Marin Academy Student-Family Handbook
2026-2027

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ACADEMIC PROGRAM

In order to graduate, a student must accrue 23 credits of academic work. 19.5 of these credits are required courses or courses elected from among designated departmental offerings; the other 3.5 may be chosen from any area. One credit is given for a year-long course that meets three times a rotation. In addition, participating in Minicourse, senior speeches, and senior projects (all described below) is necessary to receive an MA diploma.

ENGLISH: 4 credits

Four years of English are required, and students need to be enrolled in an English class every semester. English I (required in the ninth grade), English II (required in the tenth grade), and English III Honors (required in the eleventh grade) are mandatory. During senior year, students take two semester-long courses from the various upper-level electives offered.

ETHNIC STUDIES: .5 credits

One semester of Ethnic Studies is required. For the Class of 2029 and 2030, this requirement is fulfilled by taking Introduction to Transdisciplinary Learning (ITL) in the spring of ninth grade.

HISTORY: 3 credits

Three years of history are required, including Modern World History I (required in the ninth grade), Modern World History II (required in the tenth grade), and United States History Honors (required in the eleventh grade). Four years are recommended.

HUMAN DEVELOPMENT: 1 credit

Two semesters are required: fall semester in ninth grade and spring semester in tenth grade.

MATHEMATICS: 3 credits

Three years of mathematics and the completion of Algebra II are required. Four years and the completion of Precalculus are recommended.

SCIENCE: 3 credits

Three years of laboratory science are required. This includes Biology (required in the ninth grade), Chemistry (required in the tenth grade), and one year of Physics

(Physics, Advanced Physics with Calculus, Astrophysics, or Electrical Engineering and Computer Science). Physics may be taken in either the junior or senior year. Four years of science are recommended.

VISUAL AND PERFORMING ARTS: 2 credits

Two years of fine arts are required. More are encouraged.

WORLD LANGUAGES: 3 credits

Three years of the same world language regardless of starting point and to at least Level 3 OR two years each of two different languages (four years total) are required. Four years of world language are recommended.

ELECTIVES: 3.5 credits

In addition to the required departmental (19.5) credits, students must have at least another 3.5 credits. These credits can be taken in any department or through general elective offerings. While 3.5 credits are required, 5.5 credits are recommended.

PHYSICAL EDUCATION: 3.5 PE points - Classes of 2027 and 2028

To complete their physical education requirement, students must accumulate a minimum of 3.5 physical education "points" by the end of their senior year in one of the following ways:

- Interscholastic Athletics: 2 points per season
- Life Fitness: 0.875 points per season
- Outings & Minicourse: 0.125 credit per day of designated Outing
- Dance Program: 2 points per year, only awarded in the years after arts graduation requirement has been met
- Independent Study: 0.5 point increments

Please note: Independent Study is designed for students who have vested physically active interests that are only offered outside of the MA Athletics program (for example, rowing, skating, climbing, and gymnastics are not offered by MA). Students' devoted time to practices, performances, competitions, etc., is similar to our MA sport teams with daily practice 5-6x per week, etc. Applications are submitted in the fall, and submitted logs are required quarterly throughout the school year. For more information and application, contact Assistant Athletics Director Tiffany Fong.

LIFE FITNESS: Classes of 2029 and 2030

To complete the Life Fitness requirement, 9th- and 10th-grade students can participate in the following pathways:

- **Life Fitness Program:** Participate in two of the three sessions offered during the school year.
- **MA Interscholastic Athletics:** Participate in one full season on an MA Interscholastic Athletic team.
- **Dance Arts:** Participate in the Dance program, which, if taken all four years, fulfills both MA's Arts and Life Fitness graduation requirements.
- **Life Fitness Independent Study**: Students with a significant commitment to a physically active pursuit not offered through MA Interscholastic Athletics—such as rowing, skating, climbing, or gymnastics—may apply for an Independent Study.

Please note: Independent Study is designed for students who have vested physically active interests that are only offered outside of the MA Athletics program (for example, rowing, skating, climbing, and gymnastics are not offered by MA). Students' devoted time to practices, performances, competitions, etc., is similar to our MA sport teams with daily practice 5-6x per week, etc. Applications are submitted in the fall, and submitted logs are required quarterly throughout the school year. For more information and applications, contact Assistant Athletics Director Tiffany Fong.

