Students are required to wear helmets and appropriate protective gear. In the interest of safety and to minimize destructive wear and tear, use of bicycles, hover boards, electric skateboards, skateboards, scooters, and rollerblades is not permitted in the busy Plaza and Quad areas of the lower campus.

General School Safety

Parents and Other Visitors to Campus

Due to current health guidelines, campus access is restricted and all visitors must enter through the front gate. Please refer to the most recent Health & Safety Protocols located on the SIS resource board for updated information.

The Webb Schools endeavor to maintain a campus where students and resident faculty and staff can feel safe and secure. Webb is not an open campus, but is private school grounds closed to the general public. Unauthorized visitors are not allowed. Creating a safe, pleasant and secure school neighborhood is the responsibility of all members of the Webb community.

Visitors, **including parents and family members**, are allowed on campus only at prescribed times. Parents are asked to utilize the visitor parking lot at the turnaround. When picking up students, parents should arrange to meet their student at the Welcome Center. Deliveries for students may be left at the Welcome Center during non-visiting hours.

All school roads are fire roads, designated as such by local authorities, and parents may not jeopardize the safety of our campus and its residents by parking illegally.

Day students are welcome on campus during designated hours only, with the understanding that when on campus the same expectations and regulations apply to them as apply to boarding students.

Our campus is closed to strangers; unattended individuals are not welcome and will be asked to leave and reported to the police if necessary.

Campus Safety Procedures

Good general preparedness always consists of keeping a 24-hour emergency preparedness kit available in one's dorm room.

Mandatory Items*	Grab and Add @ Evacuation	Optional
Change of Clothes	Prescribed Medication(s)	Snacks
Underwear	Passport	Book
Socks	School ID	Cards
T-shirt	Phone	
Shorts/pants	Charger	
Long sleeve/Hoody	Wallet/Cash	
Important Contact	Water Bottle	
Numbers Written	Toiletries	
Down	Sleeping Bag and Pillow	
<i>*These items are in your Go Bag at all times!!!</i>		

In addition, students should refer to the most recent Health & Safety Protocols located on the SIS resource board for updated guidelines related to COVID-19.

Minor Event. If the emergency is localized and contained, students should follow the instructions of the adult (faculty member, dorm head, coach, administrator) they are with and proceed to a safe assembly area away from the event. Remain in the assembly area until dismissal by a faculty member.

Major Event: Evacuation Plan. Should a major event threaten all or a significant portion of the campus, all students will carefully and quietly exit their present locations and proceed cautiously to the south end of Chandler Field. Students will assemble by school and grade level. Faculty members and emergency officers will take roll and give further instructions. The schools have a carefully developed and practiced emergency plan to assure student safety. Whether the situation is a drill or an actual event, absolute cooperation is always necessary and expected. Each student must have a local emergency contact on file with the Deans of Students Office in the event that students cannot reside on campus for an extended period of time.

Possible Events

Fire. The area around The Webb Schools is a fire hazard area during dry seasons. Safety and preparedness are of utmost importance. Rules regarding fire safety are strictly enforced. Tampering with fire safety equipment, alarms, and extinguishers is dangerous and

absolutely prohibited. To ensure fire safety, occasional fire drills are conducted. Any sounding of the fire alarm, whether for a drill or in an actual emergency, must receive immediate and serious response and cooperation from all students. When the fire alarm sounds, students in the dorms or any school buildings should evacuate the facilities immediately. If the following may be safely done, students should:

- Close room windows.
- Turn off the lights.
- Close the door.
- Check the rooms on either side for students who may not have heard the alarm.

Earthquake. Southern California is seismically active. Earthquake drills, and an actual earthquake, are treated as major events. Remember to Drop, Cover, and Hold On!

- Stay calm.
- Do not run. Remain where you are.
- Take note of your surroundings and be alert for falling objects.
 - If indoors, stay indoors. Take cover under sturdy furniture such as a desk, or against inside walls facing away from windows.
 - If outside, stay in the open, away from buildings and utility wires.
- Stay away from windows, glass, outside walls, bookshelves, file cabinets, or anything that might topple over.
- Stay quiet and listen for instructions.
- If in a moving car, stop as quickly as safety permits, but stay in the vehicle. When driving is resumed, watch for hazards such as fallen objects, downed electrical wires, or broken or undermined roadways.

After the earthquake ends:

- Remain calm and quiet.
- Be prepared for aftershocks.
- Listen for instructions.
- Walk — do not run. Watch for falling or fallen debris; move carefully to Chandler Field where roll will be taken. During the daytime, form by class, and at night, by dorm group.
- Avoid touching fallen electrical wires.
- Do not turn on a light switch or light a match.
- Stay out of damaged areas.
- Do not use telephones.

Active Shooter. Active shooter situations are unpredictable and evolve quickly. Students will receive training on this protocol during the school year, which includes the following.

- Quickly determine the most reasonable way to protect your own life; follow the lead of teachers/adults.
- If there is an accessible escape path, RUN (evacuate the premises). Remember to have an escape route and know your available exits. Have a plan in mind and leave all your belongings behind. Help others if possible, including keeping others from moving toward an area where the shooter may be. Take care of yourself first, but help wounded people if possible.
- Call 911 when you are safe. Provide as much information as possible, but if you are unable to speak, leave the line open for police dispatch to listen.
- If evacuation is not possible, find a place to HIDE. Your hiding place should be out of the active shooter's view, provide protection if bullets are fired in your direction, but not trap you or restrict options for moving. If possible, lock and barricade doors and windows, close blinds, turn off lights, silence cell phones and other electronics, and remain quiet.
- As a last resort, when running or hiding are not options, take action against the active shooter — FIGHT. Fight aggressively and work as a team against the shooter, if possible.
- When law enforcement arrives, remain calm and follow the officers' instructions. When leaving the area, keep your hands above your head (put down any items you are holding) and visible at all times. Avoid making quick movements; avoid pointing or yelling.
- Once you have reached a safe location or assembly point, do not leave the area until instructed to do so by law enforcement.

Although they have high-visibility when these events occur, campus shooter situations are unlikely. It is important to be aware of the protocols described above, and always to be aware of your environment and any possible dangers. If you have concerns, and would like more information on safety procedures, please contact your advisor, dorm head, dean or the director of security and special operations.

Wildlife Safety — bears, mountain lions, snakes. The Webb Schools are fortunate to have a campus accessible to nature; however, community members must be mindful of the various hazards that exist in the wilderness areas adjacent to campus. Black bears, mountain lions, coyotes, bobcats, and rattlesnakes all occupy the local foothills and are sometimes even seen on campus. You can help prevent the chances of coming into contact with some of these animals by reducing attractants, namely garbage. Keep the campus clean and bear-free by placing your garbage in appropriate trash receptacles.

If you come into contact with a large animal such as a black bear or mountain lion and feel threatened, **do not run**. You may trigger the animal's instinct to chase you. Instead, make yourself appear larger and less appealing. Raise your arms or open your jacket. Bears and mountain lions normally will not attack if they perceive you are a danger to it.

Rattlesnakes tend to frequent areas in which they will blend into their environment, and will rest in warm places. Be aware of your surroundings and watch where you step. If you are bitten by a rattlesnake, call 911. Keep the bitten area below your heart.

If you come into contact with any dangerous animals on campus, immediately notify an adult or Security at (909) 762-2604.

Residential Program and Student Accountability

The Webb community places a high value on safety, trust, and mutual responsibility. One of the most important responsibilities shouldered by boarding schools is knowledge at all times of their students' whereabouts. Therefore, Webb places a high priority on using a system of check-ins and passes through which students may exercise an appropriate degree of independence and mobility. At the same time, the schools are able to maintain an appropriate degree of supervisory care. Students and parents are responsible for knowing and adhering to campus boundaries, check-in and pass procedures.

Academic Week Evenings

For the 2022-23 academic year, the academic week evenings at Webb might vary depending on current health guidelines and campus access. Please refer to the most recent Health & Safety Protocols on the SIS resource board for updated information.

Dorm Check-in. The schools utilize dorm check-ins to account for the safety and well-being of students. Unless off campus on a pass or engaged in a school-sponsored activity, **all students must be present in their dorm room for dorm check-in**. The final face-to-face check-in with on-duty faculty occurs at 9 p.m. Sunday through Thursday. After this final accounting, students must remain in their dorm area for the remainder of the evening. Leaving the dorm area after the last evening check-in is a major residential violation.

Lights Out. Due to the rigorous demands placed on students at Webb, an

emphasis must be placed on living healthy lives, and numerous studies indicate that adolescents require eight hours of sleep each night. Lights out means that students must be in their own beds with the lights out and devices turned off. On school nights, the requirements are as follows:

- Freshmen have lights out at 10:30 p.m.
- Sophmores have lights out at 11 p.m.
- Juniors must be in their own rooms by 11 p.m. with lights out by 12 a.m.
- Seniors must be in their own rooms by midnight. Lights out for seniors is at the discretion of the dorm head.

