

TAMALPAIS UNION HIGH SCHOOL DISTRICT



TUHSD PARENT/STUDENT HANDBOOK 2026-2027

**P.O. Box 605
Larkspur, CA 94977
Phone: (415) 945-1000
www.tamdistrict.org**

MISSION STATEMENT

Mission:

Tamalpais Union High School District is committed to educating students to be critical thinkers who are caring, collaborative, and knowledgeable community members. Our students will work to improve a diverse and dynamic society.

Vision:

Staff, students and families will report feeling a part of a trusting, inclusive community that values multiple perspectives. This learning community will eliminate the predictability of student access and outcomes based on race or socioeconomic status.

Graduate Profile:

By the end of their educational experience, TUHSD students will have developed the skills and dispositions listed below.

TUHSD Graduate Profile

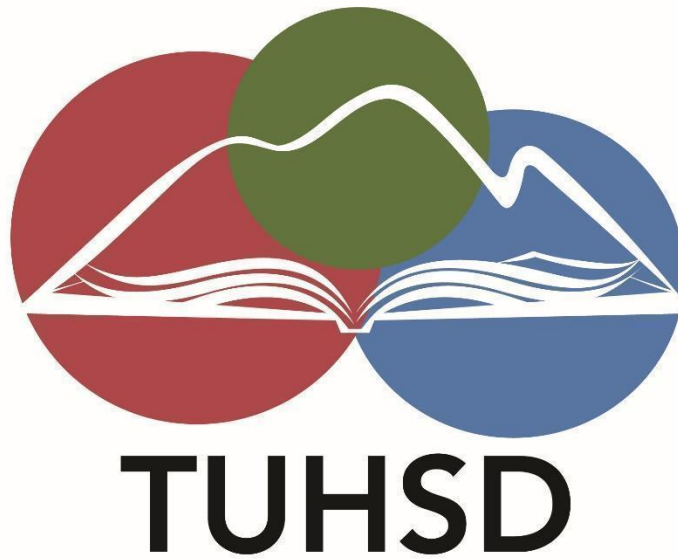
Tamalpais Union High School District is committed to educating students to be critical thinkers who are caring, collaborative, and knowledgeable community members. Our students will work to improve a diverse and dynamic society.

1 Collaboration	2 Critical Thinking	3 Intercultural Competence	4 Communication	5 Creative and Independent Learning	6 Character
Work creatively and effectively towards common goals	Identify, define, and solve authentic problems	Understand, value and respect a variety of cultures, backgrounds, communities, and identities	Listen intently to decipher meaning, values, attitudes and intentions	Understand & nurture a growth mindset	Demonstrate responsibility, integrity, and trustworthiness
Use interpersonal skills to build positive relationships and promote collaborative learning	Pose substantive questions	Learn to understand and value multiple perspectives and experiences while acknowledging personal bias	Engage in discussion and ask questions to gain and demonstrate understanding	Successfully navigate the learning process, recognizing both accomplishments and challenges	Develop emotional intelligence and self awareness
Exercise flexibility, open-mindedness, and compromise during collaborative work.	Reason effectively and argue from evidence	Question the status quo and advocate for equity	Use multiple mediums to communicate and express ideas creatively	Seek different ways to gain knowledge	Be empathetic and show compassion for others
Provide and receive effective feedback	Reflect critically on learning experiences, processes and solutions	Advocate for a just and democratic society for all people		Embrace curiosity to ensure continuous improvement and life-long learning	Model confidence and resilience
	Critically analyze sources of information for accuracy and bias				Engage civically

Board Approved 5/10/2022

Intercultural competence is the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds – at home or abroad. Adapted from Leung, K., Ang, S. and Tan, M.L. (2014), 'Intercultural Competence', *Annual Review of Organizational Psychology and Organizational Behaviour*, 1:4889-519

Adopted by the Board of Trustees 10-May-2022



Policies and regulations are frequently updated. There have been changes to the policies listed in this document during the past year, so please read it carefully. Please continue to check our policies on our website for the most up to date versions of the policies listed in this document.

<https://www.tamdistrict.org/about-us/board-of-trustees/policies-regulations>

Please visit the Tamalpais Union High School District website to access the most current version of the Parent/Student Handbook. Periodic updates will be made to this document.

<https://www.tamdistrict.org/students/parentstudent-handbook>

The current District Calendars can be found on the District website's using the link below.

<https://www.tamdistrict.org/calendars>

Table of Contents

DISTRICT CALENDAR	1
CONTACT INFORMATION	2
District Administration	2
Site Administration	2
Board of Trustees	2
ATTENDANCE POLICIES & PROCEDURES	3
Attendance Policy (BP 5113 & AR 5113)	3
Attendance Procedures	3
Excused Absence (Full Day OR Period)	5
Chronic Health Condition	6
Warranted Absence (BP/AR 5113)	7
Unexcused Absences (Full Day or Period)/Truancy	8
Student Residency/Interdistrict Transfer Policy	12
Chronic Absenteeism	12
GRADING	14
Grading Symbol (BP 5121)	14
Grading Policy & Procedures	15
Classes Taken Outside the High School	17
Multi-Tiered System of Support (MTSS)	17
Program Changes	17
Athletic/Activity Participation Eligibility Requirements	18
Special Education & Section 504 Eligible Students	19
GRADUATION REQUIREMENTS	20
TUHSD Graduation Requirements (BP 6146.1(a))	20
Physical Education	20
Early Graduation Request	23
The Graduation Ceremony	23
Senior in Good Standing Policy	23
College Entrance Requirements	24
College Entrance Exams	26
Alternatives to High School Diplomas	28
Regional Occupational Program (ROP)	28
Scholarships & Financial Aid	28
STUDENT RIGHTS & PROTECTIONS	29
Constitutional Rights	29
Access to Records (AR 5125)	29
Release of Directory Information (BP/AR 5125.1)	30

Child Abuse and Neglect	30
Mandatory Reporting of Perceived and Actual Threats. Child Abuse and Neglect	30
Student Expression	31
Nondiscrimination in Employment & Title IX	31
What is Title IX?	32
Sexual Harassment	32
Complaint Procedures	35
Uniform Complaint Procedures (BP/AR 1312.3)	36
Suicide Prevention (BP5141.52)	37
Infectious Diseases (BP 5141.22)	37
Notification of Legal Rights	38
Williams Uniform Complaint Procedures	38
STUDENT CONDUCT	40
Grounds for Suspension	40
Social Media Accounts and District Representation	43
Hate-Motivated Behavior	45
Defiant /Disruptive Acts	46
Imposition of Suspension	48
Involuntary Transfer	49
Graduation/Classroom Ceremony Exclusion	49
Removal of Suspension Record (Seniors)	49
Classroom Exclusion - Teacher's Right to Suspend Students from Class	50
Expulsion (AR5144 and EC §48915)	50
Questioning & Apprehension (BP 5145.11)	51
Subpoenas (BP 5145.11)	51
Gangs (BP 5136)	51
Recognition of School Authority	51
Search & Seizure (BP 5145.12)	52
Vandalism (BP 5131.5)	52
Gun Safety	52
Alcohol and Other Drugs (BP 5131.6)	53
Enforcement/Discipline	53
Controlled Substances or Intoxicants - Possession/Use/Furnishing/Under the Influence	54
Tobacco Use	58
Educational Computer Use and Internet Privileges Contract	58
Academic Honesty (Exhibit 5131.9-E(1))	59
Dress and Grooming (BP 5132)	62
Litter	63
Driving and Parking	63
Skateboards & Roller Blades	63
Electronic Bikes (E-Bikes) and Electronic Scooters (E-Scooters)	63
Students on Other Campus (AR 5142)	64

Student Identification (BP/AR 5142)	65
MOBILE COMMUNICATION DEVICES	65
Day-to-Day Procedures For NuKase	67
PROFESSIONAL CONDUCT	69
Classroom Teacher - Professional Conduct	69
Counselor - Professional Conduct	69
Special Education Teacher - Professional Conduct	69
STUDENT SERVICES	71
Activities & Clubs	71
Athletics	71
Nutrition Services	74
Daily Bulletin	74
Dances	75
Decision Making Bodies	75
Library	75
Computer Lab	75
ParentVUE (Synergy)	75
Personal Devices	76
Protection of Personal Property	76
Lockers	76
Lost and Found	76
Scholastic Organizations	76
Support Services	77
Textbooks	81
School Visitors	81

DISTRICT CALENDAR



TAMALPAIS UNION HIGH SCHOOL DISTRICT

TUHSD Calendar School Year 2026-27

July 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 Independence Day Holiday

AUGUST 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17 Staff Development Day
18 Staff Work Day
19 First Student Day of School

Student days: 9
Staff days: 11

SEPTEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Labor Day
21 School Holiday

Student days: 20
Staff days: 20

OCTOBER 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

7 min day

Student Days: 22
Staff Days: 22

NOVEMBER 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 Veteran's Day
23-27 Thanksgiving Recess

Student Days: 15
Staff Days: 15

DECEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec 21- Jan 1st Winter Break

Student Days: 14
Staff Days: 14

S1: 80 Student; 82 Staff Days

JANUARY 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 Staff Development
5 Teacher Work Day
6 Students Return
18 J.L.L. King Day

Student days: 17
Staff days: 19

FEBRUARY 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

3 min day
14 Presidents' Day
15-19 February Break

Student days: 15
Staff days: 15

MARCH 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Student days: 23
Staff days: 23

APRIL 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5-9 Spring Break

Student days: 17
Staff days: 17

MAY 2027						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 Memorial Day

Student days: 20
Staff days: 20

JUNE 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

10 Last Day of School
11 Teacher Work Day
14 & 15 School Closure Days

Student days: 8
Staff days: 9

S2: 100 Student; 103 Staff Days
Year: 180 Student; 185 Staff

CONTACT INFORMATION

District Administration
Tamalpais Union High School District
 395 Doherty Drive
 Larkspur, CA 94939
 TUHSD Telephone: (415) 945-1000
 TUHSD Website: www.tamdistrict.org

ADMINISTRATOR	TITLE
Dr. Courtney Goode	Superintendent
Corbett Elsen	Assistant Superintendent, Business and Operations
Wesley Cedros	Assistant Superintendent, Human Resources
Kelly Lara	Assistant Superintendent, Educational Services
Paula Berry	Senior Director, Curriculum and Instruction
Dr. Jeanine Evains-Robinson	Senior Director, Student Services
Dr. Amira Mostafa	Senior Director, Special Education

Site Administration

PRINCIPAL	SITE
Lisa Kemp (Interim)	Redwood High School
Dr. Jacob Gran	Archie Williams High School
Sam Pasarow	Tamalpais High School
Dr. Kim Stiffler	San Andreas High School
Dr. Kim Stiffler	Tamiscal High School
Jaemi Naish	Director, Tam Adult School

Board of Trustees

BOARD MEMBER	TERM EXPIRES
Cynthia Roenisch, President	2026
Kevin Saavedra, Clerk	2026
Emily Ulhorn	2026
Ida Green	2028
Jennifer Holden	2028

School Board meetings are generally held on the second and fourth Tuesdays of the month at 6:00 p.m. in Kreps Conference Room at the District Offices, 395 Doherty Drive, Larkspur.

ATTENDANCE POLICIES & PROCEDURES

Attendance Policy (BP 5113 & AR 5113)

Students are required to attend classes in accordance with compulsory full-time education laws (Education Code 48200).

Specific laws related to school attendance:

- **Education Code 48200** - Students between the ages of 6 and 18 years must attend school.
- **Education Code 48260** - A student is a truant when he/she is absent from school without a valid excuse three full days in one school year or tardy for more than any 30 minute period during the school day three times.
- **Education Code 48263** - Truant students may be referred to SARB.
- **Education Code 48293 and Penal Code 272** - Parents are responsible to send their children to school or they will face charges in court.
- **Education Code 48293 (a)** - A parent or guardian may be held responsible if a student does not follow the SARB contract.
- **Vehicle Code 13202.7** - The court may revoke or delay a driver's license of a student between the ages of 13 and 18 if he/she is a habitual truant.
- **Truancy Ordinance** - A county ordinance which allows law enforcement to cite students who are not in school.

Attendance Procedures

- Absences must be reported before or the same day of a student absence to the school.
- Parent/Guardian must submit an excuse for an absence **within 72 hours** or the student's absence will be considered unexcused.
- Due to state guidelines, all attendance must be reported accurately to the state to ensure that LEAs are in compliance with the law.
- A student absence cannot be cleared after the last day of the month.
- Parents are therefore urged to email or use Parentvue to report an absence **every day a student will be absent**. This procedure will guarantee that absences are accurately cleared and will enable teachers to issue make-up work and support students who are legitimately absent.

TO REPORT AN ABSENCE

Full-day absences can be reported in **ParentVUE** under the **attendance tab**.

You can also email your school's attendance clerk. In the email, include the following:

- Name of student - **the student's FULL NAME - first and last name.**
- **Person emailing** and their relationship with students
- **Date/time of absence** (specify all day or time student will arrive at school)
- **Reason for absence**

School attendance emails are:

- | | |
|-------------------|---------------------------------|
| o AWHs | AWHSattendance@tamdistrict.org |
| o RHS | RHSattendance@tamdistrict.org |
| o San Andreas HS | SAHSSattendance@tamdistrict.org |
| o TIHS (Tamiscal) | TIHSattendance@tamdistrict.org |
| o THS | THSattendance@tamdistrict.org |

- A doctor's note or medical verification for a student's absence due to illness after 3 consecutive days.
- If a student becomes ill or injured while at school, they are to report to the school office in order to notify their parent or guardian and make arrangements for a Permit to Leave School if necessary. **Any student who leaves school without clearing the absence with the office will be considered unexcused.**
- Students with an Early Dismissal (ED) pass must attend class until the time designated on the pass. If a student does not attend their assigned class, the teacher will change the ED code to an unexcused absence.
- In the event parents are out of the area and cannot be reached for medical or emergency reasons, they must contact the school office to provide the duration of the absence and the name, address and telephone number of the person(s) responsible for the care of their student(s) while they are away.
- Students are expected to make routine medical appointments after school hours. In the event this is not possible, parents or guardians must phone or send a note to the school before students may leave the school grounds. If a student leaves campus without checking out with the office, the absence is considered unexcused and cannot be excused.
- Students who are 18 or older may provide their own excuses for absences (EC 46012). The school reserves the right to notify parents when excessive absences are excused by an adult student.
- Please check with your school for site specific information.

REQUEST TO LEAVE CAMPUS EARLY

Students who need to leave during the school day must have an Off-Campus Pass, otherwise the absence is considered unexcused. Make arrangements to leave at the start of the school day.

To request an Off-Campus Pass:

- Email the attendance office.
- Send your student to the attendance office with a parent's note detailing the reason and departure time. Students may come to the office **BEFORE SCHOOL or DURING BREAK (not during class time)**

Last Minute early departures:

- Please allow **3 hours' notice** when emailing or calling for a same day off campus pass.
- If you come to the attendance office needing your student right away, please understand that it may take some time, especially if your student is in PE.
- Also, note, we do not have pass runners during ADVISORY/TUTORIAL/SMART period, and students often move around during this time of the day, which makes it difficult to locate them in a rush!
- Please arrive early for a pick up with enough time for us to find your student and we appreciate your patience.

Categories for attendance accountability include the following:

Excused Absence (Full Day OR Period)

The Superintendent or designee shall implement positive steps to reduce truancy, such as, but not limited to, communication with parents/guardians or the use of student study teams.

Students are expected to attend school daily. Consistent daily attendance is critical for a student's academic success. The State of California considers ten (10) days of absences for one school year, for any reason, excessive.

An excused absence is defined under Board Policy 5113. The teacher is to allow a student to make up work missed during absences to the degree it is possible for such work to be completed. Students may make up work missed during an excused absence. **Excused absences do not lead to a loss of credit under school credit loss policies.**

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence. All missed work or assessments must be made up in the same grading cycle.

Absence due to Illness

- A doctor's note or medical verification for a student's absence due to illness after 3 consecutive days.
- **Once a student has nine (9) excused absences** the parent will be notified that any further excused absences for illness will require a doctor's note. If a doctor's note is not provided for an excused absence after the 9th absence, the absence will be recorded as unexcused. Students who accrue more than 9 excused absences will receive a notice of concern letter and be referred to the district truancy process and may be referred to Marin County SARB.

Absent on Test Days with Excused Absence

Students are expected to email their teacher in advance for excused absences, to arrange alternate testing for exams and other make-up work. If a student misses an exam due to an excused absence, they are required to take the exam the day they return to school in the testing center OR in a pre-arranged location with their teacher.

When a student has an excused absence due to illness, an email must be sent on or before the day you return to school to the teacher to make arrangements for a make-up exam. Students are not guaranteed to take the identical exam that was given the day of the absence.

Students who miss an exam in the same class 2 or more times due to an excused absence, will be referred to an admin for a parent conference.

TUHSD has determined that the SARB process may begin with:

- * 5 or more excused all-day absences
- * 5 or more missing 30 minutes or more of school/period for an excused reason
- * 5 or more period absences

An excused absence shall be granted for the following reasons:

- Personal illness;
- Quarantine under city or county direction;
- Medical, dental, optometry, or chiropractic services, although students are strongly encouraged to make these appointments outside of school hours;
- Attending funeral services of an immediate family member. Excused absences are limited to one (1) day if funeral is in California and three days (3) if the service is conducted outside California;
- Exclusion for not having been properly immunized. Such absence excused for not more than five (5) school days;
- Jury duty;
- Participation in religious instruction or exercises in accordance with District policy; and
- Serving as a member of a precinct board for an election (Election Code Section 12302).
- Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons;
- To spend time with an immediate family member who is an active duty member of the uniformed services, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment;
- To attend their naturalization ceremony to become a United States citizen.