Senior Speeches

As part of the senior experience, each member of the class makes a speech to the community, normally at a school assembly. Guidelines are distributed at the beginning of the year. Speeches may take various forms: some more performance-oriented, others strictly oratory. The senior speech is a requirement for graduation. See the '26-27 Senior Speech Manual for more details.

Minicourse

Minicourse takes place each February for one week and is a time when students and faculty can immerse themselves in an activity of broad educational value to a degree that is not possible during the regular school year. With an intense focus over a prolonged time, the experience enables students to learn through first-hand practice, helping them arrive at the end of the course with new insights, sympathies, skills, and knowledge. A major part of the experience is the social awareness fostered by working closely with a small group of peers with shared interests within the atmosphere of project-based learning. The intensity and time

involved create the opportunity for wide-ranging discussion and cooperation between members of the group, and students' judgment and initiative are employed whenever possible in order to build competence and responsibility. Minicourse options challenge students physically, intellectually, and spiritually, in varying combinations.

Students sign up for courses offered by faculty and staff and are asked to assist in the organization and planning of the week. Past Minicourses have included Bay Area Art Museums, Backpacking on Catalina Island, Electric Guitar Building, and American Red Cross Lifeguard Certification. Minicourse is required of all students.

Transdisciplinary Senior Projects

During May of their senior year, students pursue an area of interest in greater depth than is possible during the regular school year. Projects are evaluated on a pass/fail basis. Failure of the Senior Project will jeopardize the student's receiving of a diploma during graduation exercises. Seniors who are TAs, in ensembles, in a play, or have other school-based obligations are expected to continue those commitments during Senior Project time as required by their program's teachers/advisors.

This graduation requirement is waived for seniors who are at risk of not graduating due to grades and who instead must stay at school to continue their regular studies.

Waiving Graduation Requirements

In unique and specific circumstances, a student who cannot fulfill a Marin Academy graduation requirement may be granted a waiver from the requirement in a specific discipline. Students and parents should understand the possible consequences of such a waiver for a student's college and career options. To that end, before a requirement is waived, the Dean of Academics, Harrison Shure, and/or the Director of Learning Services, Rebecca Gustin, will speak with the parent(s), guardian(s), and /or student. Students and families must also understand that Marin Academy may not be able to replace a waived requirement, for example a world language, with another academic course, and that a student who has been granted a waiver will not receive any special treatment in the scheduling process.

Guidelines for Early Graduation (January of the Senior Year)

Students wishing to graduate from Marin Academy after the first semester of their senior year may be allowed to do so under extraordinary circumstances. Upon receipt of the proposal from a student wishing to graduate early, the Academic Office will give the final approval or disapproval of the proposal. Petitions will be granted only in cases of extraordinary circumstance or special opportunity. The position of the School is that the high school experience calls for more than just an accumulation of credits and that every student who matriculates into the ninth grade will be here for a full four-year program. As a result, proposals for early graduation will generally be discouraged.
Special circumstances, however, may suggest that a student would significantly benefit from an early graduation. Guidelines for students in that circumstance are outlined below:

- The student should have at least a 3.0 GPA overall and maintain that GPA through the fall of the senior year.
- The student must be able to meet all regular graduation requirements (total credits, discipline-specific requirements, etc.) by the end of the first semester of senior year.
- The student must meet with the Dean of Academics, Harrison Shure, to explain the extraordinary situation no later than December of their junior year, when they will receive feedback about the likelihood of the situation.
- The student must follow up that meeting with a written proposal to the Dean of Academics that speaks to the unprecedented circumstances during December of the junior year for consideration in the following year.

Graduation Ceremonies

All graduating seniors, except those with extraordinary circumstances, are required to participate in graduation ceremonies. Seniors elect speakers from their own class to speak at the graduation ceremony. Seniors are eligible to speak at graduation only if they are in good standing academically and behaviorally.

Homework & Assessment Policies

MA classes are on a block schedule—75-minute classes that meet every other day—allowing two days to get homework done for any given class. Teachers post assignments on Canvas, with a minimum of three upcoming classes' worth of homework and assessments posted at any given time. Homework assignments should take students 40-45 minutes per class; students are encouraged to reach out to their teachers if homework is consistently taking more time to complete. In instances when a student has three summative assessments (paper, test, lab, etc.) scheduled on a single day, they should reach out as soon as possible to the teacher of the last scheduled assessment to see about rescheduling it soon thereafter. Students can also work with their advisor to help come up with a manageable plan.