Late Lights. Late lights is the permission to study in one's own room beyond the scheduled time for lights out. In order to qualify for late lights, a student must make the request for late lights to the faculty member on duty, and must demonstrate the need for extra time to complete required work. Freshmen may receive late lights permission up until 11 p.m. A student must have used available study time well in order to qualify for late lights. Late lights are rarely granted on Sunday nights.

Campus Boundaries

The main campus of The Webb Schools is comprised of the area between Baseline Road to the south, Webb Canyon Road on the west, school facilities on the northeast of campus, the fences to the north and east of Chandler Field, and the fence to the north of the football field.

Academic Day Boundaries. During the academic day, students should not be in the gymnasium, on an athletic field or in the pool, off campus, or in an empty room without a faculty member or permission from the dean of students. Students in dormitories during the academic day must follow study hour guidelines for decorum. Student and staff parking lots are out of bounds during the school day.

Evening Boundaries. During evening study hours, dormitories and certain study locations are supervised, and both boarding and day students on campus are expected to be in these locations and may not be elsewhere without permission. At the conclusion of study hours, dorm check-in and lights out provisions apply, and students are expected to return to and remain in their dormitory areas after these times.

Residential Boundaries. Due to COVID-19, there may be increased restrictions on access to dorm areas. The western, lower patio outside of the Digital Media Lab and adjacent to the Hutchison Dormitories is only intended for academic use. Students occupying this space during the

academic week or on the weekends should be granted permission from a member of the art faculty or an on-duty faculty member. The upper tennis courts are open to all students but are considered out of bounds in the evenings. Other specific boundaries may be identified by the deans of students.

See page 53 for specific description of weekend boundaries.

Passes and Sign-out Policies

For the 2022-2023 academic year, the guidelines surrounding Weekend and Overnight Passes and Signing-out Policies may vary depending on current health guidelines and campus access. Please refer to the most recent Health & Safety Protocols located on the SIS resource board for updated information.

To ensure the accountability of all students in the event of an emergency, it is necessary that both boarding and day students follow all sign-out policies and procedures. When departing campus, **students must sign out in the appropriate place and follow all appropriate boarding and transportation permissions approved by their parents or legal guardians.** Students leaving campus for athletic contests or academic day field trips are not required to sign out.

In general, students should sign out in the following places when they leave campus:

Time	Sign-out Location
Academic Day Monday-Friday between 8 a.m. and 4:30 p.m.	Hooper Community Center sign-out sheets (boarding and day students) <i>*Students should not leave campus without permission from the dean of students or dean of campus life.</i>
Weekday Evenings Sunday through Thursday after 4:30 p.m.	Hooper Community Center sign-out sheets (boarding and day students) <i>*Students should not leave campus without permission from the dean of students or dean of campus life.</i>
Weekends Friday 5:30 p.m. through Sunday 5:30 p.m.	Weekend Sign-Out Binders <ul style="list-style-type: none"> • Hooper Community Center all other times unless otherwise noted • Security – 7 to 11:30 a.m. Saturday & Sunday mornings <i>*Students should not leave campus before 7 a.m. without prior approval.</i>

It is vital that students understand that these policies are intended to be used as a safeguard when accountability becomes necessary; therefore the Deans of Students Office will monitor use, and failure to sign out or sign in will result in a serious disciplinary consequence.

Day Students. Like boarding students, day students must remain on campus from the time they arrive for their first academic class, until the conclusion of their afternoon activity, unless permission has been given by the deans or the attendance coordinator. For doctor's appointments, students must follow the Health Center procedures in the Health Center Services section of the handbook. Day students are only required to sign out when they leave for the day if it is before the conclusion of their last scheduled commitment or if they have signed in for evening study.

Dinner Pass. Students are expected to eat most meals on campus. After 5 p.m. most Tuesdays, students who have no further obligations may sign out for dinner with their parents, another student's parents, or a faculty member. Students should sign out in their dorms, and must be back on campus for evening study period by 7:30 p.m. Freshmen, sophomores, and juniors may not use a dinner pass for any purpose other than to go to dinner with their or another student's parents or a faculty member. On most Tuesdays, seniors may also take a dinner pass with Webb or Vivian Webb day students. To help students adjust to life at Webb, Tuesday dinner passes will be issued only to returning seniors during the first month of the school year.

Six-Hour Pass. On weekends, students are permitted to leave campus for a maximum of six hours by utilizing a six-hour day pass. Six-hour day passes are taken by completing an accurate entry in the Weekend Sign-Out Binder. Students using day passes are expected to go to appropriate and safe destinations and must use only approved transportation for any such activity. Students who walk or ride bikes off-campus must return before dark, and must carry a form of identification (e.g. school ID) with them. Freshmen must always leave campus in groups of two or more.

Students may take more than one pass per day as long as the total does not exceed six hours, but may also participate in a school-sponsored trip on the same day that a day pass is used.

Students may take a six-hour pass beginning at 4 p.m. Fridays provided they have met all other obligations, and subject to school-scheduled activities. They must sign out carefully and fully, use approved transportation, and be sure to return and sign in on time. Freshmen must return to campus on weekends by 10 p.m. unless on a school-sanctioned trip; all other students must return to campus on weekends

by 10:45 p.m. unless on a school-sanctioned trip. All students may sign out after 7 a.m. Saturday and Sunday, subject to school-scheduled activities. All students on campus must sign in with an adult anytime between 11:30 a.m. and 6:30 p.m. on Saturday. On Sundays, all students must be on campus and signed in by 5:30 p.m.

When the need arises, students may be granted an extended pass for special events and family occasions from their dorm head if they make their request by Wednesday evening.

Violations of the six-hour pass will result in revocation of off-campus privileges, also called campus restriction or “campusing.” When a student is “campused,” fulfillment of their campus restriction takes precedence over all activities or plans with the exception of interscholastic competitions or major school performances. When placed on campus restriction, students must remain on campus for the period of time designated and check in every hour, on the hour, with the faculty OD supervising the Weekend Sign-Out Binder.

Leaving campus without signing out at all is a more serious offense and will require that the student meet with the dean of students. In the event that a student forgets to sign out when leaving campus, the student should call security and report to an on-duty faculty member immediately upon return to campus.

Overnight Passes. Throughout the course of the year, The Webb Schools host weekends where the community comes together for various activities or celebrations. These community weekends are designed to build a sense of belonging and to enhance the overall experience of students and faculty living and working together in a boarding environment. Students are not permitted to take overnight passes on these community weekends and their six-hour passes may also be limited depending on the event. In addition, to encourage a healthy adjustment to boarding school life, the first few weekends of the school year are considered community weekends for all students.

On those weekends not designated as community weekends students may take an overnight pass, leaving school after their last commitment on Friday and returning to campus no later than 5:30 p.m. on Sunday. Failure to return to campus by 5:30 p.m. without prior approval will result in a half-day campus restriction the next weekend. Each student may take a total of twelve nights off campus throughout the year. Religious holidays and special family functions should be planned with this in mind. The timing of these weekends will be a decision made with the approval of parents and the schools. Students must submit an overnight pass to their dorm head whenever they will be away from

campus overnight, including school-sponsored trips. If a student is going to someone’s home, they must also have their parent’s permission and an invitation from the host. Standard requests for passes will not be accepted after 10 p.m. on the Wednesday prior to the weekend. All late passes must be approved by the deans of students or the administrator on duty. Without an approved pass, a student may not go off campus overnight for any reason. It is imperative that students plan ahead in order to arrange weekend activities. A weekend pass already approved may only be changed by the dean of students, the dorm head, or the administrator on duty.

Note: WEBB may restrict weekend pass destinations other than a student’s home due to COVID-19 concerns.

In order to use the pass, the student must meet any disciplinary, academic, or dorm obligations to the satisfaction of dorm heads and teachers. A weekend pass is good only for the time and destination for which it is written; when off campus, changes in plans must be approved by a call to the administrator on duty. When a student returns to campus, the pass is cancelled.

Vacation. Students are not permitted to leave for vacation before the conclusion of their last commitment on the day vacation begins. A calendar outlining vacation breaks is always posted on the resource board in the SIS. Parents should plan travel arrangements accordingly. Absences due to early departures or late returns from vacation breaks are considered unexcused and may result in both academic and disciplinary consequences.

The week before a vacation or break, students must fill out an overnight pass and submit it to their dorm head. These will be posted on student doors on the day vacation begins.