The school is required to document verification of the reason for an absence. In addition to a note or call, a school employee may visit the student's home or use any other reasonable method to establish the fact that the student was actually absent for the reason stated. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences (AR 5113).

What if my student has a chronic health condition?

Chronic Health Condition

If your student has a documented chronic health condition, you may submit a Chronic Illness Verification Form (CIVF) to allow you to excuse their condition-related absences directly. The Chronic Illness Form allows parents to excuse absences due to a specific medical condition with the same authority as a medical professional. To be accepted, the form must be completely filled out by a physician, include their official letterhead or business card, and specify the expected frequency, length, and symptoms of the episodes. Please note that once approved, all absences must be excused in writing matching the listed symptoms (phone calls will not be accepted). These forms expire at the end of each academic year and must be renewed annually. This form can be obtained by contacting the dean of students.

What if a student cannot come to school due to ongoing mental health or physical health struggles?

Students who need to be out of school for more than 20 consecutive school days due to health, may qualify for a temporary independent study called Home and Hospital Instruction. Guardians must obtain the form from their student's Assistant Principal and must have the form signed by a medical provider.

The district in which the home or residential health facility is located is responsible for instructing and educating pupils who must be hospitalized or remain at home due to a temporary but extended illness or disability. A student of another district who is temporarily disabled and confined to a hospital or health facility within this district shall be eligible to receive individual instruction in this district. Likewise, a student of this district who is temporarily disabled and confined to a hospital or health facility within the boundaries of another district shall be able to receive individual instruction from that district. (Education Code 48207)

In such circumstances, it is the responsibility of the parent/guardian to notify the district of the student's presence in a qualifying hospital (by completing the home school request protocol). (Education Code 48208)

The District shall offer at least one hour of instruction for every day of instruction offered by the district in the regular education program. No student shall be credited with more than five days of attendance per calendar week or credited with more than the total number of calendar days that regular classes are offered by the district in any fiscal year.

Home and Hospital Instruction will try to cover up to five (5) courses, prioritizing the student's core curriculum (graduation requirements) and cannot guarantee coverage for Advanced

Placement, Lab Science, nor Elective courses. Due to the limited hours of instruction available and how certain course work cannot be replicated at the same quality in the home environment, (e.g. lab work, advanced level courses, group work etc.), Home & Hospital should only be presented as an option to students who meet eligibility requirements AND after all other site based options are exhausted.

Warranted Absence (BP/AR 5113)

(absences excused by District, but not receiving state attendance credit)

A student's absence shall be excused for justifiable personal reasons. (Education Code 48205)
Schools shall apply the provisions of this section in a consistent manner.

A warranted absence must be requested in writing **at least two (2) days prior** to the absence, must be approved by a site administrator, and, unless otherwise designated below, signed by the teachers of the classes missed. Any absence that isn't requested in advance and in writing will be considered unexcused. Prior approval may be waived by the principal or designee only under exceptional, unanticipated circumstances. The administrator will consider student attendance patterns, current academic performance and previous requests when approving a request for a warranted absence.

The teacher of any class from which the student is absent shall determine, pursuant to the regulations of the Board, what assignments the student shall make up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

- Appearance in court;
- Attendance at a funeral service for an aunt, uncle or cousin, or a person other than a member of the student's immediate family;
- Observation of a holiday or religious ceremony, with principal or designees approval and not limited to one (1) day of excusal;
- Attendance at religious retreats for no more than four (4) hours during a semester;
- Employment conference or interview;
- College visits. Limit of three (3) days per year;
- Bereavement beyond excused absence days;
- Tending to an illness or a medical appointment during school hours of a student's custodial child;
- Outdoor Education, or other educational programs sponsored by the school, District or county;
- Partial day absences caused by circumstances beyond the student's control (bus breakdowns highway flooding, etc.) and approved by the principal or designee within one (1) school day of the student's return to school; and,
- Other justifiable personal reasons authorized by the school.

FAMILY TRIPS AND VACATIONS WILL NOT BE WARRANTED UNDER THIS POLICY.
Parents/guardians are encouraged to plan family trips and vacations outside of the school year during school breaks and recess.

Student Employment

Ongoing, regularly scheduled student employment will not be warranted under this policy. Students are expected to plan ongoing, scheduled employment opportunities outside the school day, enroll in the Workplace Learning course, or seek approval for a reduced instructional day (*cf 6178.1-Work Experience Education*).

Unexcused Absences (Full Day or Period)/Truancy

The Superintendent or designee shall implement positive steps to reduce truancy, such as, but not limited to, communication with parents/guardians or the use of student study teams.

Students are expected to attend school daily. Consistent daily attendance is critical for a student's academic success. The State of California considers ten (10) days of absences for one school year, for any reason, excessive.

Attendance is an important factor in a student's success at school. Because attendance affects student learning, each school site has a consistent policy for relating attendance and grades.

Students with 2 or more unexcused absences to a class period will be assigned detention. Students who do not attend detention will be given a loss of privileges.

Consequently, students with excessive unexcused absences may face a series of progressive interventions and disciplinary consequences that may include:

- Parent Meetings: Attendance meetings with the dean of students or assistant principal.
- Attendance Contracts: Formal agreements to monitor and improve daily attendance.
- Attendance Recovery: Before school, after school, or Saturday school program to provide students with opportunities to recover instructional time and make up for absences.
- Detention: Required supervised time during lunch or after school.
- School or Community Service Hours: Mandatory service hours that must be completed during non-school hours.
- Loss of Privileges: Restriction from participating in extracurricular activities, sports, or school events.
- Referral to Another School: Transfer to an alternative education program or school site better suited to support the student's needs through the SARB process

Students with unexcused absences are not guaranteed the opportunity to make up work or exams.

Whether a student is allowed to submit missed assignments or retake exams is at the sole discretion of the teacher. Parents are therefore urged to email or use Parentvue to report an absence every day a student will be absent. This procedure will guarantee that absences are accurately cleared and will enable teachers to issue make-up work and support students who are legitimately absent.

The district or individual schools may establish and use the services of a School Attendance Review Board (SARB) (Education Code 48320-48324). The district or school may participate in the county, district or school SARBs as allowed by law to meet the special needs of students with school attendance, school behavior problems or lack of academic success.

TUHSD has determined that the SARB process may begin with:

- * 5 or more excused OR unexcused all-day absences
- * 5 or more Very Tardies (VT) missing 30 minutes or more of school/period for an excused or unexcused reason
- * 5 or more period absences (excused or unexcused)

Students who are habitual truants or habitually insubordinate or disorderly during attendance at school may be referred to the county probation department through the SARB process. (Education Code 48263).

Tardy Policy

The California Legislature defined a truant in very precise language. In summary, it states that student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority.

A student is marked Tardy (T) when they arrive after the class has begun. Students who arrive more than 30 minutes late will be marked Very Tardy (VT). **Students who are tardy 2 or more times in a single week will be assigned detention. Students who do not attend detention will be given a loss of privileges.**

Participation in non-mandatory school activities is considered a privilege. A loss of privilege can include, but is not limited to, the following:

- Off campus lunch
- On campus parking permits
- School dances and prom
- Participation in extracurricular activities, such as clubs
- Athletic participation
- Attending school activities, such as rallies and sporting events as a spectator, field trips
- **For Seniors** - participation in the traditional graduation ceremony.

Unless your child is arriving late because of an appointment, we do not “clear” tardies. If a teacher has indicated your child was tardy to class, and you feel this is an error, please contact the teacher directly to discuss this. This is not handled in our attendance office.

Attendance is an important factor in a student’s success at school. Because attendance affects student learning, each school site has a consistent policy for relating attendance and grades. Details regarding the site-based policy are available at each school's web site.

Suspensions

Suspensions are unexcused absences, however, work missed due to a suspension may be made up. Teachers of any class from which a student is suspended shall provide to the student all assignments and tests the student would otherwise miss while suspended. Teachers may require the suspended student to complete any assignments and tests missed during the suspension (AR 5144, EC §48913).

Homework Requests

Homework may be requested once a student has been ill for two (2) full days. Please contact teachers by phone or e-mail. Homework may also be accessed through the school/teacher's website.

Attendance Errors

Please remember that teachers mark students TARDY and ABSENT, not the Attendance office. If at any time a student feels they were marked tardy or absent by mistake, they should contact that teacher, who can correct the error within 24 hours. If it is beyond 24 hours, the teacher can advise the attendance office and the error can be corrected. Additional information is located on each school's website or in the site Handbook Addendum.

School Attendance Review Board

According to EC §48260, a student is considered truant if that student "is absent from school without valid excuse three (3) full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof." The formal procedure for addressing truant students includes issuing letters of notification to parents/guardians of truant students, meeting with the Student Attendance Review Board as a means of intervention, and referring students to alternative classrooms or schools, as necessary (AR 5113.1). SARB includes the parent and the student, dean of students, principal or designee, and other adults invested in the student's success. The goal of this team is to identify possible solutions to improving the student's attendance and/or behavior.

TUHSD has determined that the SARB process may begin with:

- * 5 or more excused OR unexcused all-day absences
- * 5 or more Very Tardies (VT) missing 30 minutes or more of school/period for an excused or unexcused reason
- * 5 or more period absences (excused or unexcused)

Compulsory Education

According to state law, it is the responsibility of parents/guardians to place their students in public or private day school during each school year while students are age six to eighteen. However, exemptions to day school attendance must be granted to students who:

- Have a physical or mental condition which prevents or strongly discourages attendance at a school;
- Are being instructed for at least three hours a day for 180 days each calendar year in subjects required by the Education Code, by a private tutor holding a valid teaching credential;
- Have been assigned to a vocational program;
- Are in a place of employment, providing they are over age 14 and have a valid work permit; or,
- Have a valid work permit and are so employed, while still attending part-time classes.

Open Campus at Lunch Time (BP 5112.5)

The Board of Trustees establishes an open campus at all District high schools only during the lunch period. While off campus, students are expected to practice responsible behavior and to return to their next period classes on time. Students shall not leave the school grounds without permission of school authorities at times other than lunch. Students are subject to school disciplinary consequences, up to and including suspension and expulsion for offenses that occur off campus during the school day. The principal is authorized to close the campus under the conditions of emergency or to ensure student health and safety.

Off-Campus Lunch Privilege

The Governing Board of the Tamalpais Union High School District, pursuant to Education Code Section 44808.5, allows students to leave school grounds during the student lunch period ONLY.

Parents are encouraged to give this privilege serious consideration to ensure the child is responsible enough to handle her/his time wisely. The Education Code states, "Neither the school district nor any officer or any employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil left the school ground pursuant to this section."

Pursuant to Board Policy 5131.8 (Mobile Communication Devices), **students who leave campus will not have access to their smart phones during the lunch period and parents expressly understand that neither the school district nor any officer or any employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil left campus without their smart phone.** Students returning late from lunch four or more times may have their off campus lunch privileges revoked. The Off-Campus Lunch privilege relates to the lunch period ONLY.

Student Residency/Interdistrict Transfer Policy

Under the California Education Code, students are required to attend school in the district where their parent or guardian resides, unless they obtain an Interdistrict attendance transfer. Students who reside outside the boundaries of the Tamalpais Union High School District may attend district schools only if they have an Interdistrict Transfer Request approved by both the student's district of residence and the Tamalpais Union High School District.

TUHSD reviews student attendance, grades, and behavior to ensure that students are abiding by the terms of the IDT contract. Students IDT may be revoked for violation of the IDT contract. The application process begins at the student's district of residence.

The Tamalpais Union High School District will approve an Interdistrict Transfer Request into the district for the comprehensive schools only if the transfer request meets the criteria set forth in BP/AR 5117-Interdistrict Attendance. The superintendent will deny a transfer, or revoke an existing transfer, if material information provided on the transfer form, or submitted in support of the initial claim of residency, is discovered to be false or fraudulent.

Chronic Absenteeism

Under the California Education Code **48263.6**, Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for 10 percent or more of the schooldays in one school year, from the date of enrollment to the current date, is deemed a chronic truant, provided that the appropriate school district officer or employee has complied with Sections 48260, 48260.5, 48261, 48262, 48263, and 48291.

The Board of Education believes that excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

(cf. 5113 - Absences and Excuses)

TUHSD Board policy 5113.1 states:

The Board of Trustees recognizes the value of early intervention in the effort to reduce school absences. When a student has accumulated nine (9) absences, excused and/or unexcused, in any one period, the administration shall communicate with the student and their parent/guardian to determine the reason(s) for the excessive absences, ensure the student and parent/guardian are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

The student may be referred to the site Coordination of Services Team (COST) to assist in evaluating the student's needs and identifying strategies and programs that may assist them.

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

Strategies for Addressing Truancy

The parent/guardian of a student classified as a truant shall be notified of the following:
(Education Code 48260.5)

- a. The student is truant.
- b. The parent/guardian is obligated to compel the student to attend school.
- c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
- d. Alternative educational programs are available in the district.

(cf. 6181 - Alternative Schools)

(cf. 6184 - Continuation Education)

- e. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
- f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, or their designee under Education Code 48264 if found away from home and absent from school without a valid excuse.
- g. The student may be subject to suspension, restriction or delay of driving privileges pursuant to Vehicle Code 13202.7.
- h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

Upon a student's first truancy, a student may be given a written warning by a peace officer. A record of this warning may be kept at school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

GRADING

The purpose of grading is to communicate the level of achievement in the educational program to the students, the parents, and institutions of higher learning, prospective employers, counselors, and other schools the student might attend.

Grading Symbol (BP 5121)

Symbols used and the meaning of such symbols is as follows:

A	Excellent achievement
B	Good achievement
C	Satisfactory achievement
D	Poor, but passing achievement
F	Failing to meet minimum standard of achievement
P	Pass
NM	No mark
I	Incomplete
CR/NC	Credit/No-Credit
W	Withdrawal

No Mark

- The NM mark is to be used for a student who, for reasons beyond their control, could not fulfill the requirements of a course.
- NM symbol is to be used to designate audit when a student has completed audit provisions, as approved.
- Students and parents should refer to Marin County Athletic League/North Coast Section guidelines with reference to NM grades.
- NM is a teacher option, not a student option.

Incomplete

- A grade of Incomplete may be given when the structure of a course allows for such grading or when a student's work is not finished because of illness or other excused absence.
- If not made up within six (6) weeks, the incomplete will be changed to a Fail.
- For purposes of athletic eligibility, an Incomplete registers as a grade of "F."

Credit / No-Credit

There are two ways to implement the Credit/No Credit basis for grading:

- The instructional departments will determine the courses in their programs to be offered on a Credit/No-Credit basis.

- This option is specified in a student's IEP or 504 plan. A student must have written parental consent in order to take a course on a Credit/No-Credit basis.
- A student may take no more than two (2) courses on a Credit/No-Credit basis in any one semester. Exceptions to this limit may be specified in a student's IEP or 504 plan.
- Courses taken for Credit/No Credit are not computed in a student's grade point average but are entered on their transcript.
- For purposes of athletic eligibility, a Credit registers as a grade of "C", a No Credit as a grade of "F."

Withdrawal

- A withdrawal may be given under only unusual circumstances.
- Administrative permission is required for a student to drop a class without penalty after the first week following the first grade report.

Grading Policy & Procedures

If a student repeats a course in order to earn a higher grade, the student cannot be given a double credit for that course. The student's grade point average will reflect all courses attempted and all grades received. Since the student's transcript is a legal document reflecting all student work, all courses and grades should be recorded, including repeated courses. For repeated courses, only five credits are counted for each course. The credit will be shown with the higher grade and "0" credit shown for the lower grade on the transcript. For purposes of calculating GPA points, the highest grade received shall be used in determining the student's overall GPA (AR 5121 Repeated Courses).

Grade reports are designed to communicate with parents regarding student progress. Whenever it becomes evident that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. Additionally, teachers shall note the reasoning the student is "In danger of failing" on their report card.

Grade reports are issued three times each semester. The third report each semester includes the final semester grade. Teachers must describe their grade reporting procedures at the beginning of the semester.

Semester grade reports are final grades that are assigned twice a year. These grades are recorded on the official transcript/permanent record.

Grade Point Average (GPA) is based on all courses completed and is computed as follows:

A = 4 points B = 3 points C = 2 points D = 1 point F = 0 points

The District wishes to encourage students to take Advanced Placement and Honors courses in academic subjects. Grades received in courses will be counted on the following scale

A = 5 points B = 4 points C = 3 points D = 1 point F = 0 points

Challenging Student Records

The custodial parent/guardian of any student may submit to the Superintendent or designee, a written request to correct or remove from their student's records any information concerning the child which they allege to be any of the following: (Education Code 49070)

1. Inaccurate
2. An unsubstantiated personal conclusion or inference
3. A conclusion or inference outside of the observer's area of competence
4. Not based on the personal observation of a named person with the time and place of the observation noted
5. Misleading
6. In violation of the privacy or other rights of the student

Academic Grade Change Appeals Process

Under Education Code section 49066, parents have a right to request a change of a pupil's **semester grade**, only, on the following grounds:

- Mistake
- Fraud
- Bad faith
- Incompetency in assigning the grade

When grades are earned for any course of instruction taught in the public schools, the grade earned by each pupil shall be the grade determined by the teacher of the course. In the absence of any of the grounds listed above, the grade shall be final. Please see TUHSD [Board Administrative Regulation 5125.3](#), *Challenge to a Student Record for more information*.