Feedback is a critical component of the learning process at Marin Academy. In general, students should expect to have work and assessments returned within ten school days and ideally before the next similar assignment or assessment is given.

Additions to/Withdrawal from Courses

Once classes begin, a student may add a course through the first four days of class (wherein each class will meet twice). A student may drop a course up until the end of the second academic rotation (12 class days). In both cases, when requesting a schedule change, students must use an Add/Drop form from the Registrar's office, which requires signatures from teachers, advisors, parents/guardians, the Class Dean, the Dean of Academics, Harrison Shure, and the college counselor (seniors only). After the second rotation of classes, no student will be permitted to drop a course without consultation with the teacher and parents and a written statement of approval from the Dean of Academics; a late withdrawal then remains a permanent part of the student's transcript. A withdrawal is marked as Withdraw/Pass (W/P) or Withdraw/Fail (W/F) based on the student's grade at the time of withdrawal from the course. Until approval is secured from the Dean of Academics, the student is expected to attend the class and to meet all of the obligations of any course to be dropped.

Advanced Placement Examinations

In order to show our values of student-centered learning and depth over breadth of content, Marin Academy moved away from AP courses over a decade ago. That said, some students, for various reasons, choose to study for and take the Advanced Placement (AP) exams in certain subject areas. Because we are a non-AP school, we host only a handful of designated exams, and families are encouraged to look at other options if a student is interested in an AP exam that MA doesn't offer.

The college counseling office will send instructions about AP registrations in January. These tests only happen once a year during the middle of May, and MA will only run exams that have a minimum of 5 sign ups. If, for any reason, a student has reserved an exam but fails to sit for the exam, the full exam fee will still be charged.

Grades and Reports

While grades are not the purpose or (we hope) the driver of learning, they are one of the ways we communicate student proficiency with content and skills. There are four grading periods per year, and these are reflected through formative and summative reports.

Formative Reports: In the middle of each semester (at the end of quarters 1 and 3), grades and written comments/evaluations are available for all students and their families. These grades are not permanent and do not appear on the transcript. While half the semester is still available for growth within the class, comments are designed to highlight and celebrate student strengths and note spaces for growth. As ninth graders are not given grades in the first semester, their Quarter 1 report will appear in a different format.

Summative Reports: At the end of each semester, report cards with grades are available. Any student receiving a C or below receives a written comment as well as a grade. Only these end-of-semester summative grades are recorded on the student's permanent transcript. All semester grades of "Incomplete" are to be made up within two weeks of the end of the semester, unless other arrangements are made with the Dean of Academics, Harrison Shure. If the student fails to observe these deadlines, an "Incomplete" may be changed to a failure. Note: Students receiving a D or F as a quarter grade may be ineligible for California state colleges and universities, unless the work in that course is repeated and a satisfactory grade earned.

Definition of Letter Grades

The Marin Academy 50-point grade scale is as follows:

A = 93–100% = 4.0	C+ = < 79–77% = 2.3	D+ = < 69–67% = 1.3
A- = < 92–90% = 3.7	C = < 76–73% = 2	D = < 66–63% = 1
B+ = < 89–87% = 3.3	C- = < 72–70% = 1.7	D- = < 62–60% = 0.7
B = < 86–83% = 3.0		F = < 59–50% *
B- = < 82–80% = 2.7		

** NOTE: MA does not have a grade of A plus and has adopted a "no zero" policy.*

Grade Point Average

Each semester the registrar calculates the student's grade point average (GPA) for the semester and cumulatively from the time of entrance to the School. The GPA is sent to colleges, each of which has its own system for calculating and weighting grades. Note that MA does not give A+s nor does it "weight" grades for honors-level courses. Instead, colleges and universities that accept weighted GPAs will recalculate at the time of student application.

Students who have two Ds or one F at the end of the first semester are put on academic probation. The Dean of Academics facilitates this process, which looks different for each student, but it mandates an in-person meeting with the family and provides the requirements for a student to be offered a contract for the following year. When students are placed on academic probation, they and their parents or guardians meet with the Dean of Academics and appropriate Class Dean to review the terms of the probation, which are determined on a case-by-case basis. The Dean of Academics may also choose to put a student on academic review. This process, which looks different for each student, is put into place when a student's repeated academic patterns create concern. While both academic probation and review are customized for each student, they do require an in-person meeting with the family and provide the requirements for a student to be offered a contract for the following year.