When making travel arrangements, students are to vacate the dorms according to the dorm schedule on the day vacation begins. Transportation to and from local airports may be made through the student services coordinator. Before leaving campus:

- Ensure the room is tidy
- Turn off all lights and appliances
- Empty and clean refrigerators
- Secure valuables
- Secure doors and windows
- Sign vacation passes
- Turn keycards into Security at the Welcome Center

Students must return to campus between 3 p.m. and 9 p.m. on the last

day of vacation. Students unable to return within this window of time must get prior approval. If an emergency arises on the day of travel, students must contact their dorm head or security. Upon their return, students are expected to be on campus.

Note: Students who travel during vacation breaks will be required to meet the then current requirements in place for return to campus.

Medical Pass. Medical passes are issued through the Health Center. Students are expected to place the medical pass on their dorm room door when they leave and check in with the Health Center upon their return. See the Health Center Services section for more information on medical passes.

College Pass. College visits are an important part of the college admission process. At the same time, attending classes is vital to each student's academic success. As a result, college visits should be scheduled during school vacations whenever possible. Senior students who have a compelling reason for requesting to miss a school day for a college visit must provide sufficient notice and contact all teachers before getting the pass approved. College pass request forms are available from the college guidance office. Students are required to provide strong justification for their visit, as well as proposed travel plans. Travel arrangements should not be finalized until the college pass has been approved.

Approval of a college pass is contingent upon the student's good academic standing, permission from the student's parents, the dean of college guidance, the director of studies and the dean of students. In addition, the student is expected to notify each teacher of the pending visit, to submit all assignments and to make arrangements for any tests, quizzes or graded work prior to departure.

Students should expect to miss no more than three school days in a year for college visits. Students should keep in mind that a college pass is a privilege, and not a right.

College pass requests should not be made for the purpose of extending school vacations or creating long weekends. Students should not expect to make college visits during critical academic periods, such as the weeks prior to end-of-term finals or AP exams. In addition, students should avoid creating conflicts with fine arts performances/rehearsals or with athletic contests. Unauthorized college visits count as unexcused absences, resulting in both academic and disciplinary consequences.

Guest Overnight Pass & Visitor Permission for School Events. When necessary, the deans of students may restrict overnight guests or off-campus visitors for school events.

Students may not attend local high school dances on a day pass without permission from the dean of students. Students who have weekend passes and attend area dances should remember that they represent the schools.

Student Programs

Advising Program

While all students will come to know many members of the faculty and staff, each student is assigned a faculty advisor with whom the student can discuss matters of concern – academic or otherwise. Each advising group meets formally once a week and has an opportunity to connect daily during chapel and class meeting blocks. It is hoped that constructive, trusting relationships will develop between the student and their advisor, and that the groups will become centers of mutual support, interest and activity. Through individual and group support, our advisory program helps students to progress from learning (ninth grade) to practicing (10th grade) to living (11th grade), and finally to loving and leaving behind (12th grade) in the following mission-centered areas:

Advising Pillars

Pillar 1: Learning and Living at Webb

Defined by learning what the tasks each year at Webb entail and how to navigate them. Learning Webb's core values and how to embody them.

Pillar 2: Self-Assessment and Self-Advocacy

Defined by students identifying how they can, should and might do their best work and feeling a sense of self-worth and empowerment. Skills include self-identity, accessing support and mentorship and setting individual goals.

Pillar 3: Connections

Defined by feeling a sense of identity and belonging and wanting to maintain, enrich and promote that experience within the community.

Pillar 4: Empathy and Reflection

Defined by the creation and nurturing of empathy and mindfulness in decision making.

Role of an advisor. The advisor is the faculty or staff member who is most familiar with an advisee's progress, concerns and needs and is the primary contact between a parent and the schools. The responsibilities of an advisor include supervising the student's academic progress, representing the student in faculty discussions, advising the student on personal or social questions or problems, discussing disciplinary situations when necessary, and communicating with the advisee's parents periodically throughout the year.

Weekend Program

Webb is a busy place on the weekends, when students can go on runs to local shops and eateries, have fun with their friends at on-campus events, experience the outdoors on excursions to the beach and mountains, and get a taste of Los Angeles on trips to museums and cultural hubs. In addition to the activities planned by our weekend duty team of ODS, each weekend will typically include a host of activities created and led by student leadership groups and clubs. All of these can be found on the SIS Clubs & Social Calendar. Larger events, such as Webb Day or Prom, are featured on the SIS Webb All-Schools Calendar. All weekend offerings are published weekly through the Student News Group on Outlook. Students sign up in advance by following the included link with each activity. Students are encouraged to plan their weekends with a balanced approach – some academic work, healthy outdoor activities and relaxing time with friends and family.

Weekend Check-in. Unless off campus on a pass, all boarding students on campus are required to be present for weekend check-in.

On weekends, the requirements are as follows:

- Evening check-in for all students is at 11 p.m. Students are required to be in their own room or doorway for check-in.
- The last evening check-in signifies that the student is checked in for the evening. Leaving the dorm area after 11 p.m., is a major residential violation.
- In-room/lights out on the weekend is at 1 a.m. Students must be in their own room with the lights out by 1 a.m.

A student that returns late to campus after 10:45 p.m. without permission, or is late to 11 p.m. check-in, will be assigned a half-day campus restriction the following weekend day.

Saturday Check-in. All boarding students on campus must sign in on the Saturday Check-in Sheet between the hours of 11:30 a.m. and 6:30 p.m. Students off-campus on a pass or engaged in a school-sponsored activity are exempt from this responsibility. Students absent from Saturday check-in are assigned an evening work crew.

Weekend Boundaries. On the weekends, the relaxed atmosphere of the campus allows for students to use any supervised area of campus. Athletic fields, campus buildings and classrooms may only be used during an approved or faculty-sponsored activity. Students must follow proper sign out procedures if hiking in the foothills or exercising on the Thompson Creek Trail. After sunset, all activity is limited to the lit, central academic and residential core of the campus, as fields, athletic areas, and non-academic and non-residential buildings are considered out of bounds. Residential restrictions remain and boarding students may only be in their assigned dorm.

Athletics and the Afternoon Program

The full educational program of The Webb Schools extends to a three-season afternoon program of co-curricular activities which include interscholastic sports, drama productions, museum work, and other varied programs. These programs are organized on a trimester basis and offer purposeful structure and social and physical growth that is a mandatory requirement of all students and a part of each student's day. Prior to the school year, students select their sport or activity for each season. Changes to a student's afternoon activity are not permitted after the first two weeks of the season without the permission of the athletic director. As in all things, students are expected to make a serious commitment to these afternoon activities, striving to do their best.

Athletic Requirement. Team sports and athletic competition are important to the life of The Webb Schools. All students are required to participate each year in at least one interscholastic sports team or the dance show. Ongoing participation in one or more sports is strongly encouraged.

Exemptions. Students who have demonstrable interest and skill in an athletic or extracurricular activity not offered by The Webb Schools, or students who may want to further develop their skill at an elite level, may apply for an afternoon activity exemption from the athletics office in advance of the upcoming season. Exemptions are granted on a very limited basis. To have a petition considered, a student must demonstrate sustained interest (i.e. club level play, national ranking) and a proven record of good citizenship and academic standing, and must provide their own transportation.

Away Trips. The Webb Schools maintain a strict policy that members of teams playing contests away from campus may not drive cars to the site of the off-campus contest. All members of each team must travel to the away contest together in school-authorized transportation.

Student Leadership Program

Leadership training and experience are important features of the educational program of The Webb Schools. The schools provide the preparation, training, and support through which students learn the principles and practices of effective and honorable leadership.

Over its history, The Webb Schools have developed and refined several student leadership roles. In addition, all seniors are considered to be role models and leaders. Each student leadership position incorporates significant and specific practical responsibilities that make a real difference in the life of the school community.

Leadership Mission Statement. Founded on the values of honor, trust, and community, the core of Webb's mission is leadership development: cultivating new generations of leaders who are empowered to transform their communities and their world in meaningful, positive ways. We strive to create a sense of understanding and compassion for others, and the courage to act on these ideals. Our vision of leadership is based on stewardship of our community. As stewards, we are connected to both the past and the future through our service and sacrifice for the common good. We believe it is the duty of our leaders to be positive role models in the community and accountable to one another. We strive for humility and hard work in the face of adversity, empathy for different perspectives and the desire to continually learn.

Webb offers many opportunities for students to develop as leaders, both formally and informally. Find here outlined some of the opportunities to consider exploring.

Major Leadership Positions. Honor Cabinet/Committee Members, Prefects, International Student Liaisons, Peer Advisors, and Student Government Officers are major commitments at Webb. Each of these roles entails significant work in support of the community. As such, no student can hold more than one of these leadership positions simultaneously.