Any request for a grade change must first be made in writing to the classroom teacher who assigned the grade. A parent/guardian must make the request to the teacher within thirty (30) school days ("school days" are defined as days when the relevant pupil is or should be in school, excluding summer school, school recesses, and holidays) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent/guardian may present any relevant information, oral or written, in support of the request. If the issue does not get resolved with the teacher, the parent/guardian may submit a written request to the principal or their designee. If the decision made by the principal or designee is unsatisfactory to the parent/guardian, they may appeal to the Superintendent or designee in writing and include all materials that have been relevant to date. If the decision remains unsatisfactory, the parent/guardian may appeal the decision to the Board of Trustee, whose decision shall be final.

At each step, the parent/guardian has the right to present information in support of the request. If you would like additional information, please ask your principal's assistant for a **Grade Change Appeal Form** and a copy of the **Procedure for Contesting a Final Grade**.

Classes Taken Outside the High School

TUHSD AR 6145.1 states that credit toward graduation may be awarded for completion of a college, community, or university course, but prior approval to take such a course is mandatory. An appropriate program must be approved by the principal and recorded on the student's current schedule of classes. Students may take up to 20 credits from an outside institution towards graduation requirements. For credit, the student must submit a transcript of the completed work to the Counseling Office. Arrangement for transfer of this credit is the responsibility of the student.

Multi-Tiered System of Support (MTSS)

The Tamalpais Union High School District utilizes a **Multi-Tiered System of Support (MTSS)** for students at our district's five high schools including Redwood High School, Tamalpais High School, Archie Williams High School, Tamiscal High School, and San Andreas High School. MTSS integrates social-emotional, behavioral and academic learning as a universal approach to developing the whole child. MTSS has three tiers of support based on student need. **Tier 1** includes universal support in the classroom using best instructional, social-emotional and behavioral practices. **Tier 2** includes support for students beyond those provided in the classroom. These are designed for students in need of greater support to access learning. **Tier 3** includes intensive support for some students and this typically involves a change to a student's school day with structured and scaffolded behavioral, social-emotional, and/or academic interventions. For more information, please see this [Caregiver's Guide to MTSS](#). If you believe your student is in need of more intensive support than they are receiving at the Tier 1 level, contact your student's school counselor or your school's intervention coordinator.

Program Changes

In order to allow class enrollments to be verified and necessary administrative changes to be made, no student initiated changes will be made during the first two (2) days of any semester (BP 5121e).

Student-initiated changes may be made only under unusual circumstances. Such changes may be made through the fifth day of the new semester.

Teacher-initiated changes from one course to another course, either within or outside of the department, may be made only up to receipt of the report card of the first marking period of the semester. Changes after that period shall be made only under exceptional circumstances and with administrative approval.

Teacher-initiated changes that transfer a student to a different course level within the department may be made at any time, providing that the change involves no other disruption of the student's schedule.

Within five days of the student's receipt of the first marking period report card of the semester, a teacher, after consultation with the student, parent/guardian and counselor, may recommend "Audit." The student is still enrolled in the class and subject to all requirements of the course but without a letter grade. If the Audit provisions are not fulfilled, the Audit reverts to "D" or "F".

Approval signatures must be obtained from the student's parent/guardian and counselor and acknowledgement signatures must be obtained from the teachers of both the original and requested classes.

A withdrawal may be given under unusual circumstances. Administrative permission is required for a student to drop a class without penalty after the first week following the first grade report.

OTHER SCHOOL POLICIES

- Students who drop a course are expected to enroll in another course within the first three (3) weeks of the semester.
- Board policy requires that all students be enrolled in six (6) courses except under special circumstances.
- Students who change sections or ability levels will carry their "grade to date" to the new class, and it will be included in the final grade computation.
- No course may be added after the 15th day of a semester.

Athletic/Activity Participation Eligibility Requirements

- According to BP 6145, in order to participate in extra/co-curricular activities, students must demonstrate satisfactory educational progress in meeting the requirements for graduation.
- The superintendent or designee may exempt from eligibility requirements extra/co-curricular activities or programs that are offered primarily for the student's academic or educational achievement.
- To encourage and support academic excellence, the Board requires that students earn a minimum 2.0 or C grade point average on a 4.0 scale in order to participate in extra/co-curricular activities.
- Students with any F grades must also maintain minimum progress toward graduation in order to meet eligibility requirements.
- Incompletes, No Marks and No Credits will be calculated as Fs.
- The superintendent or designee may grant ineligible students a probation period or waiver of not more than one grading period, once during the student's sophomore, junior or senior year. The probation period or waiver is generally not available to freshmen. In order to be eligible for probation, a student must have a current GPA between 1.50 and 1.99.
- The Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. In implementing this policy, the superintendent or designee shall help ineligible students regain eligibility.
- The superintendent or designee may revoke a student's eligibility for participation in extra/co-curricular activities when a student's poor citizenship is serious enough to warrant loss of this privilege. The superintendent shall determine the duration of the revocation.
- Students must be enrolled in 20 credits at their school of residency to participate in athletics.
- Classes taken during summer school can be used to make a 9th grader eligible for athletic participation. If the student qualifies under their 8th grade GPA and attends summer school and performs poorly, they do not forfeit their eligibility.

Special Education & Section 504 Eligible Students

Section 504

Under Section 504 of the Rehabilitation Act, a student qualifies for recommended services related to a disabling condition when there exists a physical or mental impairment that substantially limits one or more major life activities (breathing, walking, seeing, hearing, working, and learning). Section 504 is a federal law enforced by the Office of Civil Rights. It is an anti-discrimination law. It is the intent of the Tamalpais Union High School District to ensure that students who are disabled within the meaning of Section 504 are identified, evaluated, and provided with appropriate access to education. For more information, see the assistant principal or a school counselor (BP/AR6164.6).

Special Education

The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities have a free, appropriate education available to them which would meet their unique needs.

Through federal and state laws, special education programs and services are provided to students whose disabling conditions interfere with their education. For more information, see the assistant principal or a school counselor (BP/AR 6159).

Students identified as eligible for special education or students eligible for services under Section 504, shall have access to courses at all curriculum levels as appropriate.

Accommodations

Students may take regular courses for regular credit with, if appropriate, reasonable accommodations that do not change course expectations and/or content. Examples of accommodations may include extended time, preferred seating, note taking or shortened homework assignments. Students receiving accommodations will be graded based on established criteria.

Modifications

Students with significant special needs also have the opportunity to take courses in a modified form, if recommended by the IEP or 504 team and with parent notification and consent.

Modifications that alter the course expectations and/or content (e.g., requiring the student to learn only a portion of the curriculum content or establishing altered performance standards) shall be specified in the student's IEP or 504 plan. To the extent possible, a determination to modify a course to reflect a student's needs will be determined prior to the beginning of the course or as early in the semester as possible.

Special needs and general education teachers may collaborate on course expectations, content, and grades to be given students in a modified course. The grade given will reflect the student's performance on the modified assignments, and the course will be designated as modified on the student's transcript with a "MODF" before the course number. Modified courses will not be considered college preparation courses but may be used to meet District graduation requirements.

GRADUATION REQUIREMENTS

The *California Education Code* and the *Rules & Regulations of the State Board of Education* require instruction in certain specific fields in all California public schools.

TUHSD Graduation Requirements (BP 6146.1(a))

Students shall receive diplomas of graduation from high school only after completing the required course of study and meeting the standards of proficiency established by the District. To qualify for graduation and to participate in the ceremonies, a student must successfully meet the requirements outlined below:

Graduation Requirements

<u>Required Subject</u>	<u>Credits</u>	<u>Course Provisions</u>
English	40 credits	To include English 1-2, English 3-4
Social Studies	40 credits	To include Life Lab, Community and Consciousness (Ethnic Studies), World History 1-2, U.S. History 1-2, American Government, and Economics
Mathematics	30 credits	To include Algebra 1-2
Science	30 credits	Physics in the Universe, The Living Earth, Chemistry in the Earth Systems Transfer students are required to have one year physical science, one year life science and one year of chemistry
Physical Education	20 credits	Core 1, 2, 3, and 4
Fine Arts	10 credits	1 year of visual or performing art elective.
<u>Elective Credits</u>	<u>50 credits</u>	
<u>Required Minimum</u>	<u>220 credits</u>	

The Course Guide, available in the Counseling Office and also on-line as part of the District's web site, provides further information about Tamalpais Union High School District's graduation requirements and course descriptions.

Physical Education

Physical Fitness Testing

Freshmen take part in the physical performance testing designated by the State Board of Education each spring. Students with a physical disability and students who are physically unable to take all parts of the test shall undergo as much of the test as their physical condition will permit.

Exemptions/Waivers/Modifications/Accommodations of PE

With the consent of the student, the superintendent or designee may grant temporary exemption from physical education when a student is enrolled for one-half time or less, or when a student is

ill or injured and a modified program to meet their needs cannot be provided. Permanent exemptions or waivers shall be granted only as provided by law (Education Code 51241).

Pursuant to Education Code 51241, permanent exemptions from physical education may be granted for a student who is:

- Sixteen or older and has been in grade 10 for one or more academic years;
- Enrolled as a postgraduate student; or,
- Enrolled in a juvenile home, ranch, camp or forestry camp school

IEP or 504 Accommodations/Modifications

Teachers shall implement the accommodations or modifications for physical education as specified in a student's IEP or 504 Plan.

Medical Exemptions

Schools must abide by a doctor's recommendation. A student who has a medical condition that precludes them from participation in any particular activity may be exempted from that activity with a written recommendation from a doctor which prescribes the types of physical activity which can/cannot be done by the student. One such recommendation will suffice for a student's entire school career.

A student with a temporary medical condition may be excused from all or part of a semester physical education class. A doctor's recommendation which prescribes the types of physical activity which can/cannot be done by the student shall guide teachers in decisions about the student's program. Students who are unable to complete the semester class may drop and complete the semester at another time. In the event that the student has medical excuses for more than 20 semester credits, the physical education requirement will be adjusted to equal the number of semester credits that the student is in school and can participate in a physical education class.

A student who cannot complete at least one-half a quarter due to a medical reason certificated by a physician must do one of the following:

- Engage in activity deemed appropriate by the attending physician
- Engage in an alternative activity arranged by the teacher and student
- Drop the quarter of P.E. and receive no credit.

A note from a parent/guardian may temporarily excuse a student from physical education. A note from the parent/guardian may excuse a student from active physical education for three (3) consecutive days. If the parent/guardian deems it necessary, they may excuse the student for an additional three consecutive days. If the student is still unable to participate at the end of this time, a doctor's note, delivered within three (3) days after the parental excuse terminates, is required, stating in which activities, if any, the student cannot participate. The teacher, student, and parent/guardian shall discuss alternative activities or a modified program based upon the doctor's recommendation.

Religious Beliefs

Students shall be excused from certain activities with another activity substituted upon receipt of a written notice from the parent/guardian that an activity is contrary to the religious beliefs of their student.

Transfer Students

Students transferring into the District may be exempted from all or part of the physical education requirement (BP/AR 6142.7):

- Students transferring from another California public school district must meet the requirement regardless of year in school.
- Students transferring into the District from out of state, or private school, as a ninth or tenth grader shall meet the District requirement.
- Eleventh or twelfth grade transfer students from alternative programs, private schools, or out-of-state schools are encouraged to enroll in physical education classes but are not required to do so. They may enroll in the elective program even if they have not completed the District's core curriculum.

Special Circumstances

Students occasionally have special circumstances other than medical, religious beliefs, or transfer status that may warrant some accommodation or modification of their physical education program. The following procedures shall be used to address special circumstance needs:

- Student and parent/guardian must arrange a conference with the teacher and counselor to identify the special circumstances.
- During this conference, every effort will be made to meet the student's needs within the regular physical education class. If it is determined that this can be done, a written agreement specifying the activity plan, expectations for attendance, and grading criteria shall be developed by the teacher and student. The agreement shall be signed by teacher, parent/guardian, and student.
- If it is determined that the student's special circumstances cannot be met through some modification/accommodation in the regular physical education class, the conference group may recommend referral to Independent Study (either part-time at the school or full time through Tamiscal). Acceptance into Independent Study shall be made in accordance with BP/AR 6158. Students must meet all requirements of the Independent Study program in order to continue in Independent Study.

Appeal Process

Level 1 - Parents/guardians who wish to appeal a) the decision reached in the special circumstances conference, or b) the decision made by the principal or designee regarding exemptions or waivers shall present their appeal in writing to the school principal or designee.

Each school shall establish a review committee with representation from the physical education department, counseling department, and administration to consider individual appeals. The committee will recommend action to the principal who shall make the final decision. Written

notice of the decision shall be provided to the student, parent/guardian, counselor, and physical education teacher leader.

Level 2 - Parents/guardians who wish to appeal a decision made at the school level may appeal, in writing, to the assistant superintendent in Educational Services. Written notice of the decision shall be provided to the student, parent/guardian, and school principal.

Credit in Physical Education

Students are encouraged to complete at least ten (10) units of the core curriculum during grades 9 or 10. Since the state-mandated Physical Fitness Test is administered to all ninth graders, whether or not they are enrolled in a physical education class, ninth graders are strongly encouraged to enroll. However, the entire twenty (20) credit requirement for graduation can be met at any time during the student's high school years. If a student fails any semester of the core curriculum, they must repeat that course.

Partial credit on the basis of 2.5 credits for one quarter may be offered for students who, because of circumstances beyond their control (such as transfer status, medical condition, or extended leave of absence) are unable to complete the full semester course. If credits are awarded on a quarter basis, students shall earn a letter grade for that quarter. If only semester credits are awarded, the semester grade shall be the average of the two quarter grades.

A student who cannot complete at least one half of a quarter due to a medical reason has the option of arranging alternative activities or dropping the quarter and receiving no credit. Such a student is not automatically exempt from the 20 credit requirement for graduation (see Medical Exemptions section above) and will need to make up the quarter credit at another time.

Early Graduation Request

To request early graduation, please initiate the process by meeting with your school counselor to review your current graduation status and ensure all credit requirements will be met.

The Graduation Ceremony

Important note to Parents and Students: The Tamalpais Union High School District staff and administration do not encourage or condone cutting classes at any time for any reason. Any attempt to legitimize it as a senior privilege is unacceptable. In order for a senior to participate in the graduation ceremony, the student must be a senior in good standing. The Tamalpais Union High School District School Board recognizes the need for school sites to maintain high standards of student conduct and behavior, and therefore supports the practice of providing the traditional graduation program/ceremony for students in good standing. The graduation ceremony is held to recognize seniors who have successfully completed the required course of study and number of credits, passed minimum proficiency requirements in reading, writing, math and computer proficiency, and demonstrated good attendance, academic achievement and appropriate behavior throughout their final semester.

Senior in Good Standing Policy

The following school policy has been the practice of the Tamalpais Union High School District for several years. Designed by parents, teachers and administrators, the policy holds seniors to continued academic and behavioral expectations with the District's high standards. Participation in the graduation ceremony is voluntary and considered a privilege. Under the policy, a student

may qualify to earn a graduation diploma, yet still be restricted from participation in the ceremony. Eligibility to participate in the graduation ceremony includes:

- **Attending All Classes.** Students who are referred to the district SARB process with 9 or more unexcused absences in any class, including tutorial/SMART, will be restricted from the ceremony.
- **Behave appropriately** and adhere to all school expectations and rules (respect of others, parking, sportsmanship, etc.) - no suspensions during the school year.

Each high school has an established appeal process. Before a privilege is denied, the student—and, when practicable, their parent/guardian—will be informed of the reason for the denial and given an opportunity to respond. If the privilege is ultimately denied, the student and parent/guardian will receive written notice explaining the decision and outlining the appeal process.

A written appeal of the denial must be submitted to the principal. Once received, an appeal committee may be convened to review the matter. The student may bring an adult or advocate to the appeal hearing.

Additional information is available on each school's website or in the site-specific Handbook Addendum.

Students aged 18 or older who write their own excuses for absences due to illness will be required to provide a written excuse from a doctor or nurse on the third (3rd) day absent. The school reserves the right to notify parents when excessive absences are excused by an adult student. We recommend parents check Synergy, ParentVUE, or call the school weekly to monitor their student's attendance, if attendance is a concern.

College Entrance Requirements

Preparation for college during the high school years is important and necessary. Any student who anticipates college attendance should plan a program of studies beginning the first day of entrance into high school.

A student's scholastic record during the four years of high school will be one of the single greatest factors in admission to college. A poor scholastic record will close the doors to many institutions while a good record may open the way to unexpected opportunities. Colleges are interested in a student's work in the community. Good citizenship, including participation in school activities, as well as volunteer and service work, will result in good recommendations and will increase the chances of the student being accepted by the college the student has selected.

Please note: *Some colleges ask counselors to report if students have been suspended from school for any reason. Colleges sometimes alert students to last-minute rejections, based on a drop in final semester grades and/or attendance problems. Students should understand that counselors must respond honestly to all such requests.*

Admission to the University of California System

The following sequence of high school courses is required by the Academic Senate of the University of California as appropriate for fulfilling the minimum eligibility requirements for admission to the University of California. In addition to completion of these courses, students must earn a grade point average (GPA) of 3.0 with no grade lower than a C in any course.

The “a –g” requirements can be summarized as follows:

- a. **History/Social Science:** (2 years required) One year of world or European history, cultures or historical geography and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
- b. **English:** (4 years required) College preparatory English which includes frequent writing, from brainstorming to final papers, as well as reading of classic and modern literature. No more than one year of ELD courses can be used to meet this requirement.
- c. **Mathematics:** (3 years required, 4 recommended) College preparatory mathematics that include the topics in elementary and advanced algebra and two and three-dimensional geometry.
- d. **Laboratory Science:** (2 years required, 3 recommended) Laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry or physics.
- e. **Language Other than English:** (2 years required, 3 recommended) Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English.
- f. **Visual - Performing Arts:** (1 year required) One year-long sequence selected from dance, drama/theater, music, or visual art.
- g. **College Preparatory Electives:** (1 year required) Two semesters chosen from additional “a –f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as “g” electives.