While a student is on academic probation or academic review, there is heightened communication between the Dean of Academics, the student, the student's family, and the student's teachers, Class Dean, Dean of Students, and the Head of School. If a student fails to meet the terms of the probation/review at the end of the school year, they will be separated from the school unless, after consultation with the Dean of Academics, the Head of School decides otherwise. If at any future point in the remainder of the student's high school years the performance is again

unsatisfactory, the student will in all likelihood be asked to leave Marin Academy at the end of the year.

Credit for Courses Taken at Other Schools

Students enrolled at Marin Academy may earn credit for a course taken at another school only if (a) a student has seen through the curriculum in a given department at Marin Academy, (b) the course is academically comparable to courses offered at Marin Academy, and (c) the institution offering the course is an accredited institution academically comparable to Marin Academy. Students who enroll in such courses elsewhere must maintain a minimum course load of four courses at Marin Academy, and the grade earned in such courses is not included in the Marin Academy grade point average or transcript. It is the responsibility of the student to get permission from the Dean of Academics, Harrison Shure, before enrolling in such a course and, once approved and completed, to get a copy of an official transcript to the Marin Academy Registrar. Please note that courses taken outside of MA are never added to the Marin Academy transcript and, therefore, must come from an institution that provides its own.

Remedial Work

If a student earns a D or F in a course at Marin Academy and chooses to retake the course elsewhere, standards (b) and (c) in the paragraph above apply, and the grade earned is attached to the student's official transcript (although it does not replace the grade on the MA transcript). In certain departments, students who take such courses elsewhere may be required to complete additional testing at Marin Academy before continuing study.

Summer School

Students who undertake summer work at other schools and wish to advance in the Marin Academy curriculum as a result may qualify for placement in the next higher-level courses, without credit being granted. Qualification for placement under these circumstances is by examination administered at Marin Academy (or, in the case of the Visual and Performing Arts, by submission of a portfolio or audition). Students who are interested in pursuing accelerated coursework should speak to the corresponding department chair for department expectations and guidelines.

Term Away

Any student wishing to participate in a Term Away Program must:

1. Participate during their junior year;
2. Submit a letter of intent to the Dean of Academics, Harrison Shure, Director of Admissions, Chica Hutchins, Director of Admissions and Enrollment Management, and Jamon Pulliam, Director of College Counseling, no later than 5:00 p.m. on December 1 of the academic year prior to the planned absence;
    - Please note: MA strongly encourages families to consult Harrison & Jamon during the decision-making process in order to understand the nuances of the individual student's curricular arc at MA and the program of interest before applying to a term away program
3. Apply for and enroll in one of the following approved Term Away Programs:
    - Mountain School
    - School Year Abroad
    - School for Ethics and Global Leadership
4. If admitted, communicate their decision about Term Away Program enrollment to the Marin Academy Director of Admissions within one week of receiving the offer of admission;
5. For semester programs, pay 60% of the total Marin Academy tuition for the year of the Term Away Program; for full-year programs, pay 20% of the total Marin Academy tuition. Please note that for families receiving tuition assistance, the placeholder tuition will be further reduced in accordance with the amount of their tuition assistance award. For example, a family who pays 20% of tuition will pay 20% of the 60% tuition for a single term away.

Any student/family who elects to be away from MA for a semester or a year that does not meet the aforementioned guidelines must either a) pay a full year's tuition to hold their space at Marin Academy, or b) withdraw from Marin Academy.

Any withdrawn student may re-apply through our regular admission process. Admission may be offered if the Director of Admissions, in consultation with MA's Admissions Committee, determines that a) the Term Away Program has prepared the student to meet the demands of MA's academic program and b) there is sufficient space in the school. Please note that students who participate in a fall semester away may come back and play a winter or spring sport (and should communicate their planned departure with the Director of Athletics and their respective coach). Students participating in a spring term away may only participate in fall athletics.

Tutorials

The daily schedule has “tutorial” periods set aside when teachers are available to provide extra help for students. Establishing the habit of using tutorial effectively is an important step in a student’s development and part of the larger progression toward responsibility and self-advocacy. While tutorial is one manifestation of Marin Academy’s emphasis on strong lines of communication between students and teachers, students are always encouraged and welcomed to set up individual appointments with teachers as needed.