VWS Honor Cabinet/WSC Honor Committee

Members of the VWS Honor Cabinet and WSC Honor Committee educate and inform the school community and its individual members about the nature and function of the honor code. Both work to

encourage in all students the highest standards of personal integrity. When violations of the honor code occur, the Honor Cabinet and Honor Committee convene to hear such cases and to recommend appropriate responses and follow-up actions.

VWS and WSC Prefects

VWS and WSC Prefects are the student leaders in the dorms. Through their work with dorm heads and the deans of students, prefects foster a sense of community within the dorms, plan and implement dorm-related activities, perform nightly checks, implement residential policies, and dorm clean-up and beautification activities. The dormitory council for each school is composed of the dean of students, dorm heads, and prefects. The purpose of the dorm council is to enhance boarding life through improving living conditions, sponsoring special activities, communicating issues and coordinating responses with other constituencies in the Webb community. Day Student Prefects in both WSC and VWS complement the work of the Prefects, helping to bridge the day and boarding experience and providing special support and programming for day students.

International Student Liaisons

Webb is honored to have students from approximately nineteen countries around the world. International Student Liaisons play a critical role in helping to welcome and celebrate our international students. They help plan and execute orientation programs, identify and present solutions to challenges international students face at Webb, and serve as intermediaries between faculty and students by communicating concerns or difficulties international students are facing. ISLs also work closely with the dorm council to help support international students in the residential program.

Peer Advisors

A Peer Advisor serves as a student advisor to new students. Peer Advisors are responsible for introducing new members into the Webb community and leading freshmen through their first year during Freshman Seminar as student teachers. The Peer Advisor serves as a mentor to new students so that each new student has an automatic connection to the community. They make the first impression to new students by facilitating a group of students through the New Student Orientation Program and following their group members throughout the year, leading group discussions around a variety of health, well-being and Webb-related topics. Through their role as student teachers, Peer Advisors are assigned a class of freshmen, and attend wellness

classes throughout the year. Supporting the teachers of wellness and leading class discussions, students begin the year as participants and end the year as full instructors. The ultimate goal of the Peer Advising program is to support student health and wellness through a process of direct peer mentoring.

Webb Student Government (Executives/Class Officers/Commissioner Board)

The Student Government develops activities, initiatives, and policies on behalf of its student constituents and the schools while fostering constructive communication among students, faculty, and administration. Additionally, Student Government is responsible for encouraging positive school spirit. Students are elected to the positions of class presidents and vice presidents, and to the executive offices of presidents and vice presidents, through a process of application and speeches, followed by a student vote. Other officers may be placed in their positions by appointment. In addition to serving as members of the Student Government, class officers also lead their classes, hold regular class meetings, address issues of importance to the class, and organize class activities.

Specialized Leadership Positions. Webb students play a critical role as leaders in a variety of programs on campus, from chapel council to our Admission program, from the student newspaper and beyond. These year-long positions are open to all sophomores, juniors and seniors regardless of other leadership positions.

Empowering Student Voices Initiative (ESVI)

ESVI works toward advancing diversity, equity and inclusion and equipping students with skills to make positive change in the greater world beyond Webb. ESVI may plan events with Admission, alumni and parents; facilitate activities with faculty and staff; and present to administration and the Board of Trustees. The group will also host meetings that are open to all students, faculty and staff. Because creating a community of belonging is a shared endeavor, ESVI partners with other student leadership groups and affinity groups by meeting regularly to exchange insight, raise concerns about issues of identity and equity and plan events to promote inclusion. In addition, each major leadership group appoints a representative to meet with ESVI monthly.

Admission Fellows

Fellows not only give tours to prospective families, but are often called upon to tour members of our Board of Trustees, visiting heads of schools, alumni and teaching candidates. Fellows assist in the

training of new Admission Ambassadors and play a significant role in the execution of admission events including our Parent Information Night, Discover Webb Day, Revisit Day and other events as necessary throughout the school year. Given the classroom commitments required of both, students are discouraged from serving as both a Peer Advisor and an Admission Fellow.

Chapel Council

The Chapel Council organizes and leads Webb's non-denominational chapel programs and services, an important tradition. Chapel Council helps plan for speakers from both within and outside of the Webb community for Sunday Chapel with an eye toward creating a relevant and meaningful experience for the community.

The Webb Canyon Chronicle

Student journalists may apply to be editors for The Webb Canyon Chronicle, the schools' news publication. In addition to editors-in-chief, students fill the role of section and format editors.

Leading in the Day to Day. There are many opportunities for Webb students to lead outside of year-long formal leadership roles. In the arts, stage managers are charged with leading a performance project, section leaders guide the development of fellow musicians, and arts committee helps to plan arts café and other art-centered events on campus. In athletics, team captains support their teams for the season. Founding a club is a terrific opportunity to try out leadership in an area of special interest. Students should be sure to read the Student News group where possibilities to play a lead role in a community effort appear all the time – recent examples include student representatives on the Transgender Guidelines Task Force and the planning committee for the Martin Luther King, Jr. Assembly.

Webb Student Leadership and Club Social Media Accounts. Webb Student Leadership groups and extracurricular clubs often use social media to connect with and share information with members of the Webb community. All social media accounts that are associated with a Webb leadership group or club must be approved by the faculty advisor to the leadership group or club and the deans of students or dean of campus life. Faculty advisors are charged with monitoring the accounts to ensure students in charge of the group's or club's social media are posting under established guidelines including Webb's Technology Acceptable Use Policy. See page 31 for details. All posts are viewed as representations of The Webb Schools and will be removed immediately if they are not in keeping with Webb's community norms.

The Chapel Program

The Vivian Webb Chapel was constructed by the founding headmaster, Thompson Webb, in honor of his wife. There one can find plaques and stained glass windows which honor outstanding personalities and events in the schools' history, including memorials to Webb School of California's war dead. The chapel is a solemn place of reflection. Students are expected to maintain a respectful atmosphere in the chapel.

Weekday Chapel. Vivian Webb School and Webb School of California meet for chapel to sing together, to hear music and to listen to speakers. One of Webb's cherished traditions is the Senior Chapel Talk, and most members of the senior class accept the privilege of delivering a meaningful address to the members of their school.

Sunday Chapel. The boarding community gathers for Sunday Chapel once per month. All boarding students and day students who are on campus are required to attend Sunday Chapel. Student dress for Sunday Chapel is the school uniform. The chapel programs and services, which are non-denominational and which feature speakers from both within and outside of the Webb community, are organized and led by the Chapel Council, headed by the dean of campus life.

The Trips Program

The Webb Schools offer optional domestic and international trips during school breaks as an extension of our academic program. Our goal with these trips is to provide student travelers with defining experiences that help them expand their world views. Our trips promote unbounded thinking, global fluency, and global citizenship through field study, cultural exploration, language immersion and community service. The trips program is presented at Parents Weekend. Information about possible fall break trips will be sent to parents along with the deans' letter in the summer.

Representing Webb on a trip is a privilege, and as such, participation will require students to be in good academic and disciplinary standing. While on a trip, students must abide by the rules as outlined in this handbook along with any trip-specific rules established by the trip leaders.

Community Norms

Whether on campus or off campus, Webb expects all of its members to abide by community norms. These include those outlined here and guidelines set out in the most recent Health & Safety Protocols.

Guidelines for Faculty/Staff/Student Communication & Interaction

One of the hallmarks of a Webb education is the close relationships students build with each other and with adults in our community. At the heart of these relationships is the belief that all students and adults must be treated with dignity, respect, sensitivity and fairness. Healthy boundaries help to maintain the trust that is the framework within which teachers can help guide students in their education and their lives. Adults at Webb must help to set limits with students and follow these guidelines. This document aims to ensure that such relationships are healthy by articulating shared guidelines for student and adult interactions in our community.

Appropriate Communication. Good communication between students and Webb employees is paramount. We want students to seek academic support from their teachers, request advice or share a story about their day with their advisors, and in general to feel comfortable reaching out to Webb faculty and staff for guidance. In all of these interactions, Webb employees must set appropriate boundaries with students, including being mindful about sharing private matters with students and using age appropriate language.

Utilizing Webb systems such as school email or Canvas to communicate with students should always be the first choice for non in-person conversations. Given the nature of our residential community, faculty, staff and students often communicate via text messages using personal cell phones. While this is permitted, both parties should be thoughtful and clear in their use of this technology. Individual texting must only be used for time-sensitive exchanges, not as a replacement for email or in-person communications, and should be professional in content and tone.

Examples of inappropriate communication

- Friending or connecting in any way with students through personal social media accounts
- Corresponding with students using a personal email account
- Communicating with individual students by text on matters that are not time sensitive

Appropriate Interaction, especially outside of the academic day.