Standardized Tests: Per the University of California Admissions website: “UC no longer considers SAT or ACT test scores when making admissions decisions or awarding scholarships. Test scores submitted as part of the application may be used as an alternate method of fulfilling minimum requirements for eligibility or for course placement after matriculation at UC. Students who plan to use test scores to meet a minimum subject requirement or for course placement should take their tests no later than December of the senior year/last year prior to high school/secondary school graduation”.

For further information visit:

<https://admission.universityofcalifornia.edu/counselors/preparing-freshman-students/freshman-requirements.html>

Admission to the California State University System

The CSU requires a minimum 15 unit pattern of courses for admission as a first time freshman. Each unit is equal to a year of study in a subject area. A grade of C or higher is required for each course you use to meet any subject requirement.

- a. **History/Social Science:** (2 years required) One year of world history, cultures, and historical geography and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government;
- b. **English:** (4 years required) College preparatory English composition and literature;
- c. **Mathematics:** (3 years required, but 4 years recommended) Algebra I, Geometry, Algebra II, or higher mathematics;
- d. **Laboratory Science:** (2 years required) One biological science and one physical science;
- e. **Language Other Than English:** (2 years required) Two years of the same language (American Sign Language qualifies);
- f. **Visual and Performing Arts:** (1 year required) Dance, drama/theater, music, or visual art; and,
- g. **College Preparatory Electives:** (1 year required) Electives chosen from the University of California “a-g” list.

Recommended testing: The California State University (CSU) no longer uses ACT or SAT examinations in determining admission eligibility for all CSU campuses. If accepted to a CSU campus, ACT or SAT test scores can be used as one of the measures to place students in the proper mathematics and written communication courses.

For further information visit:

https://www.calstate.edu/apply/freshman/getting_into_the_csu/Pages/admission-requirements.aspx

Admission to Community College

- a. Open admission to all high school graduates.
- b. Non-graduates 18 or older are admitted on probation.
- c. Non-graduates who have passed the California Proficiency Program are admitted.

Required testing: Testing is required in certain courses for placement purposes.

College Entrance Exams

Students must check the admission examination requirements for each college or university in which they wish to enroll. Presented below are descriptions of typical examinations required across the United States.

SAT I - Scholastic Assessment Tests – Reading, writing and mathematics assessment tests. Scores on these tests are used by colleges to determine a student's probable success in college. For more information visit the College Board website at www.collegeboard.com. Please refer to your school's website for more information.

ACT - American College Test - Four multiple-choice sections in English, Mathematics, Reading and Science – with an optional Writing Section. The ACT is accepted by almost all colleges in lieu of SAT/Subject tests. Test dates are usually scheduled September, October, December, February, April, and June. For more information visit the ACT website at: <https://www.act.org/>

PSAT - Preliminary Scholastic Assessment Test – This test is taken normally by juniors as a "warm up" for the SAT. Scores on this test are used to determine eligibility for the National Merit Scholar competition. Sophomores who have completed geometry are encouraged to take the exam. The test is usually scheduled in October. Please refer to your school's website for updated testing information.

AP Exams - Advanced Placement Exams – These exams are available for students who have exceptional talent or interest in particular areas. Students generally take a related Advanced Placement course before taking the exam, although students may take the exams without having taken the course. Successful completion of the exam may earn college credit. The tests are usually scheduled for mid-May each year.

CLEP - College Level Examination Program – This testing program is similar to the AP program and used by some colleges to grant credit or advanced placement.

Community College Tests - College of Marin and other community colleges may require that students take placement tests in English and Mathematics. Please consult the college's admission website and the College and Career Center for more information

College Placement Tests - Some universities require new students to be tested in English and mathematics as soon as possible after they are admitted and before the term begins. The tests are used to determine whether students are prepared for college work; and if they are not, to place the students in appropriate remediation courses or activities. Students may be exempt from one or both of the tests if they have scored well on other specified tests or have completed appropriate courses.

EAP- The Early Assessment Program (EAP) is designed to provide students with an early signal of college academic preparation through California Assessments of Student Performance and Progress (CAASPP/EAP) results. CAASPP/EAP scores are ONE of the multiple measures the CSU utilizes as an indicator of students' readiness for college-level coursework in English and mathematics and for placement of first-time freshman in the appropriate General Education (GE) English and mathematics courses once they enroll at the CSU.

For more information on how the CSU uses multiple measures (CAASPP/EAP, American College Test (ACT), Scholastic Aptitude Test (SAT), Academic Preparation (AP), high school, and college coursework) for placement, visit the [CSU student success website, https://www.cde.ca.gov/ci/gs/hs/eapindex.asp](https://www.cde.ca.gov/ci/gs/hs/eapindex.asp)

University of California Tests

Entry Level Writing Requirement - All students entering UC as freshmen must fulfill the Entry Level Writing Requirement, either by demonstrating proficiency through qualifying test scores, UC-transferable college English composition courses or by following campus specific instructions to satisfy this requirement. For more information, please visit: <https://admission.universityofcalifornia.edu/elwr/>

Alternatives to High School Diplomas

California Proficiency Program (CPP) Exam - The exam is offered twice a year to students who have finished their sophomore year or are sixteen years of age and are seeking an alternative to the standard high school diploma. Students who pass the test are awarded a proficiency certificate by the California State Department of Education. Applications and more information may be obtained at the Counseling Office or at <https://www.cde.ca.gov/ta/tg/cp.asp>. Parent permission is required for students who pass the test in order for them to leave high school.

Adult High School Diploma - An Adult School diploma program is designed for students who did not finish high school with their class. Diploma requirements are the same as in all TUHSD high schools. However, students work at their own pace with no pressure, often in small classes. Independent study and teacher-directed instruction allow for individualized plans for credit completion. To register, contact Adult Education at (415) 945-3780 or current high school counselor.

General Educational Development (GED) is designed for people who did not graduate from high school but want a certificate of completion equivalent to the traditional high school diploma. The GED test credential is the only high school equivalency credential recognized in all 50 states. The examination tests knowledge in five subject areas: Language Arts, Writing; Language Arts, Reading; Mathematics; Science; Social Studies. The GED test is given in both English and Spanish. Modifications and special accommodations for learning or physically disabled students can be provided with advance arrangements. To register, contact Adult Education at (415) 945-3780. <http://www.cde.ca.gov/ta/tg/gd/>

Regional Occupational Program (ROP)

ROP offers tuition-free occupational training to Marin County residents 16 years of age and over. Information about the program may be obtained from the Marin County Office of Education (415-472-4110) or the College & Career Center. Credits count toward graduation as elective credits.

Scholarships & Financial Aid

Most colleges and universities offer scholarships of varying amounts to deserving high school seniors. If you are interested in obtaining scholarship assistance, ask the College & Career Specialist or your high school counselor. Most scholarships are awarded on the basis of financial need and scholastic standing, but some are available for special interest groups.

Students who feel that they will need financial aid in attending college should check deadline dates for applications with their counselors. Recommended reading material on scholarships and financial aid is available in the Counseling Office and in the College & Career Center. There are many different sources that give various kinds of scholarships.

A number of local scholarships and awards are available each year. The College and Career Specialist can give you more information about these as well as other scholarships and awards available.

10,000 Degrees provides a wealth of free financial aid and scholarship information to Marin County residents. They provide workshops for parents and students. For more information, visit: <https://10000degrees.org/> or speak with the TUHSD 10,000 Degrees fellow.

STUDENT RIGHTS & PROTECTIONS

This section of your Student Handbook is intended to provide students and parents with accurate information about students' rights and responsibilities. It reflects a portion of current laws and District policies that often affect high school education. The abridged version that follows includes only subjects deemed most crucial. For information on student rights and responsibilities, see a school or District administrator.

Constitutional Rights

A student's education in high school is more than just a responsibility. The California Supreme Court has held that both education and attendance at a public school are fundamental rights of all people in the state and are both guaranteed and protected by the California Constitution. That document states that all students have the responsibility to "comply with the regulations, pursue the required course of study, and submit to the authority of the school," under the limitations of students' rights.

Access to Records (AR 5125)

Mandatory access will be provided to the following persons or agencies:

- Natural parents, adoptive parents, or legal guardians of students younger than age 18. Upon request, qualified certificated staff will be available to interpret records (EC §49069).
- Adult students age 18 or older (EC §49061).
- Those so authorized in compliance with a court order and lawfully issued subpoenas (EC §49077). If lawfully possible, the District shall first give the parent or adult student three days' notice, telling who is requesting what records (Title 5, § 435).

The following persons or agencies shall have access to those particular records that are relevant to the legitimate educational interests of the requester:

- Natural parents, adoptive parents, or legal guardians of a dependent student age 18 or older (EC §49076)
- Student 16 or older or who has completed the 10th grade (EC §49076).
- School officials and employees (EC §49076).
- School Attendance and Review Board members and involved school officials and employees (EC §49076).
- Officials or employees of other public schools or school systems where education programs leading to high school education are provided (EC §49076).
- Federal, state and local officials, as needed for program audits or compliance with law (EC §49076).
- County child welfare services workers responsible for the case plan of a minor who is being placed in foster care (Welfare and Institutions Code 16010).
- Representatives of agencies with whom the District has contracted for support services (e.g. Bay Area Community Resources).

Parental consent is not required when information is shared with other persons within educational institutions, agencies or organizations obtaining access, so long as those persons have legitimate interest in the information (EC §49076).

Release of Directory Information (BP/AR 5125.1)

Directory information shall not be released regarding any student whose parent/guardian notifies the District in writing that such information may not be disclosed (Education Code §49073).

Unless prohibited by the parent/guardian in accordance with law, directory information which school officials may disclose consists of the following: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent school attended.

The following entities may receive directory information:

- Current or potential employers (Education Code §49073);
- News media (Education Code §49073);
- Private schools or colleges under certain conditions (Education Code §49073);
- Military service representatives – unless parents deny access (Education Code §49073.5);
- Authorized representatives of the Comptroller General, the Secretary of Health, Education and Welfare, United States Office of Civil Rights, and other state or county educational agencies under certain conditions (Education Code §49076(a)(1)(C));
- Local law enforcement officers under certain conditions (Education Code §49076(a)(I));
- Individuals or agencies identified in §49076(a);
- Peace officers under certain condition (Education Code §49076.5);
- Elementary school districts in the Tamalpais Union High School District attendance area;
- College of Marin; and,
- One approved alumni association at each site.

Under no circumstances shall directory information be disclosed to a private profit-making entity other than employers, prospective employers, and representatives of the news media (Education Code §49073).

Child Abuse and Neglect

With the concern for the total well-being of each student, District employees shall report known or suspected instances of child abuse in accordance with state law and District regulations (AR5141.4a). Employees will cooperate with child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

Mandatory Reporting of Perceived and Actual Threats. Child Abuse and Neglect

SB 906 also addresses threats made by students. The bill adds section 49393 to the Education Code, requiring every certificated and classified employee and every board member of an LEA,

who has regular contact with students in any of grades 6 to 12 “as part of a middle school or high school” to immediately report to law enforcement any threat or perceived threat they are alerted to or observe.

A “threat or perceived threat” is any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in connection with inflicting physical harm in a social media post, journal, class note, or other media associated with the student, or a warning by another individual.

The report to law enforcement must include copies of any documentation or other evidence associated with the threat or perceived threat. If multiple individuals are obligated to make a report, they may agree to have one person make a single report. SB 906 also grants civil immunity to LEAs for any damages allegedly caused by, arising out of, or relating to the threat report.

Duty to Support Law Enforcement Investigation and Threat Assessment

Following a report of a threat or perceived threat, the “local law enforcement agency” or school site police, with the support of the LEA, must immediately investigate and conduct an assessment of the threat or perceived threat. As part of the threat assessment, law enforcement must conduct a search at the school site if there is a “reasonable suspicion that it would produce evidence related to the threat or perceived threat.”

Student Expression

According to BP5145.2, free inquiry and exchange of ideas are essential parts of a democratic education. The Board of Trustees respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Students shall not be disciplined solely on the basis of constitutionally protected speech or other communication

Nondiscrimination in Employment & Title IX

The Board of Trustees designates the following person(s) as Coordinator for Nondiscrimination in Employment and for Title IX:

Wesley Cedros
Assistant Superintendent, Human
Resources
wcedros@tamdistrict.org
(415) 945-1027

Kelly Lara
Assistant Superintendent of Educational
Services
klara@tamdistrict.org
(415) 945-1012

Tamalpais Union High School District
P. O. Box 605
Larkspur, CA 94977

Full text of District Title IX procedures can be found in the District Office and on the District website at <https://www.tamdistrict.org/about-us/title-ix>

Discrimination - The Tamalpais Union High School District, in strict accordance with state and federal laws, does not discriminate against any person on the basis of actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

What is Title IX?

Title IX of the Education Amendments of 1972 (“Title IX”) is a federal law that prohibits sex-based discrimination in all educational programs and activities, including athletic programs. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity operated by the Tamalpais Union High School District, hereinafter referred to as “District (s)”. Title IX protects all participants in the District’s educational programs and activities, including students, parents, employees, and job applicants. The District does not discriminate on the basis of sex. Discrimination on the basis of sex can include sexual harassment and sexual violence.

In addition to Title IX, the California Education Code prohibits discrimination on the basis of sex in schools. (California Education Code §§ 220-221.1.) Other state and federal laws also prohibit discrimination and ensure equality in education.

Sexual Harassment

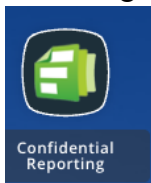
The members of the Tamalpais community are united in the belief that sexual harassment, or any other kind of harassment, will not be tolerated in or out of school. In an effort to address the problem of sexual harassment, the Tam District has adopted a policy and procedures to deal with harassment when it occurs (BP5145.7).

As stated in Policy 5145.3, the Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, immigration status, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, sex stereotyping or association with a person or group with one or more of these actual or perceived characteristics.

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Students may also report anonymously. All reports will be responded to within 24 hours.

The Reporting Form can be accessed through the TUHSD Portal for staff and students. Here is an image of the app



Or **Confidential Reporting Forms** can be accessed [HERE](#):

Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. Which acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy should be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Policy adopted February 10, 2015; revised November 14, 2017; revised November 16, 2021; revised January 10, 2023

Complaint Procedures

If a student or parent believes that their student is not receiving the education to which the student is legally entitled; if the student feels they are not being treated with courtesy and respect; or if the student or parent has a complaint regarding instructional material, the student/parent should first contact the person responsible. Often a concern can be reconciled at this level. Conflict resolution is a process which encourages good faith and an equitable mediation format. If this step brings no resolution, the student is legally entitled to use one of the following complaint procedures:

- Every effort should be made to resolve a complaint at the earliest possible stage. Parents/guardians are encouraged to attempt to orally resolve concerns with the staff member personally.
- If a complainant is unable or unwilling to resolve the complaint directly with the person involved, their student may submit an oral or written complaint to the employee's immediate supervisor or the principal. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so.
- When a written complaint is received, the employee shall be notified in accordance with collective bargaining agreements.
- The person responsible for investigating complaints will attempt to resolve the complaint to the satisfaction of the person(s) involved within 30 days.
- The complainant may appeal a decision by the principal or immediate supervisor to the superintendent or designee, who will attempt to resolve the complaint to the satisfaction of the person(s) involved within 30 days. The superintendent's or designee's decision should be considered and accepted as final. However, the complainant, employee or the superintendent or designee may ask to address the Board regarding the complaint. The Board may uphold the superintendent's decision without hearing the complaint, or the Board may ask all parties to a complaint to attend a Board meeting in order to present all available evidence and allow every opportunity for explaining and clarifying the issue. The decision of the Board shall be final.

In order to promote fair and constructive communication, there are procedures which govern the resolution of complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and other instructional material and equipment. A brief summary is provided below:

- Complaints must be presented in writing to the principal. The complaint must name the author, title and publisher, and identify the objection by page and item number. If the complaint is against non-printed material, written information must state the precise nature of the objection. The complaint must be signed and identified so a proper reply will be possible.
- An individual student may be excused from using challenged materials after the parent/guardian has presented a written complaint. The teacher will assign alternate materials of equal merit.

- The principal shall notify the superintendent or designee who will determine whether the complaint should be considered on an individual basis or whether a review committee should be convened.
- The review committee shall determine the extent to which the challenged material supports the curriculum, the educational appropriateness of the material, and its suitability for the age level of the student.
- The review committee shall summarize its findings within 30 days and submit it to the superintendent or designee for final action. The superintendent or designee shall notify the complainant of their action no later than 60 days after the complaint was filed. The report of the review committee with the superintendent or designee's recommendation may be brought to the Board of Trustees for consideration and final decision.

Uniform Complaint Procedures (BP/AR 1312.3)

TUHSD Uniform Complaint procedures can be found on the district website at <https://www.tamdistrict.org/about-us/complaints-against-the-district>.

The following Uniform Complaint procedures are used to address complaints that allege that the District has violated federal or state laws or regulations governing educational programs:

- An individual, public agency, or organization may file a written complaint of an alleged noncompliance by the District. The complaint must be in writing and contain a concise statement of the facts constituting the grounds for the complaint and the laws or regulations violated. The complaint must be signed and dated by the complainant.
- If the complainant is unable to put the complaint in writing due to conditions such as illiteracy or a disability, District staff shall help him/her to file the complaint.
- The complaint shall be presented to the superintendent or designee who will give it to the appropriate compliance officer.
- Within three working days, the compliance officer shall informally discuss the possibility of using mediation.
- If the mediation process does not resolve the problem, the compliance officer shall hold an investigative meeting at which the parties may discuss the complaint and question each other and each other's witnesses.
- Within 60 days from receipt of a complaint, the superintendent or designee shall complete the investigation and prepare a written decision and send it to the complainant.
- Any complainant may appeal a District decision to the California Superintendent of Public Instruction by filing a written appeal within 15 days of receiving the District decision.