Tutoring and Tutoring Guidelines

We believe that a student’s teachers are the first resource for a student or a family, especially when a student is struggling in a subject area. We encourage students to use regular class periods and tutorials to consult with teachers about their understandings, assignments, study habits, and more. We also recognize that some students may need extra help or tutoring in specific subject areas or in organizational skill-building. Students may work with outside tutors outside the school day but not during the school day.

If a family is considering hiring a tutor, we recommend first checking with your teen’s teacher. The Director of Learning Services, Rebecca Gustin, or Associate Director of Learning Services, Yea Flicker, cannot recommend specific tutors, but they do keep lists of prospective tutors who have worked with students in the past. MA recommends doing thorough background checks on any tutor.

The following guidelines have been set up to clarify what kind of support and assistance is encouraged and what is discouraged. In addition to looking at these guidelines, we encourage everyone to be familiar with MA’s Integrity and Academic Honesty Policy and the associated importance of students doing their own work. The tutoring guidelines provided here are for students and those providing extra help.

Guidelines for Families

- Notify the appropriate teacher that the student is working with a tutor.
- Expect work to be about skill-building, rather than the production and perfection of actual classroom assignments. Working with a tutor does not

necessarily translate into improved grades, especially in the short term. It can mean building background information, general skills, and overall understanding.

Guidelines for Students

- Remember the Integrity and Academic Honesty Policy. Tutors, friends, or parents may help you better understand how to work a math equation, write a thesis statement, conjugate a verb, but the work that you produce needs to be your own. If a teacher asks you how you arrived at the answer to a problem or how your thesis statement relates to your understanding of the book, you should be able to show your process. A good rule of thumb is that a tutor (or parent or friend) should never "touch" your assignment. You should be typing into Google Docs, for instance, while your tutor might be leaving comments.
- Be very clear about when you may receive extra help on an assignment; always check with your teacher in advance.
- Working with a tutor should be about understanding and skill development, not about a grade on a test or assignment.

Guidelines for Tutors

- Be aware that the school expects you to help students build their skills but not actually do a homework assignment or edit or create a paper for a student; for questions about this policy, please contact the student's teacher.
- Be aware of MA's Integrity and Academic Honesty Policy. For example, putting your words or ideas into a work/product that you did not create (such as a problem set or a draft of an essay) would be a violation of MA's Integrity and Academic Honesty Policy.

Guidelines for Providing Extra Help (for Tutors, Parents, Peers, Siblings)

- Extra help should focus on review, remediation, and reinforcement of skills.
- Always refer to the assignment sheet, textbook, rubrics, and/or class notes.
- Ask the student to communicate their understanding of the context of an assignment— the skills emphasized, the goals, and the instruction rather than focusing on due dates and completing specific assignments.
- Ask open-ended questions rather than telling a student your interpretation of the text, understanding of the event, or way of answering the problem, such as: What else do you see in this section? What might have motivated this set of actions? How does this problem build on previous work?

- Try to use extra explanations and exercises when there are gaps in a student's understanding of material. Make sure the student can do the work independently.
- Teach the student effective ways to learn the information. Your strategies may be different yet complementary to those taught in the class.
- Ask the student to be reflective about learning. Rather than moving on when a problem has been solved, take time to examine the student's understanding and learning style. Ask the student to explain the problem and their solution to you as if you were another student in the class.
- You may identify errors, flaws, or gaps in a student's work or thinking, but the student must be able to identify why her or his thinking/ answer/writing/work needs work and be able to make the changes on their own.
- Remember that homework, essays, lab reports, projects, and all assignments should be the student's own work and should be indicative of his strengths and weaknesses. An accurate portrayal of a student's work helps the teacher to know how well the student is understanding the material.
- Be aware of MA's Integrity and Academic Honesty Policy. For example, supplying a work/product that you did not create (such as a problem set or a sentence in a draft of an essay) would be a violation of MA's Integrity and Academic Honesty Policy.

Learning Services at Marin Academy

Marin Academy is dedicated to supporting a range of learning needs. Our Office of Learning Services works with students with a variety of learning disabilities to develop strategies to empower them to become self-aware, reflective, and engaged learners. While we do not compromise Marin Academy graduation requirements or educational standards, we recognize that students with diagnosed learning disabilities, ADHD, or other disorders that affect learning may require additional support and accommodations in order to have access to academic success. Our main goals are to ensure access to our curriculum, to help students understand their learning strengths and challenges, teach students to play to their strengths, and give each student the tools necessary to be active and engaged self-advocates.