Students and faculty/staff relationships at Webb go beyond the academic day, and faculty may host students at their homes for movie viewings or extra study labs or take them off-campus for social events. Webb believes that these interactions help to build close faculty-student relationships,

leading to a richer educational experience in the classroom, as well as create the feeling of a home away from home for students.

In general, student interactions with adults should be “readily interruptible and observable. This means that students interacting with an adult are or could be within hearing or visual range of another adult and/or other students generally.” Faculty may only enter student dorm rooms for check-ins, room checks, advisor-advisee communications, and other security and maintenance checks. They should never be in a closed dorm room with a student and may not host a student alone in their home.

When Webb employees do take students off campus, they are advised to use Webb vehicles for transporting students for insurance purposes, though they may use their personal cars. Webb employees are encouraged not to drive with one student alone off-campus. There are exceptions to this guideline. For example, health center drivers taking a student to a medical appointment or advisors taking a student to coffee. In these cases, faculty must let other adults on campus know when they leave, where they are going, and when they have returned.

Whether on or off campus, faculty should always follow the highest standard of behavior when around Webb students.

Examples of inappropriate interaction

- Meeting with a student alone in a faculty on-campus or off-campus home
- Meeting with a student alone in the student’s dorm room with the door shut
- Arranging to meet with a student alone in any place on campus that is isolated
- Hosting a student overnight at a faculty home without the written permission of the dean of students
- Engaging in the use of, or being under the influence of, alcohol or drugs in the presence of students
- Arranging to meet students off-campus during school breaks without the written permission of the dean of students.

Appropriate Physical Contact. Webb students and employees forge close relationships as most students live here on campus, away from their families. While current social distancing guidelines preclude physical interaction, in general at Webb casual hugs and pats on the back are typical. Likewise, nurses or dorm faculty may touch a student to ascertain if they have a fever or inspect an injury. In some sports, physical contact may be part of the coaching process.

Adults and students are encouraged to ask for consent before giving a hug to another adult or student.

Examples of inappropriate physical contact

- Overly intimate or lengthy hugs
- Any contact that is sexual or may be interpreted as sexual
- Any physical discipline

Counselors & Nurses. Given the need for access and privacy in student-counselor and student-nurse relationships, Webb recognizes that school counselors and nurses follow separate professional guidelines and that many of the restrictions outlined here are not in keeping with the requirements of their role with students.

Child Care. Webb students who are interested in providing child care for Webb faculty and staff should register with the dean of students, who will verify parental permission. Webb faculty and students agree to California minimum wage as compensation for child care. Webb faculty agree to inform the Deans of Students Office when Webb students provide child care, including the name of the student, the date and times. Webb faculty should not excuse students from Webb commitments or make students late to check-in due to child care commitments.

Reporting. If any student or Webb employee sees interactions between adults and students that do not follow these community boundaries, they must report this immediately. Webb does not tolerate sexual misconduct and abuse, and Webb forbids retaliation against anyone who reports a violation of these community boundaries in good faith. Reports can be made to any of the following: one of the counselors, the director of human resources, a senior administrator or the head of schools. Reports can also be made anonymously through the schools’ reporting service, online at www.lighthouse-services.com/webb, by telephone at 833-430-0007 (Spanish speaking at 800-216-1288), or via email to reports@lighthouseservices.com.

Civility and Comportment

Community Dinner Expectations.

The general goal of community dinner is to provide a proper family-style meal, characterized by mature conversation, good manners and courteous behavior.

Some specific guidelines:

1. Attendance at community dinner is required, as outlined on p. 26. Roll is taken.
2. Students are expected to be punctual. All practices should finish in time to allow students to shower and change.
3. Students should sit at assigned tables.

4. All students should dress appropriately (see guidelines below)
5. Students should stand at their places before grace. No one eats until grace is said and everyone has been served by the faculty member who leads the table. Students should pass side dishes such as bread, butter, gravy, etc. Once seated, students should not leave the table without permission from the table head, and in general they should not leave to talk with those at other tables or go to the kitchen for drinks. The assistant waiter will get drinks as needed. Students should not talk between tables.
6. Coats and sweaters remain on, unless permission to remove them is given by the head of schools. Waiters and assistant waiters may remove their coats to perform their duties.
7. Excellent manners and etiquette should be observed at all times.

Some helpful tips:

- Phones or technology are not permitted at the dinner table.
 - No elbows on the table.
 - Don't chew with your mouth open.
 - Don't talk with your mouth full.
 - Don't "hunker" over your food.
 - Make sure your food is "bite-size."
 - Make pleasant conversation around the table.
 - Wait for announcements to be read and then to be excused.
 - Push in your chair when you leave.
 - If you are at a table with a young family, remember that the parents are trying to teach the child/children manners. Don't laugh as they may make mistakes, etc.
8. Above all—enjoy the meal, the time with friends, and the conversation.

Use of Cell Phones and Other Personal Handheld Devices. A great deal of emphasis at Webb is placed on the integrity of the academic program and on creating an atmosphere in which deep thinking, substantive discourse, and respectful conversation may flourish. While it is clear that cell phones will continue to play a growing role in the community, such devices must be used judiciously; it is expected that members of the Webb community will forestall such practices that threaten to erode the community's values.

Accordingly, the following specific guidelines for the use of handheld electronic devices during the academic day:

1. Handheld devices are not to be used **at any time** in the chapel.
2. Students may not wear headphones or earbuds while walking through academic buildings or around lower campus. Students who wish to listen to music while studying must wear headphones or earbuds.

3. Use of cell phones, texting, video watching, gaming, etc. should only be done in a respectful manner. Those who wish to converse or send text messages should do so in a private space where such activity does not interfere with conversation and where it does not detract from the quality of personal relationships.

The use of technology in the classrooms is at the discretion of the teacher, though personal use of cell phones and electronic devices in classrooms is not allowed.

Hats. Please remove caps when indoors — especially in Price Dining Hall, the Vivian Webb Chapel, or in a classroom during the academic day. This is an important sign of respect, especially in the dining hall with our nation's flag and flags of other nations hanging over head.

Social Media. Students should not use cell phones and the internet as a means to communicate in a manner which is degrading or insulting. This includes use of Outlook and all other social media channels. Community norms apply equally to online or electronic forms of communication as to in-person communication.

Public Displays of Affection. Public displays of affection in an intimate relationship are not appropriate and often embarrass those who witness them. Prolonged romantic embraces in the presence of others should be avoided. Students should be aware that the schools' response to students engaging in sexual activity may include a disciplinary consequence.

Care of Personal Property. Students should assume responsibility for the care of their personal property, including their books, school supplies, and clothing and athletic equipment. Items should not be carelessly thrown or left about where they may be subject to loss or damage. The schools will not be able to respond to losses incurred through carelessness or abuse. Bikes should be locked on one of the many stands located on campus designated for this purpose.

Campus Cleanliness. It is the responsibility of every person who comes onto the Webb campus to care for its appearance and condition. All are expected to use waste receptacles, to pick up litter when they see it, and to support our recycling programs. Common areas such as the Hooper Community Center, the Price Living Room, Al's Patio, Fawcett Library and the Plaza are the most challenging areas to keep clean. Failure by the community to keep these areas clean will result in forfeiture of use of these areas.

Sportsmanship. Webb students are expected to display good sportsmanship no matter what circumstances arise in athletic

competition. Negative comments and jeering at opposing players and/or officials is unacceptable. Students should seek to follow the fundamentals of sportsmanship:

1. Show respect for the opposing players, coaches and officials at all times.
2. Know, understand, and appreciate the rules of the contest.
3. Maintain self-control at all times.
4. Censure fellow students whose behavior is unbecoming.
5. Respect school property and the authority of school officials.
6. Avoid profane language and obnoxious behavior.

Missed Commitments

Non-Academic Missed Commitments. Non-academic missed commitments (NAMCs) are defined as unexcused absences from school activities, including advisory meetings, weekly school assemblies and class meetings, weekday and Sunday Chapel services, community dinners, dorm commitments and special events (Webb Day, Commencement events) where attendance is required.

Students with unexcused absences will receive a consequence. Boarding students will serve these consequences in the evenings before or after study hours under the supervision of their prefect, dorm head, on-duty faculty member or dean of students. Day students serve their consequence during lunch under the supervision of the day student prefect, attendance coordinator or Deans of Students Office assistant.

A CBO (Campus Beautification Opportunity) is supervised by the dorm heads on the weekends for a three-hour period. Students assigned a CBO may not take a weekend pass for that weekend unless given special permission by the dean of students. Additionally, they may receive a camping over the weekend.