The following position is the designated Compliance Officer to handle UCP complaints regarding unlawful discrimination and to answer inquiries regarding the district's nondiscrimination policies:

Wesley Cedros
Assistant Superintendent, Human Resources
wcedros@tamdistrict.org
(415) 945-1027
395 Doherty Drive
Larkspur, CA 94939

Suicide Prevention (BP5141.52)

The Board of Trustees recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

For immediate assistance and support, please go to the Wellness Center website <https://sites.google.com/tamdistrict.org/tuhsdwellnesscenter> for a list of crisis hotline numbers in Marin, California and nationwide. Below are a few quick links:

- Suicide Prevention Hotline - Call or Text **988**
- Crisis Text Line - Text **BAY** to **741741**
- Marin Suicide Prevention & Crisis Hotline - (415) 499-1100
- California Youth Crisis Line - (800) 843-5200

In addition, if you want more information about local community providers and programs for support, please go to:

<https://sites.google.com/tamdistrict.org/tuhsdwellnesscenter>

For a detailed summary of our Suicide Prevention Policy, please visit the Tamalpais Union District Board policy section on our website Tamdistrict.org.

Infectious Diseases (BP 5141.22)

The Board of Trustees recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the right of students to a free and appropriate education. The District requires all staff to routinely observe universal precautions to prevent exposure to blood-borne pathogens and prevent the spread of all infectious diseases.

The admission of a student with a disease that is contagious within the school setting shall be determined by the superintendent or designee in accordance with standard procedures. The District shall exclude students only in accordance with law.

The Board created and adopted a comprehensive policy on infectious diseases. A copy of the complete policy, ***Control of Infectious Diseases***, is available on the District website.

Notification of Legal Rights

Under federal and state regulations, students and parents have rights which could have an effect on the educational program. A complete explanation of these rights is attached to the enrollment form completed by parents or guardians; it is also sent in the summer mailing. This information is available at the school or District Office.

Williams Uniform Complaint Procedures

Types of Complaints

The District shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred (Education Code 35186; 5 CCR 4681, 4682):

Textbooks and instructional materials

- A student does not have standards-aligned textbooks or instructional materials or state- or District-adopted textbooks or other required instructional materials to use in class.
- A student does not have access to textbooks or instructional materials to use at home or after school.
- Textbooks or instructional materials are photocopied or are in poor or unusable condition.

Teacher vacancy or misassignment:

- A semester begins and a teacher vacancy exists.
- A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.
- A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Facilities

- A condition poses an emergency or urgent threat to the health or safety of students or staff.
- A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Filing of Complaint

A complaint alleging any condition(s) specified above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond their authority to the superintendent or designee in a timely manner, but not to exceed 10 working days (Education Code 35186; 5 CCR 4680).

The principal or designee shall make all reasonable efforts to investigate any problem within their authority. They shall remedy a valid complaint within a reasonable time period not to

exceed 30 working days from the date the complaint was received (Education Code 35186; 5 CCR 4685).

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that they would like a response to the complaint, the principal or designee shall report the resolution of the complaint. If a complainant is not satisfied with the resolution of a complaint, they have the right to describe the complaint to the Board at a regularly scheduled meeting.

For any complaint concerning a facility condition that poses an emergency or urgent threat to the health or safety of students or staff, a complainant may file an appeal to the Superintendent of Public Instruction (SPI) within 15 days of receiving the District's response.

All complaints and written responses shall be public records.

STUDENT CONDUCT

All staff are committed to providing an orderly and caring environment in which students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in their school and their achievements. Attitudes and behaviors that promote mutual respect and harmonious relations will be continuously encouraged. Tamalpais Union High School District shall promote nonviolent conflict resolution techniques and provide students opportunities to voice their concerns about school policies and practices.

School officials recognize the need to take appropriate action whenever the safety and order of the campus are threatened. In accordance with EC §35291.5, the Site Discipline Plan includes sanctions that may be imposed when a student violates school rules. Sanctions include but are not limited to the following:

- Behavior contracts;
- Detention;
- School service or community service hours. These hours must be completed during non-school hours;
- Loss of Privilege
- Suspension;
- Referral to another school; and,
- Expulsion.

Grounds for Suspension

A student shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the student is enrolled determines that the student has:

1. a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of objects of this type, the student has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Firearm means any device designed to be used as a weapon from which is expelled through a barrel a projectile by the force of any explosion or other form of combustion.

Examples of dangerous objects include, but are not limited to: replica firearms, airsoft guns, B.B. guns, pellet guns, air rifles, pepper spray, razors, laser pointers, brass knuckles, fist packs, nunchaku, and any object likely to cause injury to person or property that has no reasonable use at school.

3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a student of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, defined in Health and Safety Code 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (See III.B. for examples of behavior that violate this subsection.)
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. As used in this subsection, imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266(c), 286, 288, 288(a), or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against that student for being a witness, or both.

16. Committed sexual harassment as defined in Education Code 212.5. The sexual harassment must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 48900.2)

17. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of section 233. (Education Code 48900.3) (See III.C. for examples of hate-motivated behavior.)

18. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. Harassment, threats or intimidation include messages or information communicated through electronic means, including the use of the internet or cell phones. (Education Code 48900.4)

Hate motivated behavior is a form of harassment. See section entitled Hate Motivated Behavior for more information.

19. Made a terroristic threat against school official(s) or school property, or both. (Education Code 48900.7) Terroristic threats shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it was made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or their immediate family. Written threats include those communicated through electronic means.

20. Aids or abets, as defined in Penal Code 31, the infliction or attempted infliction of physical injury to another person. For this offense, a student may be suspended, but not expelled, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to III.A.1. above and Education Code 48900, subdivision (a). (Education Code 48900(t))

21. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA. (Education Code 48900(p))

22. Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body

is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" does not include athletic events or school-sanctioned events.

23. Engaged in an act of bullying.

a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Education Code Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following: 1) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property; 2) Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health; 3) Causing a reasonable pupil to experience substantial interference with their academic performance; 4) Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

b. "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to any of the following: 1) a message, text, sound, or image; 2) a post on a social network Internet Web site including, but not limited to: i) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in III.A.23.a. above; ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in III.A.23.a. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; iii) Creating a false profile for the purpose of having one or more of the effects listed in III.A.23.a. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. Notwithstanding III.A.23.a., an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

c. "Reasonable pupil" means a pupil, including but not limited to, an exceptional needs pupil, who exercises average care, skills, and judgment in conduct for a person of their age, or for a person of their age with their exceptional needs.

Social Media Accounts and District Representation

Social media is a powerful tool for connection, creativity, and self-expression. However, when you create or participate in accounts that use our district or school name, logos, mascots, or explicitly claim to represent our student body, you carry a responsibility to uphold our community standards.

Using school branding or claiming to speak for the school/district is a privilege, not an automatic right. Under the California Education Code, the District has the authority to step in when online behavior impacts the school environment.

Authorized vs. Unauthorized Representation: Only official, staff-approved accounts are permitted to use the school or district name, logos, and branding. Creating an "unofficial" or "confessions" page that uses school imagery to appear official is a misuse of district property.

The "Nexus" Rule: Even if you post from home, on your personal device, and outside of school hours, your speech can face school consequences if it has a clear connection (nexus) to the school and causes a substantial disruption to the learning environment.

What Counts as Misuse?

The California Education Code outlines specific behaviors that are strictly prohibited online if they impact our campus community. This includes, but is not limited to:

Cyberbullying and Harassment (EC § 48900.4 & § 48900(r)): Engaging in severe or pervasive severe harassment, threats, intimidation, or bullying via social media or electronic acts directed at students or staff.

Hate Speech: Posting content that targets individuals or groups based on race, religion, gender, sexual orientation, or disability, creating a hostile school environment.

Defamation and Impersonation (EC § 48900(k)): Creating fake accounts pretending to be teachers, administrators, or other students, or spreading false statements that damage someone's reputation.

Disruption of School Activities (EC § 48900(k)): Posting content that incites disruption, organizes walkouts without authorization, or creates a campus-wide distraction that prevents learning.

Consequences of Misuse

Representing the district poorly or using social media to harm the school community will result in swift intervention. Depending on the severity of the misuse, consequences under California law include:

- Mandatory removal of the unauthorized page or content.
- Loss of privileges (e.g., removal from student leadership, sports teams, or extracurricular clubs).
- School disciplinary action, up to and including suspension or recommendation for expulsion (EC § 48900).
- Referral to local law enforcement if the posts involve credible threats of violence, extortion, or illegal activity.

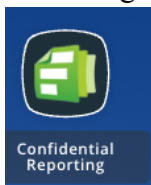
Hate-Motivated Behavior

Hate-motivated behavior is defined as any act or attempted act to cause physical injury, emotional suffering, or property damage through intimidation, harassment, bigoted slurs or epithets, vandalism, force, or threat of force motivated in part or in whole by hostility toward the victim's real or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

Acts of hate-motivated behavior include, but are not limited to, criminal acts that are statutory violations and posting or circulating demeaning jokes, leaflets, or caricatures; defacing, removing, or destroying posted materials, announcements, or memorials, and the like; distributing or posting hate-group literature and/or posters; using bigoted insults, taunts, or slurs; and possession of hate-group literature, caricatures, and the like.

How to Report:

The Reporting Form can be accessed through the TUHSD Portal for staff and students. Here is an image of the app



- Reporting form submission can be accessed HERE:

○ English | Spanish



- Confidential tip line
 - Archie Williams: 415-458-3416
 - Redwood: 415-945-3693
 - San Andreas: 415-945-3775
 - Tamiscal: 415-945-3765
 - Tam High: 415-380-3507
- Speak directly with staff or admin

Response to Hate- Motivated Behavior

First Offense

- Suspension: 3-5 days depending on any previous disciplinary history
- Learning Module
- Restorative Processes

Second Offense

- Suspension: 5 days
- Learning Module
- Restorative Processes

Extreme Cases

- Recommendation for Expulsion

TUHSD Response to N Word

There should be no confusion around the usage of the N-word if you are not Black

- Is it okay among friends? - NO
- Is it ok to use it if no person of color hears you? - NO
- Is it ok if I change the ending from “-er” to “ah” or any other ending? - NO
- Is it ok to use it if your Black friend “seems” ok with it? - NO
- What if your black friend gave you permission? - NO
- Can I use it if I am Latino/a/x? - NO
- Can I use it if I’m singing a song with it in the lyrics? - NO
- Can I read it out loud in literature/historical documents? - NO
- Can I use it when sharing a story of what another person said? -NO

What will the adults do?

- We will ensure that all students and parents/caregivers are aware of this policy
- As a school, all adults will respond with consistency when they hear it and address it - eg, “For 400 years that word has been used to destroy a people. We don’t use that word out loud at Archie Williams/Redwood/San Andreas/Tam High/Tamiscal”. “I don’t care what ending you put on that word. It’s offensive and not allowed here.”
- We will consistently enforce to ALL students and staff that the N-word has no place in an academic setting nor at our school.
- We will treat it in literature or historical documents with consistency - we say “n-word,” we don’t read or say the word out loud.
- Our classrooms are places where students know well in advance how it will be treated in class when it shows up in literature, media, documents, music, etc.

What will happen to a student who uses the N-word on campus or at a school related event?

- Any student who uses the N-Word will be held accountable for the harm caused.
- The student will be subject to disciplinary action in alignment with California Education Code
- The student will be required to undergo additional antiracist learning
- The student’s parents/caregivers will be notified and required to attend a meeting with the student and administration

Defiant /Disruptive Acts

The following are examples of misconduct that are defined as willful defiance and, as such, may be grounds for suspension or expulsion. This list is not considered all-inclusive:

1. Verbal abuse and/or defiance of a supervisor, teacher, administrator or other district employee engaged in the performance of their duties.
2. Intentionally falsifying or misrepresenting material information provided to a district employee or on district records, or altering, defacing, or destroying district records without proper authorization.
3. Gambling.
4. Hazing.
5. Immoral behavior, possession/possession for sale of pornographic materials.
6. Leaving school without permission of school authority or being in a restricted area.
7. Violation of a governmental statute, ordinance or regulation.
8. Violation of the Dress Code, Closed Campus, Computer Use Contract, or any other district Board Policy and/or school regulation.
9. An act of hate-motivated behavior.
10. Engaging in any form of communication that is obscene, libelous, or slanderous.
11. Challenging, provoking, or engaging in unlawful fighting.
12. Sexual harassment as defined in III.A.16.
13. Violation of regulations regarding possession of an electronic signaling device. (See III.D.)
14. Cheating.
15. Violation of laws or ordinances (e.g. speeding, reckless driving or campus parking violation)

Imposition of Suspension

The Board of Trustees desires to create a safe, positive, supportive, and equitable school environment which enables students to learn rather than unnecessary exclusion of students from instruction and other school activities. In accordance with Education Code section 48900.5 and AR 5144, suspension shall only be imposed when other means of correction fail to bring about proper conduct. However, in certain instances a student may be suspended upon the first offense. (Education Code 48900.5)

1. First Offense Suspension.

A student may be suspended on the first offense if he or she:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person;
- b. Willfully used force or violence upon the person of another;
- c. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object;
- d. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance;
- e. Unlawfully offered, arranged, or negotiated to sell any controlled substance;
- f. Committed or attempted to commit robbery or extortion; or
- g. If the principal or Superintendent determines that the student's presence causes a danger to persons or property
- h. Engaged in harassment, including Hate Motivated Behavior

2. Suspension Alternatives. Other means of correction may include the following:

- a. A conference between school personnel, the pupil's parent or guardian, and the pupil;
- b. Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling;
- c. Referral to Coordination of Services Team (COST) that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and their parents;

- d. Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794(a));
- e. Enrollment in a program for teaching pro-social behavior or anger management;
- f. Participation in a restorative justice program;
- g. A positive behavior support approach with tiered interventions that occur during the school day on campus;
- h. After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including but not limited to, those operated in collaboration with local parent and community groups;
- i. Community Service

Involuntary Transfer

A student who commits an action enumerated in AR 5144 and EC §48900, or has been habitually truant or irregular in attendance through instruction upon which he or she is lawfully required to attend may be involuntarily transferred to a continuation school (AR 5144).

Graduation/Classroom Ceremony Exclusion

A student who has been suspended during their senior year and determined not to be a senior in good standing may be denied participation in the graduation ceremony or graduation-related activities (AR 5144).

Removal of Suspension Record (Seniors)

Any time after completion of your junior year, according to AR 5144, a student with senior standing, with a record of one prior suspension, may submit a written request to the superintendent to remove from that student's official school file the record of that suspension. A suspension may not be removed if that student was suspended for any of the following acts:

- Possession of a firearm;
- Causing serious physical injury to another person, except in self-defense;
- Brandishing a knife;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student at school or at a school activity off school grounds;
- Unlawful sale of any controlled substance;
- Robbery or extortion;
- Committing or attempting to commit a sexual assault; and,
- Assault or battery upon any school employee.

Classroom Exclusion - Teacher's Right to Suspend Students from Class

A teacher may exclude a student from class for acts such as defiance or disruption for the day of the suspension and the day following (AR 5144). The teacher shall inform the student of what they are accused of doing and what the basis of the accusation is. The student will be given the opportunity to explain their version of the facts. The teacher will send the student to an assistant principal and call the parent/guardian to arrange a conference with the teacher.

Expulsion (AR5144 and EC §48915)

Recommendations for Expulsion:

1. Mandatory Recommendation

The principal or superintendent shall immediately suspend and shall recommend to the Board to

expel a student that they determine has committed any of the following acts at school or at a

school activity off school grounds:

- a. Possessing, selling or otherwise furnishing a firearm;
- b. Brandishing a knife at another person;
- c. Unlawfully selling a controlled substance;
- d. Committing or attempting to commit a sexual assault as defined in AR 5144 or committing a sexual battery as defined in AR 5144; and,
- e. Possession of an explosive. Explosive means "destructive device" as described in §921 of Title 18 of the United States Code.

Upon finding that the student committed any of the acts listed above, the Governing Board shall order the student expelled.

2. Mandatory Recommendation Unless Inappropriate

The principal or superintendent shall recommend a student's expulsion for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate due to the particular circumstance:

- a. Causing serious physical injury to another person, except in self-defense.
- b. Possession of any knife or other dangerous object of no reasonable use to the student. (See definition of "knife" in III.k.1.b.)
- c. Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code 11053, except for either of the following: 1) the first offense of the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; or 2) the possession of over-the-counter for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- d. Robbery or extortion.
- e. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

3. Discretionary Recommendation

Except as provided in 1 and 2 above, the principal or superintendent may recommend a student's expulsion for the student's commission of any of the acts listed as grounds for suspension or expulsion.

For disabled students, refer to Conditions for Expulsion according to AR5144 and EC §48915.5. The procedures for expulsion of disabled students are set forth in AR 5144.IV.C.

- A pre-expulsion assessment is conducted as necessary and a manifestation determination is made.
- An individualized education program (IEP) team meeting is held and conducted.

Questioning & Apprehension (BP 5145.11)

Law Enforcement officers may interview and question students on school premises and may remove them when appropriate. When such an interview is requested, the principal or designee shall accommodate the questioning in a way that causes the least disruption for the student and school, and provides the student appropriate privacy.