Community Rules Violations. Community rules violations refer generally to violations of rules and standards designed for student supervision and the development of responsible community living habits. Examples of these include, but are not limited to, the following violations:

1. late check-ins
2. failed room checks
3. breakfast check-ins
4. parking and transportation
5. dress code
6. study hours
7. lights-out
8. energy conservation

Community rules violations usually result in dorm or campus restrictions; however, students who accumulate an excessive number may be given more serious consequences by the dorm head or day student prefect advisor, or referred to meet with the dean of students.

Dress Code & Appearance



Illustration by Victoria Castro, VWS '18

The guidelines for dress are based on the belief that student attire is an educational endeavor and should reflect the values of the schools and respect for the serious purpose of academic work, while also allowing students to express their own individual identities. Our dress code aims both to support individual identities and foster a community of respect of context, of oneself, and of others. Webb students will dress in a manner relevant to the activity in which they are participating, while on campus or while representing the schools elsewhere. Accordingly, they are expected to know, understand and abide by not only the letter, but also the spirit of the dress code. We understand that expressing individual identity is an important part of adolescence and therefore, these guidelines attempt to help students balance individual identity with community expectations. In addition, this dress code strives to be fair to students of all religious backgrounds and cultural, sexual and gender identities.

Faculty and staff of the schools shall enforce the dress code consistently and respectfully. Faculty and staff will make every effort to enforce the dress code through individual conversation.

With the understanding that clothes worn on campus should reflect our community expectations:

1. Clothing containing violent language or images, images or language that depict alcohol or drug use or clothing that includes hate speech, profanity or pornography is prohibited at school or school-sponsored events.
2. All clothing must cover undergarments.
3. No bare feet; shoes must be worn around campus. Beach or bath sandals and flip-flops are not permitted.
4. Hair length and style must not hide the eyes or face. Hair that is extreme in either style or color is not allowed. Extreme piercings or tattoos are not allowed unless tied to a religious or cultural affiliation.
5. Athletic wear and pajamas are not permitted during the academic day. Sweatpants, joggers, athletic shorts, warm-up suits, and similar athletic apparel may not be worn. On game days, athletes on Webb interscholastic sports teams may wear team jerseys or team warm-up tops when authorized by the coach. See special guidelines for Webb Wednesdays below.

Webb Wednesdays are intended to promote school spirit and support our community. Students may wear more relaxed, athletic attire if it is paired with a visible Webb-sponsored clothing item that is consistent with our overall dress guidelines.

Academic day dress should be modest dress that allows community members' to fully participate in all aspects of the academic day with comfort and respect for self and others. Attire should not include ripped clothing or cropped T-shirts. We recognize that weekend attire may be more relaxed and should also meet the expectations outlined above.

Students not following the dress code will be asked to change or report to the Deans of Students Office for assistance. Major violations will be assessed by the dean of students. Students are accountable for any tardies, absences, or missed work that results. Students will not be allowed to attend class until the issue has been addressed, regardless of inconvenience or lost academic time. Repeated refusal to follow the dress code is treated as insubordination, a more serious disciplinary offense. The deans of students will work with faculty and student leadership to gauge the overall tone on a regular basis and respond with appropriate measures.

Hygiene. At Webb, our mental well-being and physical health plays an important role in how we interact in our community. Good hygiene includes eating a balanced diet, washing clothes and bed sheets often, regular showering, nail-trimming, hair washing and other regular grooming techniques. Well-groomed facial hair is a senior privilege, usually granted in the spring of senior year. All other students must be clean-shaven. Webb has many resources on campus that support students with physical hygiene, including our Health Center, Department of Counseling, dorm heads and student leaders.

The Webb School of California uniform, worn by all students at all Sunday evening chapels and other designated special school events, consists of

- a navy blue blazer with the Webb School of California crest attached to the pocket;
- white or solid blue shirt;
- Webb tie;
- gray or khaki dress slacks that take a crease;
- dress belt;
- well-cared-for black or brown dress shoes, that may be polished, with dark socks

The Vivian Webb School uniform, worn by all students at all Sunday evening chapels and other designated special school events, consists of

- a navy blue blazer with the Vivian Webb School crest attached to the left pocket;
- a well-ironed, camp style white blouse with a collar, tucked in;
- a pleated gray skirt or gray or khaki slacks;
- matching tights or flesh-colored stockings as appropriate in cold weather; and
- low-heeled, closed-toed, conservative dark blue or black dress shoes.

Optional uniform items such as cardigans may be worn by both WSC and VWS as instructed.

Community Dinner Dress. Community dinner dress typically consists of the school uniform for ninth through 11th grades. Except for community dinners following Sunday chapel, when all students must wear their uniforms, seniors may choose to wear their own formal attire. Some examples include, trousers and a sport coat or suit, belt, dress shirt and tie, dress tops, blazers, dresses, skirts and pantsuit. Shoes must be well-cared-for dress shoes.

Semi-Formal, Formal and Culturally-specific Festive Attire. For some community dinners and other events, students will be asked to wear semi-formal or formal attire. On these occasions, students should avoid jeans, shorts, hoodies, athletic wear, sneakers or tennis shoes, T-shirts or any other casual attire. Attire should convey that you are taking the event seriously. Students may also choose to wear their school uniform on these occasions.

Culturally-specific Festive Attire means that we encourage and welcome expressions of identity within our community celebrations. If you would like to dress in a fashion or include a specific article of clothing or accessory that celebrates, expresses and/or represents who you are and a community with which you identify, please feel free to do so. If you would like to respectfully dress for the occasion, but you are not directly associated with a culture that traditionally recognizes the celebration, wearing a color associated with the celebration is suitable.

Rules and Regulations

School Jurisdiction

Boarding students are under school jurisdiction when they arrive on campus at the beginning of the school year until they leave at the conclusion of the school year — except when they travel off-campus with their parents or legal guardians. Students who take day or evening permissions, such as a six- hour pass, remain under school jurisdiction even when off-campus.

A day student is under school jurisdiction at all times when on campus. The same holds true when a day student is in the company of a boarding student under school jurisdiction, and is subject to all Webb school rules and standards.

The schools reserve the right to apply any rule and to impose disciplinary measures upon students even during times that the schools normally do not exercise jurisdiction if a student behaves in a manner that is determined to be in violation of the honor code.

Major School Rules

Enrollment at The Webb Schools constitutes an agreement by the student to comply with the honor code, code of conduct, rules and school expectations at all times. Major disciplinary offenses are those which when violated have the potential to:

1. Endanger the health and well-being of the individual and/or others.
2. Undermine the values of honesty, integrity, respect, and fairness within the community.
3. Do damage to the reputation of The Webb Schools.

Violation of a major school rule jeopardizes a student's membership within the community and may result in discipline, including but not limited to probation, suspension or expulsion.

The following examples of rule violations are not intended to be all-inclusive.

- Dishonesty, which includes but is not limited to lying and/or failure to be forthright in an honor meeting or disciplinary investigation, as well as academic dishonesty, or cheating, and plagiarism.
- Use of racist language or images including on social media or other forms of electronic communication.
- Possession or use of alcohol, drugs, nicotine, or any other illegal substances as proscribed by the State of California, or their attendant paraphernalia.
- Stealing.
- Gambling.
- Harassment. Actions toward others which are abusive, violent, coercive, intimidating, vindictive; or hurtful, physically, emotionally, or sexually.
- Absence from campus without permission.
- Actions that threaten the safety of members of the community, including but not limited to fighting, possession and use of a dangerous weapon, setting fires, falsely triggering a fire alarm, or falsely placing a 911 emergency call or other such report.
- Engaging in sexual contact or being discovered in a situation that strongly implies sexual contact.
- Unauthorized presence in or hosting of a student from VWS in a WSC dormitory or dormitory room, or vice versa.
- Use or possession of a master key.
- Vandalism.
- Trespassing.
- Violation of Webb's Technology Acceptable Use Policy.
- Insubordination or disrespect to a member of the administration, faculty, or staff.
- Any actions damaging to the schools' reputation.
- Actions that violate one's Boundaries of Responsibility, as described on page 10.
- Chronic violation of minor rules and regulations as determined by the dean of students.

Investigation

In some cases, when a potential violation of a school rule occurs, school administrators or their designee may conduct an investigation into the incident. Whether an investigation is conducted is at the sole discretion of the administration. The investigation may include a search of the individual's room, locker, book bag, car, or other property as deemed appropriate, an interview with the student or others involved in the incident, in addition to a physical examination and/or drug/alcohol screening, prior to parent notification. Non-compliance with the school investigation will generally result in immediate dismissal from school. Depending on the circumstances, the dean of students or assistant head of schools may also refer the matter to law enforcement authorities.

Disciplinary Process

When the schools determine a student has violated a major school rule or accumulated an unsatisfactory number of lesser infractions, the dean of students will meet with the student and gather sufficient information to determine whether the incident will be referred to the Webb School of California Honor Committee or Vivian Webb School Honor Cabinet or referred to administration. The associate head of schools has the discretion to waive a meeting of the Honor Cabinet/Committee in favor of an administrative decision. Parents or legal guardians will always be notified of major disciplinary situations.

Honor Cabinet/Committee Recommendation. When an incident is referred to the Honor Cabinet/Committee, the dean of students will notify the faculty advisor and the offending student of the meeting day and time. Before the meeting, the dean of students presents a report to the Honor Cabinet/Committee that details the violations of major school rules in question, the facts of the incident, and any response provided by the student prior to the meeting. During the disciplinary meeting, the student is accompanied by the student's advisor or faculty advocate to present the details of the incident and respond to questions from the Honor Cabinet/Committee. Students and faculty advisors from both the Honor Committee and Cabinet may be present at a student's meeting. After all the information has been gathered, the Honor Cabinet/Committee deliberates and makes a recommendation that is presented to the dean of students, assistant head of schools, and head of schools. The head of schools and assistant head of schools make the final decision, choosing to accept, revise, or reject the recommendation.

Administrative Decision. When an incident is referred for an administrative decision, the dean of students and associate head of

schools or designee will meet with the student in lieu of the Honor Cabinet/Committee. The student may bring in a faculty advisor or parent. This meeting serves as an opportunity for the student to discuss the incident with the dean of students and associate head of schools, to reflect on the incident and share any information the student wants the administration to consider in order to fully understand the student's actions. After all the information has been gathered, the dean of students and associate head of schools deliberate and make a recommendation to the head of schools. The head of schools makes the final decision, choosing to accept, revise, or reject the recommendation.

Probation. A student may be placed on disciplinary probation. During the probationary period, students have the opportunity to prove by actions and attitude that they intend to become a contributing member of the community. Far more than a mild warning, probation means that a student has been given one more chance to succeed and that any further offense of a serious nature will usually result in separation from the schools. Any student on probation:

1. Must step down from major leadership positions: Honor Cabinet/Committee, Dormitory Council, Student Government, International Student Liaison or Peer Advisor (PA). Other leadership positions may be revoked depending on the situation.
2. May not seek a major leadership position within the Honor Cabinet/Committee (HC), Dormitory Council, Student Government, International Student Liaison or Peer Advisors (PA).
3. May lose the privilege of selecting their room for the following year. If a student is a senior, they may lose senior privileges.
4. Additionally, response to minor rule violations and access to school trips is left to the discretion of the deans. Overnight trips in particular must be approved by the deans.

Probation will typically be for one calendar year. During that time, the student should seek to improve their standing in the community and to repair the damage caused by their action. Probation is a reflective, educational period in which the student seeks to understand the causes of their behavior and to prevent such behavior from happening again. When a student is on probation, the schools may require additional check-ins including but not limited to random room searches, drug and alcohol testing and mandatory counseling.

After a six-month probationary period, a student on probation may have the opportunity to request to be released from probation,

unless the terms of probation specifically exclude requests to end the probation early. This is a collaborative process between the dean, the Honor Cabinet/Committee and the student. When appealing for release, students should seek help from their advisor in preparing a written petition (co-signed by the advisor) to be submitted to the dean of students. If the dean determines that the student is in a position to be released from probation, the dean schedules a meeting between the student and the HC during which time the student will have a chance to explain the ways in which they have grown and improved their standing in the community. If the HC and dean are satisfied that the student has met the conditions of probation, the student will be released from probationary status. Even when a student is released from probationary status, previous rule violations will be weighed in future offenses.

Suspension. A student who is suspended will be required to leave campus during the period of suspension. In collaboration with the head of schools and the associate head of schools, the deans of students may permit an on-campus suspension under certain circumstances. Students are responsible for making up in-class work, homework, and quizzes missed during suspension, and teachers will not be expected to re-teach any material missed. Major tests must be taken upon return to school, and papers and projects should be turned in prior to leaving or on the day of return. A student will receive a penalty for any late work, i.e. work not turned in on the day they return to school. A suspended student should check with their teachers (via e-mail or phone) about work they will miss during their suspension. The director of studies and the student's advisor will address any academic concerns and will handle all academic communication between Webb and the student and the student's parents during the suspension. When a student is suspended, the days missed will count toward the credit limit of five absences per class each semester.

Expulsion. Separation in the form of expulsion means that a student's behavior is so out of keeping with the expectations of the schools that dismissal is warranted. Students permanently separated from the schools for disciplinary infractions are prohibited from returning to campus without the explicit permission of the dean of students and should know that requests will be honored only under extraordinary circumstances. Athletic events, concerts, dramatic performances, school parties or social events, and chapel talks do not qualify as extraordinary circumstances. The campus is private property, and the schools are prepared to use all lawful remedies to enforce this prohibition.

Reporting of Disciplinary Responses. Disciplinary cases which affect or influence the school community may be explained through the announcement of a school administrator at a school assembly or through other means as appropriate, in a manner that is in keeping with maintaining student privacy.

Students should also be aware that most colleges and universities require the schools and/or the student to provide information about serious disciplinary offenses on the School Report form which the schools must submit and/or the Application Form which a student completes when seeking admission. Similarly, if a college or university contacts Webb regarding a student's disciplinary history, the administration is required to disclose documentation of serious disciplinary offenses. If you have questions about this reporting, you may contact the associate head of schools or dean of college guidance.

Other Disciplinary Responses. In the course of school life, school infractions occur and are dealt with quickly and fairly. Some of the sanctions most commonly employed include community work days, evening work crews, morning detentions, campusing, loss of off-campus privileges, and weekend work crews of an extended length.

Appendix

Diversity, Equity & Inclusion Resources

Affinity Groups at Webb

Mission

Affinity groups provide spaces for people who share a common identity to meet, converse and support one another. At the heart of Webb's mission is creating a nurturing and inspiring learning community. These groups are designed to help every member of our community explore their identity and its connection to cultivating an open, inclusive community. Webb believes that all members of our community must feel a deep sense of belonging for us to accomplish our work as an educational institution.

Club or Affinity Group?

Clubs are spaces for people who share a common interest, hobby, etc., rather than a core identity. You may think of them as interest groups. For example, BSU may serve as an affinity group for those who share Black or African American identity and/or a club for anyone interested in topics related to Black identity.

Groups

In the initial stages of our formal affinity group program, Webb is focused on creating spaces to support historically or currently underrepresented populations.

BIPOC Faculty/Staff

BIPOC Parents

BIPOC Students (Groups meet in affinity spaces, affinity + ally spaces and as clubs)

- Gender Sexuality Alliance (GSA)
- Black Student Union (BSU)
- Latinx Affinity Group
- Mixed Student Union (MSU)
- Asian Student Alliance (ASA)

What if there is not a group for me?

You are invited to start your own. The existing affinity groups have emerged in response to student interest and commitment to the groups. First, determine if your group is an affinity group or an interest group

(club). To propose an affinity group, please reach out to the director of equity. If you're interested in starting a club, please contact the dean of campus life. Please look at the many club offerings that already exist, because there may be one for you already!

Ground Rules

- Affinity groups are educational and affirming spaces and not a forum for gossip or disparaging others.
- To ensure a space of trust, it is imperative to keep names and experiences confidential. Please do not post on any form of social media.
- Confidentiality cannot be guaranteed if student abuse is reported. Facilitators must act as mandated reporters.
- Confidentiality cannot be guaranteed if harassment and discrimination against specific individuals are reported.

***BIPOC** – Black, Indigenous, and People of Color

****People of Color** – Anyone who identifies as Black/African American, Latinx/Hispanic, Asian, Native American, Native Hawaiian/Other Pacific Islander, Middle Eastern and Two or More Races.

Community Norms and Challenging Conversations

1. A DEAR approach is designed for interacting with people you know well.

- A - Affirm the person or relationship. Lean on your relationship and mutual respect and care for one another.
- D - Describe actions or words without judgment, just the facts. Sometimes, you may need to remind them because they may have forgotten the interaction or event.
- E - Explain the impact or emotion of those actions or words. Use the "I" perspective.
- A - Assume positive intent. Remember that you're explaining about how these impacted you and not guessing what their intent.
- R - Request different action or suggest different behavior. Sometimes, after the Explanation of impact or emotion, the person immediately apologizes and commits to changing behavior. But sometimes, they don't know what to do. So, you may need to come up with a suggestion.

Now what if you don't know the person well? You're not sure what they intend or wanted to address behavior but didn't want conflict. This can also be helpful if it's about an identity that is not your own.