Except in cases of child abuse or neglect, the principal or designee shall attempt to notify the student's parent/guardian as soon as practicable **after the law enforcement officer has interviewed the student on school premises**. If a minor student is removed from school into the custody of law enforcement, the principal or designee shall immediately notify the parent/guardian or responsible relative of the student's release and the place to which the student is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse.

Subpoenas (BP 5145.11)

Although subpoenas may legally be served at school on students age 12 or older, the Board believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. When served at school, the principal or designee shall take reasonable steps to protect the student's privacy rights and to minimize loss of class time for the student.

Gangs (BP 5136)

The Board of Trustees desires to keep district schools and students free from the threats or harmful influence of any groups or gangs which advocate drug use, violence, or disruptive behavior. For the purpose of this policy, a gang is two or more people who form an allegiance for a common purpose to engage in acts which are threatening or criminal, and which include such behavior as intimidation, threats or violence. The Tamalpais administration will work with local law enforcement agencies to share information and prevent gang activity.

Recognition of School Authority

Students are responsible for identifying themselves when requested by school personnel and for abiding by directives of staff members, including teachers, administrators, custodians, grounds supervisors, paraeducators, secretaries, parent volunteers, and clerks. Failure to do so will be considered defiance.

Search & Seizure (BP 5145.12)

School officials may conduct searches when there are reasonable grounds or suspicion that the search will uncover evidence that the student may have violated the law or school rules, or placed the health and safety of students or school employees in jeopardy. In all such cases of search, the search must be within the school personnel's regular scope of duties, and any property seized must be reported to the student immediately.

Vandalism (BP 5131.5)

Vandalism includes negligent, willful, or unlawful damaging or taking of any district-owned real or personal property, including the writing of graffiti. The parent/guardian having custody or control of a minor who commits an act of vandalism against the school or District will be held financially liable.

Gun Safety

The Tamalpais Union High School District (TUHSD) is committed to ensuring that each and every member of our school community is provided an environment for learning and social development that is safe and free from bullying, harassment and violence. TUHSD takes no formal position on gun ownership, but we do firmly believe that responsible gun ownership and secure gun storage are key components of keeping our students and staff safe.

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9).
[BP 3515.7 Firearms On School Grounds]

Statistically, gun violence in schools is rare, however, research indicates that the majority of youth homicides are by a firearm, nearly half of youth suicide deaths involve the use of a gun, and most homicides on school campuses involved a firearm (CDC, 2014). Access to firearms is also highly correlated to increased injury and death among young people and the presence of a gun in the home is associated manifold increase in youth suicide.

In order to protect our school community from violence, TUHSD works closely with School Resource Officers from Central Marin Police Authority, Mill Valley Police Department and the Marin County Sheriff's Office. Each comprehensive high school and San Andreas, our continuation high school, has campus supervisors who remain visible and alert throughout the school day. Additionally, TUHSD school site administrators and district office administrators are trained to conduct threat assessments with local law enforcement and our mental health staff regularly conduct risk assessments with individual students who show signs of distress.

If you or someone you know owns a gun, we ask that you consider following these KEY GUIDELINES FOR SAFE FIREARM STORAGE from Project Child Safe:

- **Unloaded firearms should be stored in a locked cabinet, safe, gun vault or storage case.** The storage location should be inaccessible to children.

- **Gun locking devices render firearms inoperable** and can be used in addition to locked storage. If firearms are disassembled, parts should be securely stored in separate locations.
- **Ammunition should be stored in a locked location separate from firearms.**
- **Thoroughly double check firearms to confirm that they are unloaded** when you remove them from storage. Accidents could occur if a family member borrows a gun and returns it to storage while still loaded.

Alcohol and Other Drugs (BP 5131.6)

The Board is strongly and vigorously opposed to the use, sale, or possession of illegal drugs and alcohol by students on the campuses of District schools, including off-campus school-sponsored events. Rules and regulations covering possession or consumption of alcohol and other drugs shall be widely promulgated to the students, parents and the general community. It is the intent of these regulations to discourage and eradicate drug and alcohol activities on the District campuses.

Rules and regulations concerning drug activities shall encompass and implement the laws of the state to their fullest extent to achieve the Board's goal of eradication of drug and alcohol activity.

It is the policy of the Board to work with and utilize appropriate law enforcement agencies in active cooperation to identify and deal with student drug and alcohol offenders. Procedures implementing this policy shall be in accordance with state law and due process.

The Board believes in the value of education about drugs and alcohol and substance abuse for District students. Appropriate health instruction shall be offered in order to ensure broad student participation in drug and alcohol education. It will include substance-abuse education, health education and sex education.

One of the elements to be included in the health education activity is communication of the stance of the Board toward drug and alcohol activities on campus, as set forth in this policy.

As required by Board Policy 5131.6, the police are notified of any drug/alcohol offense. Please note that the school's discipline consequences are completely independent of any action the police may take.

Enforcement/Discipline

- Students are prohibited from using, possessing, or being under the influence of alcohol or other drugs while on school grounds or under school jurisdiction.
- Staff members who apprehend a student possessing or using alcohol or other drugs while in school, on school grounds or during school-sponsored activities, shall refer the student to the appropriate administrator.
- Students exhibiting symptoms of being under the influence of alcohol or other drugs shall be referred to the nurse or appropriate administrator and shall be subject to discipline.
- Drug and alcohol offenses are cumulative throughout the high school years; that is, they carry over from year to year. This also includes offenses committed during summer school.

For ALL offenses involving the possession/use/furnishing/sales/under the influence of controlled substances or intoxicants, the following actions shall be taken by the principal or designee:

- Parent/guardian notification;
- Conference with parent/guardian;
- Development of a written intervention plan; and,
- Referral to appropriate community counseling programs with the expectation that at least one counseling session be held during the time of suspension.

Controlled Substances or Intoxicants - Possession/Use/Furnishing/Under the Influence

Staff members who apprehend a student possessing, furnishing, being under the influence or using controlled substances or intoxicants while in school, on school grounds or while under school jurisdiction, shall refer the student to the appropriate administrator.

Students exhibiting symptoms of being under the influence of controlled substances or intoxicants shall be referred to the nurse or appropriate administrator and shall be subject to discipline.

1. First offense involving alcohol, less than one ounce of marijuana, and drug paraphernalia.

- a. In addition to the required actions listed in AR 5144, the following actions shall be taken by the principal or designee:
 1. Suspension from school and school activities for up to five (5) days with possibility of suspension being extended pending completion of expulsion hearing;
 2. Law enforcement authority notification within one school day of the suspension, with possibility of citation being issued;
 3. Suspension from team/sports participation (games and practices) for a total of ten (10) school and Saturdays and holidays that include athletic participation (students may watch practice and games after completion of school suspension); and,
 4. Suspension from participation in extracurricular activities for a total of ten (10) school or participation days (e.g. ASB offices, clubs, intramural sports)
- b. In addition, the following actions may be taken:
 1. Recommendation for expulsion, unless inappropriate due to the particular circumstances of the incident, in which case the suspension may be extended pending the completion of the expulsion hearing;
 2. School service contract/community service/volunteer work;
 3. Transfer/alternative placement;
 4. Restriction from school extra-curricular and athletic activities;
 5. Parents required to attend school with their student;
 6. Assignment of extra academic work, activities, essays;
 7. Restriction to campus; and,
 8. Other actions as deemed appropriate by school administrators.

2. **First offense for possession, use/furnishing/being under the influence of any controlled substance, including one or more ounces of marijuana.**
- a. In addition to the required actions above in AR 5144, the following actions shall be taken by the principal or designee:
 - 1. Suspension from school and school activities for up to five (5) days with possibility of suspension being extended pending completion of expulsion hearing;
 - 2. Law enforcement authority notification within one school day of the suspension, with possibility of citation being issued;
 - 3. Suspension from team/sports participation (games and practices) for a total of ten (10) school and Saturdays and holidays that include athletic participation. Students may watch practice and games after completion of school suspension; and,
 - 4. Suspension from participation in extracurricular activities for a total of ten (10) school or participation days (e.g. ASB offices, clubs, intramural sports)
 - 5. Recommendation for expulsion, unless inappropriate due to the extended pending the completion of the expulsion hearing; and,
 - 6. Immediate notification of superintendent and designee if expulsion is being considered.
 - b. In addition, the following actions may be taken, whether or not the student is recommended for expulsion:
 - 1. School service contract/community service/volunteer work;
 - 2. Referral to appropriate community counseling program with the expectation that at least one counseling session be held during the time of suspension;
 - 3. Recommendation for family counseling;
 - 4. Police citation issued;
 - 5. Transfer/alternative placement;
 - 6. Additional restriction from school extra-curricular and athletic activities, such as future dances or athletic events;
 - 7. Parents/guardians required to attend school;
 - 8. Assignment of extra academic work, activities, essays;
 - 9. Restriction to campus; and,
 - 10. Other actions as deemed appropriate by school administrators.

3. **Second and Subsequent Offenses**

In the event that a student was not recommended for expulsion for the first offense, subsequent offenses will be dealt with increasing severity and may lead to a recommendation for expulsion.

- a. In addition to the required actions in AR 5144 III.A above, the following actions shall be taken by the principal or designee:

1. Suspension from school and school activities for up to five (5) days;
 2. Law enforcement authority notification within one school day of the suspension with possibility of citation being issued; and,
 3. Suspension from team/sports participation for forty (40) calendar days from the date of suspension, not including summer school; suspension from participation in extracurricular activities for (e.g. ASB offices, clubs, intramural sports) for forty (40) calendar days from the date of suspension, not including summer school. If the student participates in a drug treatment program immediately following the second suspension, suspension from athletics and/or activities may be reduced to thirty (30) calendar days from the date of suspension, not including summer school.
- b. In addition, the following actions may be taken:
1. Recommendation for expulsion, in which case the suspension may be extended pending the completion of the expulsion hearing;
 2. School service contract/community service/volunteer work;
 3. Transfer/alternative placement;
 4. Restriction from school extra-curricular and athletic activities;
 5. Parents/guardians required to attend school and encouraged to take part in family counseling, drug/alcohol counseling, and/or a parent education program;
 6. Assignment of extra academic work, assignments, essays;
 7. Restriction to campus; and,
 8. Other actions as deemed appropriate by school administrators.

4. **Sale of Controlled Substances**

When a student sells a controlled substance at school or while under school jurisdiction, in addition to the required actions in AR 5144 above, the following actions shall be taken by the principal or designee:

- a. Law enforcement notification with possibility of citation issued or removal to juvenile hall or police station;
- b. Suspension from school and school activities for up to five (5) days with probability that suspension will be extended pending completion of expulsion hearing;
- c. Recommendation for expulsion, with immediate notification of superintendent and designee;
- d. Suspension from team/sports participation for remainder of the year; and,
- e. Suspension from extra-curricular activities (e.g. ASB offices, clubs, intramural sports) for the remainder of the year, unless otherwise determined by the Board during the expulsion process.

5. **Sale of Look-Alike Substances**

When a student offers, arranges or negotiates to sell a controlled substance, alcohol or an intoxicant, and instead delivers a look-alike substance, the following

actions, in addition to the required actions in AR 5144 III.A above, shall be taken by the principal or designee:

- a. Law enforcement authority notification within one school day of the suspension with possibility of citation being issued;
- b. Suspension from school and school activities for up to five (5) days;
- c. Suspension from team/sports participation for remainder of season; and,
- d. Suspension from extra-curricular activities (e.g. ASB offices, clubs, intramural sports) for remainder of the semester.

In addition, the following actions may be taken:

- a. Recommendation for expulsion, in which case the suspension may be extended pending the completion of the expulsion hearing;
- b. School service contract/community service/volunteer work;
- c. Transfer/alternative placement;
- d. Additional restriction from school extra-curricular and athletic activities, such as future dances or athletic events;
- e. Parents required to attend school;
- f. Restriction to campus; and,
- g. Other actions as deemed appropriate by school administrators.

Rules and Regulations Governing the Relations of the School to Law Enforcement Agencies

- Staff shall notify the principal or designee immediately upon suspecting a student is selling or providing alcohol or other drugs. The principal or designee may notify law enforcement prior to confronting or searching the student.
- A search for drugs may be made in accordance with the provisions of law, Board Policy and administrative regulations.
- When there is evidence that a student is under the influence, possessed, furnished or sold alcohol or other drugs or drug paraphernalia on or about the school premises or at school-sponsored functions, law enforcement must be notified (BP/AR 5131.6).

Drug Counseling/Education

School administrators will work with, and make appropriate student referrals to agencies which specialize in counseling young people in dealing with substance abuse. Education identifying risk factors such as characteristics and stages of chemical dependency, alternatives and co-dependency are included in the Social Issues class.

Parent Education

The District will endeavor to provide parent education about substance use and abuse through the Community Education Program and agencies such as Bay Area Community Resources. Parents who have students involved with drug possession, use or sale will be strongly counseled to take advantage of these opportunities.

Publicity Concerning Drug Policy and Procedures

The District's drug and alcohol policy and procedures will be widely disseminated to students and parents/guardians through school publications, informational letters to parents/guardians, and other effective means.

Tobacco Use

Penal Code §308b proscribes possession of tobacco, cigarettes or cigarette papers by persons under the age of 18 years. The punishment is \$200.00 or 15 hours of community service. A violation of this section is an infraction. Smoking presents a health hazard which can have serious consequences both for the smoker and the nonsmoker. Students shall not be allowed to smoke, chew or possess tobacco or nicotine on school property or during school hours, at school-sponsored events, or under the supervision of district employees (Board Policy 5131.62). Students who violate this policy shall be subject to disciplinary procedures. Consequences for smoking and/or chewing tobacco, vaping, electronic cigarettes, or nicotine delivering systems on campus include the following:

- First time - warning, parent/guardian contacted, student contract signed and kept on file;
- Second time - parent/guardian contacted, referral to smoking cessation classes, detention; and,
- Third time - parent/guardian contacted, suspension one day from school for repeated defiance of school rules, referral to smoking cessation classes.

Educational Computer Use and Internet Privileges Contract

(BP/AR 6163.4; BP/AR 6162.6)

The Tamalpais Union High School District (TUHSD) provides educational computer accounts and internet access to support student learning and academic success. All students are required to sign a **Contract for Student Use of Technology**, which remains in effect from the time of signing until the student leaves the district.

Technology Use in TUHSD Classrooms

TUHSD teachers regularly utilize **Google Workspace for Education** tools to support learning both in and out of the classroom. Students use **Chromebooks** to create documents, presentations, and spreadsheets, and to store and organize their digital files in **Google Drive**. These tools enable students to access assignments and resources seamlessly, including when off campus.

Google Workspace tools are integrated with **Canvas**, TUHSD's Learning Management System, and are critical for submitting assignments, receiving feedback, and collaborating with peers on group projects. In addition, the district's student and staff email system uses **Google's Gmail** platform to send and receive important school-related communication.

Acceptable Use Guidelines

Use of school computers, internet access, and digital tools must support education and research. Unacceptable use includes—but is not limited to—the transmission of copyrighted, illegal, threatening, harassing, violent, or obscene material. Students are also prohibited from:

- Accessing or altering files that do not belong to them
- Installing unlicensed software

- Creating or following links to inappropriate content
- Disconnecting school equipment
- Vandalizing hardware or software
- Transmitting or receiving pornographic material

Violations and Consequences

Use of district technology is a **privilege**, not a right. Unacceptable use will result in the cancellation of privileges. The system administrator or site administration may revoke privileges at any time. Depending on the severity of the violation, consequences may include:

- Suspension of computer and internet privilege
- Disciplinary action
- Required restitution
- Suspension from school

The Marin County Office of Education and Tamalpais Union High School District have taken reasonable precautions to eliminate access to inappropriate material. It is, however, impossible to restrict access to all inappropriate materials, and the parent cannot hold them responsible for materials acquired by the student on the network.

Academic Honesty (Exhibit 5131.9-E(1))

The mission of the Tamalpais Union High School District is to educate students to be critical thinkers who are caring, collaborative, and knowledgeable community members who will work to improve a diverse and dynamic society.

As the landscape of accessible information constantly changes, our values around Academic Honesty guide us back to our mission, Graduate Profile, and our shared commitment to create an atmosphere of trust and respect, for students to assume responsibility for their own ethical behavior, and to foster ethical behavior in others.

We define **ethical behavior** as a learning environment where:

- Students uphold learning goals as worthwhile and achievable based on their class attendance and engagement with instruction, resources, and support provided by teachers
- Students demonstrate authentic learning when they produce work that reflects their skills and understanding
- Students believe they are part of a community where everyone holds themselves and each other to the highest standard

In pursuit of this ideal, we acknowledge that:

- Academic honesty is a shared expectation and responsibility among students, families and school staff
- Many students who exhibit academic honesty are adversely affected by those students who do not
- High school students are under significant pressure to achieve high grades

- Teachers must create conditions which encourage ethical behavior
- Students are recognized for upholding academic honesty while there are consequences for those who do not
- All courses, programs and extracurricular activities uphold these same standards

Use of Artificial Intelligence (AI)

- We acknowledge that Artificial Intelligence is expanding at exponential rates and is infused into our day to day technology. As an Academic Institution, we expect that our students engage in their own learning and are able to demonstrate their mastery of the content and college-career ready skills taught in our courses. It is expected that:
 - Students are responsible for accurately representing their independent thinking and understanding, which includes being able to recreate the work without digital access or under other conditions.
 - Students must be able to credit or document the sources or processes used to complete an assignment, demonstrating why a particular source was chosen and how it influenced the created work.
 - Students must be able to explain how an element of their work contributes to the logical flow and argumentation, providing the rationale behind the choice of any generated work element.