2. *Active Witness approach*

- Ask open-ended questions and hear them out. In response to “He looks totally ghetto”, one could ask, “What does looking ghetto mean? How did he look that made him seem ghetto?”
- Find out the experience motivating the comment. In response to “Why can’t they speak English? This is America”, one could respond with “It must be difficult not to understand what the people around you are saying.” or merely, “Tell me more about that.”
- Join the person and don’t make yourself superior. In response to “You know she got that award or got into that college because she’s Black and female,” you might respond with “I wonder why we usually think that when a Black woman achieves something, we think it’s because of diversity and not because she earned it.”
- Build the relationship, so you can follow-up later and create rapport.
- Win an ally.

Webb School of California

Motto: *Principes, non Homines* — Leaders, not Common Men

Colors: Navy and Gold

Songs: Webb School Alma Mater

Honor the Blue and Gold

God gave us all the fairest land, Ramparts of bright blue sea,
Where men wrought, fearless of thought, Freedom for hearts made free.
O Alma Mater, sternly fair, Mother of Spartan mould,
In Freedom’s name we shall cherish thy fame, Honor the Blue and Gold!

Music and words by Ramsay L. Harris

The Fighting Heart

Let’s go get ’em, Gauls, go get ’em Gauls!
Let’s go tearing down the line, leaving all the rest behind! Lets go get
’em Gauls, go get ’em Gauls!
Let’s fight, fight, fight, for victory!
Show that fighting heart, that fighting heart! When you find you’re on
the spot,
Give it everything you’ve got!
Show that fighting heart, that fighting heart! Let’s fight, fight, fight, for
victory!

Farewell Song

Calm o’er the campus, twilight is falling;
Seaward reddens the sunset; in rosy bloom fades the day; Webb, Alma
Mater, here as we leave thee
In reverent peace now we pray.
Far though we wander, firm be thy guidance
Bearing ever before us the lamp of Christ’s manly way. Green be thy
mem’ry, Webb, Alma Mater fair
Bright pageantry of work and play, Of sunlit hills at the close of day,
Hours of song and careless laughter,
Of sacred hymn and prayer.
Farewell forever, days of our boyhood! Manhood challenges onward:
O Alma Mater, farewell!

Words by Ramsay L. Harris Music by G.F. Handel

School Crest: The crest of Webb School of California was adopted by Thompson Webb in the early years of the school. The emblem is based on a knightly coat of arms from a 14th century crusader named Webb and includes four falcons on a shield, an armor helmet, an eagle with spread wings, and the school’s motto “*Principes non Homines*” or “Leaders not Common Men.” The four falcons are meant to symbolize the four cardinal virtues — prudence, temperance, fortitude and justice.

Men in the Arena. Men in the Arena is a biennial, two-day program intended to get WSC students outside of the classroom as a means to explore the male identity in today's world. The program, which occurs both on and off campus, takes various forms. The program often includes guest speakers, activities, and workshops. The point is for WSC students to get "in the arena," to take chances and to learn by doing. Each day explores how men form their identity around qualities such as adventure, service, the arts, intellectual pursuits, and overcoming challenges.

Community Service. The school seeks to organize and assist students who are interested in working individually or in groups to serve the surrounding communities. Each grade undertakes a major service project annually, and we take pride in the many special projects mounted year after year to support good causes serving local, national, and international communities.

Year-End Celebrations. Three meaningful rituals mark the end of the school year: the Candlelight and Recognition ceremonies and Commencement. In these ceremonies the school restates its values and honors its achievements and the achievements of its members. All dimensions of school life — spirit, competition, leadership and service, and intellectual attainment — are reaffirmed. These events symbolize the goals and values of the school, and all students are required to attend and participate.

Awards. Webb School of California gives many awards in the course of the year. The principal awards are made at the Recognition Ceremony. Academic awards of note are: Cum Laude Society membership for sustained top scholarship, departmental honors and awards of many kinds, the Yak Scholarship Cup is given for outstanding achievement in scholarship, and the Ramsay and Mary Harris Endowed Prize for the valedictorian.

Webb School of California grants three top school-wide awards, each of which recognizes an exemplary combination of the virtues held most high by the school.

The Randall Holdridge Dean's Award

This award is presented to that student who has achieved excellence by determination and perseverance in the face of challenge.

The Horace Blackman Award

This award is given for decency, integrity, and good will towards all; for extraordinary character and high standards of excellence in personal conduct; for sensitivity and sound counsel; for a positive approach to all

aspects of school life; for thoughtfulness, generosity, and good nature; for willingness to lend a helping hand; for outstanding service to fellow students and to the school.

The Stephen R. Longley Award

This award recognizes a student for consistent and unflinching adherence to the highest standard of personal integrity and conduct; for being a true leader; for high standards of excellence in academic achievement; for good spirit and good sportsmanship; for projecting to others deeply seated ethical and moral values.

Vivian Webb School

Motto: *Sapientia, Amicitia, atque Honor* — Wisdom, Friendship, and Honor

Colors: Royal Blue and White

Song: *Daughters Strong*

Daughters proud, and sisters too,
We have joined our brothers true.
Honor foremost we revere,
Praise our Alma Mater dear.
As we learn and grow each day,
Vivian Webb, we seek your way.
Different all, we sing one song.
Loyal friends and all your daughters strong,
All your daughters strong.

Words by faculty, friends, and students

Music by Christopher Trussell

Arrangement by Katherine W. Davis

School Crest. Designed by Christy Armstrong '85, the crest has several symbols important to the school. The seashells in the lower part of the crest, numbering three on the left side and four on the right, stand for the thirty-four students in Vivian Webb School's first class. They and all other students seek wisdom, which is represented in the top part of the crest by the sunburst rising from the cloud. In the middle of the crest are two lines of waves, symbolic of the unity of all past, present, and future members of the school.

The Lancastrian rose in the lower part of the crest symbolizes the strength and leadership of the school.

Signing-In Ceremony. During this ceremony held in Vivian Webb Chapel, new students indicate their commitment to Vivian Webb School by signing their names in the Enrollment Book. Peer advisors accompany their new students during this celebratory event and present them with a rose as a symbol of their developing friendship and of the community's commitment to guiding them as they enter Vivian Webb School.

Dies Mulieris. *Dies Mulieris* (Day of the Woman) is a biennial event, celebrating and exploring the multiple facets of being a woman, as well as important issues for women today. Events are often focused around the changing role of women in our society. This two-day event follows a new theme each year, traditionally hosting a keynote speaker and workshops on one day, and related excursions into our local communities on the second.

Candlelight Ceremony. Held the night before Commencement, the Candlelight Ceremony is an event during which each senior exchanges a leadership candle for a rose given in friendship by a junior VWS student. Symbolically, this ceremony assures that leadership is relayed to each succeeding class.

Year-End Celebrations. Meaningful rituals mark the end of the school year: the Candlelight and Recognition ceremonies, and Commencement. In these ceremonies the school restates its values and honors its achievements and those of its members. All dimensions of school life — honor, spirit, competition, leadership and service, and intellectual attainment — are reaffirmed. These events symbolize the goals and values of the school, and all students are required to attend and participate.

Awards. Vivian Webb School awards are given throughout the year for accomplishments in academics, the arts and athletics, as well as during the end-of-year Recognition Ceremony. The salutatorian receives the Sorosky Achievement Award and the valedictorian receives the Ralph and Goldy Lewis Endowed Prize.

In addition, VWS also recognizes seniors with the following prestigious awards:

The Affiliates Endowed Award

This award is given to a senior who has shown consistent and dedicated leadership in upholding the highest values of consideration for all in the community, in personal integrity, in thoughtful and compassionate judgment, and in serious endeavor in all that the student has undertaken.

The Ann R. Longley Prize for Distinguished Leadership

This award is named in honor of Mrs. Longley, first headmistress of Vivian Webb School. This recognition is given to the senior who, throughout the student's career at Vivian Webb School, has shown leadership of the finest order. From the student's role in helping to create and uphold the traditions and rules of the school, to enthusiasm for all the challenges of the classroom, the recipient of the Longley Prize will have been a role model for all.

Daughters Strong Award

This award is given to a member of the graduating class who throughout the student's career at Vivian Webb has demonstrated a genuine love of the school and a commitment to the values exemplified in the school's motto *Sapientia, Amicitia atque Honor* — Wisdom, Friendship, and Honor. Her leadership makes her a true Daughter Strong in the

tradition of the founder of the school, Thompson Webb, and his wife, Vivian Webb.

The Distinguished Service Award

This award is given to a senior in recognition of extraordinary service to the school that reflects deep intellectual curiosity, commitment to the rights of women, and a keen sense of justice. The student's service here has demonstrated a commitment to the welfare of the school and to individuals more than to herself and has shown a consistent willingness to respond to the needs of others and to hold to the highest values of the school.



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