These are signs that justify a closer look at a student’s work to ensure academic honesty, but are not limited to:

- use of uncited or undocumented material
- incorporation of factually questionable material
- repeated presentation of results without justification
- logically disconnected elements in argumentation in work
- student is unable to explain their thinking or work
- report by others of suspected dishonesty

Violations to the Academic Honesty Policy are also referred to as “Academic Dishonesty,” throughout the remainder of this document.

Academic Dishonesty may include, but is not limited to, the following:

1. **Cheating** - Using notes, electronic devices, or other unauthorized material to gain an unfair advantage over other students
2. **Copying**- Using anyone else’s work or allowing another student to copy one’s work
3. **Misrepresentation**- Any work, product, essay, or assessment where a student intentionally misrepresents or claims credit for work not one’s own (copying homework, test answers, etc). This includes submitting work substantially done by someone else (parent, tutor, sibling, etc.), or allowing others to copy your homework or assignments
4. **Plagiarism** - copying published works on the ideas of others without proper source attribution, including downloading of computer files, either directly or with only minor editing

5. **Unauthorized Collaboration** - Being involved in unauthorized communication during a test or other assessment
6. **Reusing Previously Graded Work** - Unauthorized submission of work for one class that has already been accepted for credit in another class or school
7. **Use of Unauthorized Materials** - Accessing or providing unauthorized material before assessment, including revealing test information. Unauthorized use of the translation program in World Languages
8. **Falsification** - Forgery or intentional falsification of data, or any academic work
9. **Theft** - Theft of assessment materials or the transfer to others - giving or selling - of unauthorized materials, including intellectual property, digital or otherwise
10. **Unauthorized Transmission** - Photographing or recording assessment materials and distributing the image to others
11. **Generative Intelligence Use** - Use of Artificial Intelligence (AI) to execute any part of the learning process without approval by the course instructor; use of AI to produce all or part of a product submitted in place of the student's own critical thinking, creativity, writing, or other skill being assessed
 - When AI is explicitly stated by the instructor to be used, proper credit must be indicated.

Consequences for Violation of Academic Honesty Policy

Academic Dishonesty offenses are cumulative throughout the high school years, including offenses committed during summer school.

Teachers shall report all incidences of Academic Dishonesty to administration. Administration will investigate including conferencing the student, parent, and teacher, in order to determine if the student has violated the TUHSD Academic Honesty Policy. Conduct which violates the Academic Honesty Policy will be documented in the TUHSD Student Information System.

Investigation Process:

Students who are suspected of engaging in Academic Dishonesty will be provided Due Process using the following steps:

- The teacher will meet with the student to discuss their concerns regarding academic honesty in person.
- The teacher will email the student's parent/guardian, counselor, administrator and case manager (if applicable) about their concerns.
- The student's administrator will investigate the alleged violation, conference with the student, parent, and teacher to gather relevant information and determine if the Academic Honesty Policy was violated.

Disciplinary Process:

If it is determined the student violated the Academic Honesty Policy the following guidelines will be followed:

Level 1: Initial Academic Honesty Violation

- The administrator will record an academic honesty violation in the TUHSD Student Information System including the details about the violation.
- The student will earn a zero grade on the submitted work.
- Any violation that has occurred that involves the alteration or falsification of records or assessments and/or theft, attempted theft, of records or assessments, the consequence will automatically be elevated to a Level 2 offense and student will be given a Suspension or Alternative to Suspension

Level 2: Continued Academic Honesty Violation

- The administrator will record an academic honesty violation in TUHSD Student Information System including the details about the violation.
- The student will earn a zero grade on the submitted work.
- The student will be denied membership in CSF and/or Honor society for the next semester after the incident occurred.
- The student will be referred to the administrator for support in developing ethical behavior with mandatory learning.
- The student will be placed on an Academic Honesty agreement.
- Any violation that has occurred that involves the alteration or falsification of records or assessments and/or theft, attempted theft, of records or assessments, will be elevated to Level 3 offense and result in a Suspension or Alternative to Suspension

Level 3: Habitual Academic Honesty Violation

- The administrator will record an academic honesty violation in TUHSD Student Information System including the details about the violation.
- The student will earn a zero grade on the submitted work.
- The student will be denied membership in CSF and/or Honor society for the remaining semesters of high school.
- The student will be denied participation in or removed from student leadership at the site including Peer Tutoring, All Student Body Leadership, Peer Resource, School Journalism Programs, Mentoring programs, etc. Student will be removed from the above referenced leadership course in a timely manner and will receive a No Credit on their transcript.
- Any violation that has occurred that involves the alteration or falsification of records or assessments and/or theft, attempted theft, of records or assessments, will result in a Suspension or Alternative to Suspension

Dress and Grooming (BP 5132)

The Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.

Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction which would interfere with the education process as determined by the school site administration. Shoes and shirts must be worn at all times. Short cropped and low-cut tops that expose one's stomach or chest and

extremely short shorts/skirts are not appropriate. Underwear should not be worn as outerwear. Clothing and jewelry shall be free of writing, pictures, or any other insignia which are obscene, libelous or slanderous, vulgar, profane or which advocate racial, ethnic or religious prejudice or the use of drugs or alcohol or which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the school, as determined by the school site administration. When gangs constitute a danger to students, the superintendent or designee may restrict student dress and grooming as necessary to comply with board policy related to gang activity (BP 5136).

Litter

Maintaining an attractive campus requires the help of all persons, particularly students, in depositing litter into trash cans. This applies to both outside and inside areas.

Driving and Parking

Students are encouraged to walk, bike, car pool and use public transportation whenever feasible. Driving and parking on campus are privileges reserved for students who meet the following conditions:

- Possession of a currently valid driver's license;
- Registration of the vehicle in accordance with the school's parking policy;
- Consistent observation of all vehicular traffic and parking laws;
- Safe operation of the vehicle at all times;
- Adherence to school parking policies; and,
- Possession and proof of automobile insurance.

Students in violation of school, district, state or local driving ordinances, rules or policies are subject to school disciplinary actions which may include the suspension of, or termination of, parking privileges or suspension from school. Students may also be ticketed by local law enforcement agencies (BP 5131.3).

Students who do not receive permits and park on local streets must obey parking laws and follow common sense. Failure to follow the law when parking off campus may result in disciplinary action at school. Additional information is located on each school's website or in the site Handbook Addendum.

Skateboards & Roller Blades

Skateboards may be used as a means of transportation to school. During the school day skateboards must be secured in a locker. They may not be ridden to and from class or in the corridors or the paths on campus. Violators will have their skateboards taken away and retained in the office. Repeat violators will have skateboards returned only to a parent or guardian.

Electronic Bikes (E-Bikes) and Electronic Scooters (E-Scooters)

Per California Vehicle Code (CVC) §§312.5, 12804.9, 21113, & 2401, as well as California State Law AB 1778, the following regulations apply to the use of electric bicycles (E-Bikes) and electric scooters (E-Scooters) on and around campus:

- Riders **must be at least 16 years old** to operate a **Class 2** or **Class 3** e-bike. Riders under 16 may only operate **Class 1** e-bikes.
- **All e-bike riders must wear a bicycle safety helmet.**
- **No passengers** are allowed on any e-bike or e-scooter.
- E-bikes may be used in bicycle lanes only if authorized by local ordinance.
- All legal e-bikes in California must have **fully operable pedals** and a motor that does not exceed **750 watts**.

E-Bike Classifications:

- **Class 1:** Pedal-assist only, motor stops at 20 mph. Legal for all ages.
- **Class 2:** Throttle-assisted (no pedaling required), motor stops at 20 mph. Must be 16+ to operate in Marin County.
- **Class 3:** Pedal-assist only, motor stops at 28 mph. Must be 16+ to operate statewide.

On-Campus Use Guidelines:

- E-Bikes and E-Scooters may be used as a means of transportation to and from school.
- During the school day, E-Bikes and E-Scooters must be parked in **designated parking areas** on campus.
- They **may not be ridden** to and from classes, in hallways, or on campus walkways.
- Use is permitted during **approved off-campus lunch periods**.

Parking and Operating Privileges:

Privileges to drive or park E-Bikes or E-Scooters on campus are reserved for students who meet the following requirements:

- Vehicle is **registered** in accordance with school parking policy;
- Student consistently follows **all traffic and parking laws**;
- Student demonstrates **safe and responsible operation** at all times;
- Students follow **school-specific parking guidelines**.

Consequences for Violations:

- Students violating school, district, state, or local rules may face disciplinary action.
- This may include suspension or revocation of parking privileges and/or suspension from school.
- Local law enforcement may issue **citations** for traffic violations.
- Students without permits who park off campus must obey **all parking regulations**. Failure to do so may still result in **school-based consequences**.

For more details, please refer to your school's website or the **Site Handbook Addendum**.

Students on Other Campus (AR 5142)

District students may not be present at a school site other than their own during the school day (30 minutes before/after school, lunch, breaks, and at school-related events) without prior approval of the school of residence and the home school administrator.

Student Identification (BP/AR 5142)

In order to promote campus safety and to assist administrators and staff in accurately identifying district students and non-students, all district students shall be photographed annually as part of the yearly school/class registration process. Each student must complete this process in order to receive their schedule and attend class. Student photos will be maintained in the school offices and used for student discipline and campus safety purposes.

All students shall be required to carry their identification cards while at school and school-sponsored activities. Failure to show the identification card when asked by a school official in the course of their duties may be considered defiance and may be grounds for suspension.

18 Year Old Student Rights

Legally, once a student reaches the age of 18, they become their own educational rights holder. Students become "eligible students" at 18, gaining control over their education records, including access and disclosure. This means they can opt to remove their parents from receiving attendance calls, emails, and report cards. Students must submit a request in writing to their assistant principal to have their parent/guardian removed from school communications.

MOBILE COMMUNICATION DEVICES

(Cell phones, smartwatches, personal devices, ect.)

The Board of Trustees recognizes that the use of smartphones and other mobile communication devices on campus are disruptive to the instructional program and harmful to the social-emotional health of students.

For these reasons, students may not use cell phones, smartwatches, pagers, or other mobile communication devices on campus during non-instructional time the school day, which includes during lunch and nutrition/break.

Cell phones and other devices must be turned off and stored in a lockable cell phone case and placed out of sight during the school day; the District will use tools, such as, but not limited to, lockable cell phone cases or lockers to ensure this policy is followed. Students who do not have, or do not bring, a smartphone to school must complete a waiver attesting to this. Students who need to call a parent/guardian during the school day may use phones located in the administrative office. Students may resume the use of their mobile communication devices after leaving the school campus at the end of their school day and during after-school extracurricular and sporting activities, as long as the devices are utilized in accordance with law, and in accordance with BP/E 6163.4 Student Use of Technology.

Mobile communication devices shall be turned off during the school day and secured by the student in a lockable cell phone case or staff controlled lockers throughout the school day.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person. The use of any cell phones, smartphones, smartwatches, or other mobile communication devices, may NOT be used at any time in the gym, locker rooms, and restrooms.

When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate. If turned over to the principal or designee, a parent/guardian may be notified and may be required to pick up the device from the school.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulations, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

Pursuant to Education Code 48900, districts have the authority to suspend or expel students who engage in cyberbullying off campus, provided that the act meets the criteria specified in the definition of "bullying" in Education Code 48900 (i.e., a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, causing substantial interference with the student's academic performance, or causing substantial interference with the student's ability to participate in or benefit from school services, activities, or privileges).

The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile communication device which is brought on campus or

to a school activity and is lost, stolen, or damaged.

Day-to-Day Procedures For NuKase

When a student arrives at school, they will :

- Turn off their device (s)
- Place it in their school issued NuKase
- Lock the case
- Place the case in their backpack.

Off Campus Lunch

Off Campus Student Lunch is a privilege, not a right. Students who leave campus for lunch, will not have access to their smart phones and parents expressly understand that neither the school district nor any officer or any employee thereof shall be liable for the conduct or safety of any pupil during such time as the pupil left campus without their smart phone. (BP 5131.8 Mobile Communication Devices)

For the complete policy, and information about the student waiver, please locate the document in Parentvue OR StudentVUE under the policies module.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion, especially:

48901.5 Regulation of possession or use of electronic signaling devices

48901.7 Limitation or prohibition of student use of cell phones

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter 647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 20 1681-1688 Discrimination based on sex or blindness

COURT DECISIONS

J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094

New Jersey v. T.L.O. (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES CSBA:

<http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Center for Safe and Responsible Internet Use:

<http://www.ewa.org/organization/center-safe-andresponsible-internet-use>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

Policy TAMALPAIS UNION HIGH SCHOOL DISTRICT

approved: December 10, 2019 Larkspur, CA

PROFESSIONAL CONDUCT

Classroom Teacher - Professional Conduct

- Participates in student activities
- Maintains a balance between personal and professional roles
- Contributes to the improvement of the department/program, school, district and profession
- Communicates with, and relates well to, parents, students, staff and community members
- Is a good listener
- Actively supports colleagues and contributes to department or program
- Follows district and school policies and procedures
- Contributes to a positive school culture
- Participates in school reform and improvement efforts
- Actively participates in district and school governance and planning
- Treats everyone fairly
- Is open and honest
- Demonstrates sound judgment in dealing with people and issues
- Acts as a positive role model for students and colleagues
- Responds productively to constructive criticism

Counselor - Professional Conduct

- Participates in student activities
- Maintains a balance between personal and professional roles
- Contributes to the improvement of the school, District, and profession
- Communicates with, and relates well to, parents, students, staff, and community
- Is a good listener
- Actively supports colleagues
- Actively participates and contributes to one's department or program
- Follows District and school policies and procedures
- Contributes to a positive school culture
- Supports change
- Actively participates in District and school governance and planning
- Provides a positive role model for students and colleagues
- Treats everyone fairly
- Is open and honest
- Demonstrates objectivity in dealing with people and issues

Special Education Teacher - Professional Conduct

- Maintains confidentiality concerning information related to students

- Observes all timelines related to special education
- Maintains appropriate student records and other records as required
- Observes legal requirements regarding suspected child abuse reporting
- Participates in student activities
- Maintains a balance between personal and professional roles
- Contributes to the improvement of the department/program, school, district and profession
- Communicates with, and relates well to parents, students, staff, and community members
- Is a good listener
- Actively supports colleagues and contributes to department or program
- Follows district and school policies and procedures
- Contributes to a positive school culture
- Participates in school reform and improvement efforts
- Actively participates in district and school governance and planning
- Treats everyone fairly
- Is open and honest
- Demonstrates sound judgment in dealing with people and issues
- Acts as a positive role model for students and colleagues
- Responds productively to constructive criticism

STUDENT SERVICES

Families can find a wealth of resources at TUHSD schools to support their student's health, development, safety, and academic success. By helping children improve their health and wellness, we create strong learners who attend school regularly and succeed in and out of the classroom.

Activities & Clubs

The distribution of information of student clubs and special interest organizations is encouraged as a way of getting to know students who share similar interests and hobbies. Some clubs are well established and continue from year to year. Others are started by students who are able to enlist the support of a faculty member who acts as an advisor and goes through the steps to register the club as an "official" part of the student body.

Athletics

Tamalpais Union High School District competes in the Marin County Athletic League (MCAL) and the North Coast Section (NCS) of the California Interscholastic Federation (CIF). MCAL teams include Branson, Marin Catholic, Novato, San Marin, San Rafael, Archie Williams, Redwood, Terra Linda, and Tamalpais High Schools.

Visit the TUHSD athletic web page, <https://www.tamdistrict.org/students/athletics> to access the Parent-Student Guide to Athletics, which contains district and league information for the families of student athletes. Also available at that site is the Athletic Participation Form, which includes medical clearance, is required before any student may participate in the athletic program. Parents and athletes may want to review other athletic information which can be found there. Each school also maintains an athletic web page, which includes sport schedules and other site-specific information.

League regulations specify that students must pass twenty credits at the last grading period with a minimum 2.0 GPA and be making progress toward in order to participate in athletics. Incoming freshmen must also provide an 8th grade spring semester report card to verify eligibility for participation in a fall sport. All students participating in any sport must fill out an Athletic Participation Form. This form must be completed and turned in before a student can participate in practice. Students must attend four full periods the day of a game to be eligible to play.

We believe in your ability to be a leader in your sport and at school. Part of being a teammate is lifting each other up and helping to create an inclusive, respectful, and supportive environment for all. As a student-athlete, you are a member of our collective athletic community and have a role in building a positive culture and your commitment to upholding values of inclusivity and anti-racism will strengthen not only your team but also our entire school community.

As a TUHSD student, you have been well-informed that our district has a zero-tolerance policy toward any form of hate-motivated behavior including racist behavior and language. This expectation applies at all times, including practices, games or competitions and during any

team-related or school-related activities, including via social media.

Any athlete found to have engaged in hate-motivated behavior will face immediate consequences, including suspension from their team and from school, suspension from games/competitions, and/or removal from the team.

Additionally, they will be required to participate in anti-bias learning activities designed to foster understanding and accountability. Hate-motivated behavior and incidents may also result in team probation, forfeiture of games, and/or termination of the athletic season. These measures are not merely disciplinary; they are intended to help individuals understand the harm caused by hate-motivated behavior and to contribute to a safer, more respectful community.

If there is a concern or issue that needs to be heard, please contact one of the following individuals: coach, athletic director, assistant principal in charge of athletics, principal, district athletic coordinator, or superintendent.

The TUHSD Athletic Council makes recommendations about athletic policies and procedures for the Board of Trustees. Representation on the Athletic Council includes athletic directors, school/district administration and representatives of the Benchwarmers/Booster Clubs. Meeting dates and notes for the past few years as well as annual reports are available at www.tamdistrict.org/athletics.

TUHSD Athletic Code of Conduct (BP6145/21 & AR6145.21)

Players will:

1. Show respect for teammates, coach, opponents and officials.
2. Use no foul language, trash talk, negative gestures or actions to provoke a negative response or fighting.
3. Be in attendance at school a minimum of 4 periods (or 2 block periods) before being allowed to practice or play on any day.
4. Maintain a minimum of a 2.0 GPA according to school and NCS policy.
5. Sign a contract agreeing to the above expectations.

Coaches will:

1. Be consistent, attempt to instruct in a positive manner and use appropriate language at all times.
2. Not tolerate unsportsmanlike behavior actions by players, assistants or volunteer coaches.
3. Place the safety and welfare of players as their highest priority.
4. Allow no student to practice or play in competition without a completed Athletic Participation Clearance form.

Spectators will:

1. Show cordial courtesy to visiting teams and officials.
2. Emphasize the proper ideas of sportsmanship and conduct

NCS/MCAL EJECTION POLICY:

- Ejection of a player from a contest for unsportsmanlike or dangerous conduct. Penalty: The player shall be ineligible for the next contest (non-league, league, invitational tournament, post-season {league, section or state} playoff, etc.).
- Illegal participation in the next contest by a player ejected in a previous contest. Penalty: The contest shall be forfeited and the ineligible player shall be ineligible for the next contest.
- Second ejection of a player for unsportsmanlike or dangerous conduct from a contest during one season. Penalty: The player shall be ineligible for the remainder of the season. When one or more players leave the bench to begin or participate in an altercation.
- Penalty: The player(s) shall be ejected from the contest-in-question and become ineligible for the next contest (non-league, league, invitational tournament, post-season {league, section or state} playoff, etc.)
- Coaches are responsible for determining the cause of ejection for any of their players and are responsible for enforcement of the Ejection Policy. Confusion over the cause for a player's ejection shall not be the basis for allowing a student who has been ejected under an applicable rule to avoid the sanctions required by the Ejection Policy (either prohibition from participation or forfeiture) should a student who is in violation of the Ejection Policy play in a subsequent contest (BOM 10/24/97).

MCAL Regulations on Fans' Conduct

The essential elements of character building and ethics in CIF sports are embodied in the concept of sportsmanship and six core principles: trustworthiness, respect, responsibility, fairness, caring and good citizenship. The highest potential of sports is achieved when competition reflects these “six pillars of character.”

Everyone involved in competition, parents, spectators, associated student body leaders, and all auxiliary groups have a duty to honor the traditions of the sport and to treat other participants with respect. Coaches have a special responsibility to model respectful behavior and the duty to demand that their student-athletes refrain from disrespectful conduct including verbal abuse of opponents and officials, profane or belligerent trash-talking, taunting and inappropriate celebrations.

Transportation for Athletes

The District will provide transportation for student athletes to and from athletic events by contract with private transportation providers, to the extent that funds are available for this purpose. When funds are not available, the superintendent or designee will neither authorize nor arrange for the transportation of the students by private automobile. Rather, students and/or their parents/guardians will be expected to assume responsibility and make their own arrangements for transportation.

Consequences for Athletes Regarding Alcohol/Drug Possession, Use, or Distribution (at school-related events)

In addition to regular school discipline, student-athletes are subject to athletic-specific consequences for alcohol or drug-related offenses:

1st Offense

School disciplinary action: suspension from team/sports participation (games and practices) for a total of ten (10) school or athletic-participation days. Students can watch practice after completion of school suspension. The ten (10) days of suspension from team/sports/activities include the school suspension days. If the current sport season ends before the completion of the ten (10) day team suspension, the remaining suspension days shall be carried forward to the next sport in which the student participates. However, arrangements shall be made for the student to try-out for the next sport.

2nd Offense

Suspension from team/sports participation for 40 calendar days from the date of suspension, not including summer school. If the student participates in a drug treatment program immediately following the second suspension, suspension from athletics and/or activities may be reduced to 30 calendar days from the date of suspension, not including summer school. (It should be noted that school policies regarding the use of alcohol and other drugs will be in effect for all athletic events). These disciplinary actions are cumulative over the four years of high school.

MCAL SEASONS OF SPORT: *(please refer to the linked site for the forthcoming calendar)*

Athletic Information can be found on the District Website:

<https://www.tamdistrict.org/students/athletics> Please check your school website for Unified sport event dates and the most current athletic updates for your school site.

Nutrition Services

Student Nutrition Services offers breakfast and lunch on campus at no charge for all students. The cafeteria is open before school, during break, and at lunch. A variety of hot items are offered daily along with quick grab and go choices. Find menus online at

<https://www.tamdistrict.org/administration/student-nutrition-services/menus-nutrition-information>

Students with dietary restrictions should contact the Director of Nutrition, Ben Guyton, at bguyton@tamdistrict.org. Students are urged to help keep eating areas clean. While California funds free meals for all students, we still encourage all households that may qualify for federal meal benefits to apply. This helps bring funds to California and may qualify students for reduced fees from other programs. Free and Reduced-price Meal applications are available online or from your school office. Please visit the website to learn more:

<https://www.tamdistrict.org/administration/student-nutrition-services/meal-applications-boost-school-funding>

Daily Bulletin

The daily bulletin is the main source of communication to students. Included are announcements about clubs, class activities, athletic events, and general information of interest to students. Copies are available, posted around school, and on the site's website. Notices to be included in the bulletin must have a faculty signature and be returned to the main office by 1:00 p.m. on the day before the notice is to be published.

Dances

School dances are usually for students who attend that school. Students must have a student identification card to enter the dance. Once they leave, students may not return. Students will not be admitted to dances after 9:15 p.m. All campus dances are from 8:00 to 11:00 p.m. Students who continue to ignore warnings regarding inappropriate dancing will be subject to discipline for defiance.

Decision Making Bodies

Students participate in site decision making through student government and site council. Elections for student representatives are held annually. Students elected to student government participate in the Leadership class, plan student activities, and promote the student voice. Student representatives to site council attend regular meetings, voting on budgets, site plans, and school policies/procedures.

Library

Staff are available to assist students in the use of the library. Included in library holdings are books, magazines, newspapers, audio-visual materials, and computer database. Students may borrow materials. Additional information is located on each school's website or in the site Handbook Addendum.

Computer Lab

A student must display their student identification card to access a computer. In the computer lab, the students will find access to word processing, database, spreadsheet, and Internet-access programs. Before being allowed into the lab, the student and parent must sign and return the form, which is found in the student information packet e-mailed in August. Check your school website for hours.

ParentVUE (Synergy)

ParentVUE is a secure online portal and mobile app for parents and guardians to monitor their child's academic progress. Integrated with the Synergy Student Information System, it provides real-time access to grades, attendance, class schedules, and teacher communications.

How to access ParentVUE can be found on the TUHSD website at: <https://www.tamdistrict.org/students/parents>



Grades & Assessments

View progress, test history and report cards



Attendance

See attendance records and support your student's class participation



District & School Communications

Update your contact information to ensure you receive school and district-wide notifications



Class Schedule

View your student's class schedule and teacher information



Online Registration

Apply to TUHSD, submit forms, and update your student's information

Personal Devices

Students are not permitted to use personal devices—such as laptops, tablets, ipads, ect—for instructional purposes during the school day. In alignment with this change, the district’s WiFi network will no longer support personal student devices. Exceptions will be made for the devices of individual students that have pre-arranged accommodations, due to an IEP or 504, or to a health-monitoring reason. These exceptions are not for convenience or preference, but for clearly documented needs. To obtain a wifi exemption, guardians must complete the wifi exemption form. This form can be located in the main office.

All students will have access to a district-managed Chromebook in each classroom. This ensures every student is equipped with the tools they need for learning, while also creating a consistent and secure digital environment across all campuses.

Protection of Personal Property

The Tamalpais Union High School District community would like to assume that all students will respect other people's property. Occasionally, however, property is stolen or vandalized. Students are responsible for protecting their personal property from theft and vandalism. The school is not responsible for the security of personal property. Students should securely lock all items in P.E. lockers during P.E. classes.

Backpacks and personal belongings should not be left unattended. Most student theft is a result of unattended backpacks or unlocked lockers. Lockers and bikes should be secured at all times. Students are responsible for providing their own bike locks.

Incidents of theft or vandalism should be reported immediately to the staff assistant or campus supervisor.

The school will investigate all reports of theft. Students are encouraged to file police reports if a bike or car has been vandalized. Recovered goods will be returned to their rightful owner.

Students caught stealing or vandalizing school property will be subject to the appropriate disciplinary consequences and restitution.

Lockers

Lockers are provided as a convenience. Although school officials provide campus supervision throughout the building and school campus, they take no responsibility for the security of these lockers. Students must use only the locker assigned to them (BP5145.12).

Lost and Found

The Lost and Found is located at the desk in the main office. Students may claim articles from the office personnel upon proper identification.

Scholastic Organizations

California Scholarship Federation (CSF) is for students carrying four or more subjects (not counting P.E. and repeated subjects) and who earn a minimum of ten (10) CSF points, seven (7) of which must be in academic subjects.

No CSF points will be given for P.E. or a repeated course. A grade of "D" or "F" in any subject including P.E., repeated subjects, and citizenship shall exclude a student from membership for the semester. No extracurricular activities shall be recognized for points. Semester membership is by application only and shall not be automatic or compulsory. Retroactive membership may not be granted to any student who has failed to submit an application to become a member by the deadline for a semester.

CSF is governed by the state organization. Each member must be approved by the Scholarship Committee and the principal of the school where their student attends. Life membership is obtained by earning membership FOUR of the last six semesters in school, one semester of which must be based on senior grades. Membership privileges will be granted to ninth graders; however, ninth grade membership does NOT count toward life membership. At graduation, life members are entitled to wear gold cords.

Support Services

A number of student support services are available within TUHSD high schools to assist students with their academic progress as well as their personal, social and emotional development. Services are provided by site staff as well as community-based agencies in partnership with site staff. Below is a description of student support services available to you and your student on campus. In addition, we have included youth crisis hotlines and community provider information if your student or family needs immediate assistance.

TUHSD provides counseling and student support groups for youth who are having trouble with depression, anxiety, grief, or other risk factors for violence and/or substance use. Student Services staff, in partnership with students and families, address barriers to student success and enhance the social and emotional growth of students. Our Student Services team prioritizes support to vulnerable student populations including: foster youth, families and youth in transition, LGBTQ youth, newcomer students, and other underserved populations.

Student Services Supports include:

- Coordination and facilitation of the Coordination of Services Team (COST)
- Teacher consultation for positive classroom climate and student support
- Individual short-term goal-orientated mental health and behavioral supports
- Small group counseling utilizing evidence based practices
- School-focused case management for individual students and families Individual and school-wide crisis response

Other support systems in place in the Tamalpais Union High School District include:

- School Counselors:
Each student, upon entering high school, is assigned to a school counselor who remains with them for the duration of their enrollment on campus. The school counselor is a resource to support all students in the areas of personal/social development, academic progress, and college and career goals. School Counselors work to support students and help them access resources for effective communication skills; balancing academic, extracurricular and personal responsibility; and identifying personal strengths, values and challenges to support a successful high school experience. School Counselors help students navigate high school as well as help them with post high school plans. The School Counseling Program offers a variety of topic and grade specific informational evening programs for parents/caregivers during the year.
- Wellness Center/Programs:
The Wellness Center/Programs at Tam, Archie Williams, Redwood, Tamiscal and San Andreas work with the Counseling Department to expand existing support services for students on campus. Wellness Staff help coordinate and provide health, mental health, substance use/abuse and sexual health services and education for students on campus. The Wellness Center/Program offers both direct services as well as prevention and education programming for students including health and wellness classroom presentations and school wide health awareness events. In addition, Wellness partners with a variety of community organizations to provide specialized support to students including BACR, our contracted mental health counselors/therapists available on campus. For more information about TUHSD Wellness Centers please go to <https://sites.google.com/tamdistrict.org/tuhsdwellnesscenter>
- Bay Area Community Resource Counselor (BACR)
The Bay Area Community Resources staff provides support to numerous students by providing group counseling and individual counseling services.
- School Psychologists
School psychologists apply expertise in mental health, learning, and behavior, to help students succeed academically, socially, behaviorally, and emotionally. They provide psychoeducational assessment for special education eligibility, direct IEP counseling services and collaborate and consult with family, staff, and outside providers and agencies to support all students on campus. School psychologists assist in the implementation of school-wide prevention programs and provide individual and school wide crisis intervention services. This team collaborates closely with TUHSD Admin, School Counselors, Teachers, Special Education Case Managers, and on-site therapeutic support providers to assist all students in achieving academic success.
- Peer Resource
Peer Resource is a year-long elective course focused on youth development, peer support, advocacy and health education. Peer Resource students are given the opportunity to explore health, wellness and social/emotional topics that impact teens on campus and

within their communities. Students receive training and learn how to make healthier, safer decisions for themselves that reflect their own personal values through classroom, district and county youth leadership and educational opportunities. Students utilize this education in promoting health and well-being on campus to other students in the role of peer educators, peer mentors/counselors and/or by offering conflict mediation support. Peer Resource students often use their knowledge and expertise to present to local middle schools, Social Issues classes, and to parents/caregivers on topics that promote healthy youth and community

- College & Career Center

The College & Career Center is often the focal point of college planning and the hub for career exploration. Students can avail themselves of college resources, meet college representatives, and explore information about scholarships and financial aid. Job training can take the form of interest inventories, job shadowing, and listening to career speakers. The College & Career Center offers college and work-related support, as well as maintaining a list of employment opportunities through a virtual job board. The College and Career Center offers daily programs, services, and information for college planning and employment options.

- English Language Development (ELD)

TUHSD offers the following language and language acquisition programs for student enrollment. Parents/Guardians may choose a language acquisition program that best suits their child (EC Section 310[a]).

Language Acquisition Programs Offered

We are required to offer, at a minimum, a Structured English Immersion program option. We also offer the following language acquisition program:

Structured English Immersion Program: A language acquisition program for EL students in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered designated ELD and provided access to grade level academic subject matter content with integrated ELD.

- Health Specialist & School Nurse

Each comprehensive site has scheduled access to a health specialist and credentialed school nurse a few assigned days per week to assist students with health needs, health plans, immunizations, first aid, etc.

- Coordination of Services Team (COST)

Coordination of Services Team is a site based learning support team that brings together all support service teachers, counselors, support personnel and administrators to meet regularly to identify, plan and coordinate student interventions regarding academics, attendance and behavior.

- Student Study Teams

Teachers, counselors, an administrator, the student and their guardians meet to gather and review information for "at risk" students to develop recommendations or assistance for the student.

The Student Study Team (SST) is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate.

- Special Education

A variety of programs serve the many different needs of the special education community, from the mildly learning disabled to the severely handicapped. Resource Specialists classrooms, Special Day Classes and Community Mental Health staff offer student support. For more information about special education programs, contact the Director of Special Education at the Tamalpais Union High School District Office.

- Academic Workshop

This class is designed to provide supplemental instruction in content areas, skills, habits and attitudes necessary for academic success. This course is intended as a highly individualized support class, with instruction planned to meet the specific needs of each individual student.

- School Attendance Review Board (SARB)

The SARB is a committee of administrators, teachers, a probation officer, community members, and school counselors. Attendance hearings require this team's effort in order to recommend interventions, legal avenues or change of placement for certain students with poor attendance and/or behavior patterns.

- Parent Support & Education

TUHSD Wellness provides district wide parent education focused on teen health and wellness.

- Condom Availability Program

High school students can obtain condoms at Wellness Centers or other designated locations. Related safe sex information shall be provided at the same locations, and designated trained Wellness or health staff will make the condoms available. A licensed health care professional will be available for consultation and to refer to additional resources as needed. Verbal and/or written information shall be available to all students obtaining condoms which stresses that abstinence is the only 100% effective method of preventing pregnancy and sexually transmitted infections and which does not condone or in any way encourage sexual activity among or with minors. Students shall receive additional information as appropriate and necessary regarding the proper use of condoms and their effectiveness.

Youth friendly clinic information is also included with the condom packet. Student participation in this program is voluntary and falls under the state mandate allowing students to seek confidential reproductive health services.

- **Homeless/Foster Care Liaison**

The Senior Director of Student Services serves as a homeless/foster care liaison, providing information and services to students who are in foster care and to families who find themselves homeless. This may include free bus tickets, school supplies, etc.

- **Crisis Support**

For immediate assistance and support, please go to the Wellness Center website <https://sites.google.com/tamdistrict.org/tuhsdwellnesscenter> for a list of crisis hotline numbers in Marin, California and nationwide. Below are a few quick links:

Suicide Prevention Hotline - Call or Text 988

Crisis Text Line - Text **MARIN** to **741741**

Marin Suicide Prevention & Crisis Hotline - (415) 499-1100

California Youth Crisis Line - (800) 843-5200

In addition, if you want more information about local community providers and programs for support, please go to: <https://sites.google.com/tamdistrict.org/tuhsdwellnesscenter>

Textbooks

Textbooks are distributed and collected by classroom teachers. Students are responsible for returning these books to the teacher who issued them. Students are responsible for loss or damage done to books.

School Visitors

All visitors must sign in at the Main Office and obtain a visitor's pass. Each visitor will be required to present a government issued ID, for use with our TPASS K12 Visitor Management System. Your details will be checked against a sex-offender database and once approved a badge will be issued, that must be worn for the duration of your visit to this campus. Individuals who are not registered students or school employees, and who do not have official business at school are not to be present on campus during school hours, including lunch.