Process for Requesting Academic Accommodations

Some students with disabilities may require reasonable accommodations to allow them equal access to classes and coursework. Our emphasis with accommodations—in line with colleges and standardized testing—is on access, not

outcome. This is done by providing the student with a disability equal access to the content and activities of a course, but not necessarily ensuring their success. Parents of students who are investigating the possibility of accommodations for a disability are advised to reach out to our Director of Learning Services, who will explain the process to pursue psychoeducational documentation, share recommended evaluators, and give documentation guidelines. For families who decide to pursue educational testing, note that the process can take several months and can include such processes as requesting teacher evaluations, past records, and family interviews. Our learning services office will help you understand this landscape as well as Marin Academy's procedures and policies around this.

For incoming ninth-graders requesting extended time or other accommodation (for example, a calculator or laptop) due to a diagnosed learning disorder, a full psychoeducational evaluation must have been completed within the past two years, and reports should be submitted to the Director of Learning Services before the start of the school year. **For all transfer students, the full psychoeducational evaluation must have been completed during the student's seventh grade year or later.** The School reserves the right to require retesting of continuing students if testing becomes out of date.

Eligibility for reasonable accommodations is considered upon careful review of documentation; classroom accommodations cannot be granted until we have complete documentation on file, and our entire review process is complete. It is important to note that outside agencies such as the College Board and ACT have their own review process regarding their testing, and a student receiving accommodations at MA is not guaranteed to receive accommodations for these or other exams. MA solely examines each student's eligibility for accommodations in regard to our program and curriculum.

Documentation Guidelines

Our guidelines help us establish a framework for decision-making regarding eligibility for accommodations at Marin Academy. Documentation for learning and/or attention disorders must follow our guidelines; please reach out to the Director of Learning Services directly for details. Please note, reasonable accommodations for a physical disability may follow different guidelines and will be assessed on a case-by-case basis.

Reasonable Accommodations at School

To ensure fair and orderly testing situations, students are normally expected to complete quizzes, tests, and examinations in the time set by the teacher. A

student's learning profile clarifies all accommodations that teachers will grant for a student with a diagnosed learning challenge.

Standardized Testing

In order to qualify for extended time testing for national standardized tests (e.g., SAT I, SAT Subject Tests, ACT, PSAT, AP, etc.), a student must fulfill the requirements set by the appropriate testing agency, which typically includes a psychoeducational evaluation conducted by a qualified and licensed specialist. The documentation must specifically indicate that extended time testing is warranted and must be dated no more than three years prior to the initial testing date for the ACT and five years prior to the initial testing date for the College Board tests. As noted above, outside agencies such as the College Board and/or ACT have their own review process regarding their testing, and a student receiving reasonable accommodations at MA is not guaranteed to receive accommodations for these or other outside exams. After receiving complete documentation, these agencies require up to seven weeks to make a decision about accommodations for their standardized exams.

Temporary Medical/Physical Needs and Accommodation Requests

Some students with temporary medical conditions, such as a broken arm or a concussion, may require reasonable accommodations to allow them equal access to classes and coursework for a short period of time. MA is able to provide reasonable accommodations for these reasons only with a letter from a doctor and some additional communication. The doctor's letter must clearly indicate the doctor's name, specialty, address, and phone number and must be signed and dated by the doctor and contain the following information:

1. Description of degree of impairment.
2. Date of injury/onset of the condition.
3. Expected date of recovery.
4. Describe the specific accommodations/modifications requested, and explain why they are needed.

For these temporary conditions, updated medical letters may be required, as recuperation can be unpredictable and uneven.

For concussions/head injury, please contact both the Class Dean and MA's athletic trainer, Aaron Gill. For all other temporary medical conditions, the information should be sent to the Learning Services Office. When information from a doctor has been received from a family, we will reach out to set up a meeting to discuss our process.

Long-term Medical/Physical Needs: Reasonable Accommodation Requests

Some students with medical conditions may require reasonable accommodations to allow them equal access to classes and coursework. At MA, our goal in these situations is two-fold: to support the student in order to provide access to coursework while simultaneously building and fostering the skills for lifelong self-advocacy. MA is able to provide reasonable accommodations for medical reasons only when the request is documented and meets the following criteria:

1. Note from a physician that identifies the presence of a disability or disabling condition that requires reasonable accommodation.
2. Information is Current: Because disabilities can change over time, documentation must be up to date and include the initial evaluation and an evaluation update. The evaluation update must be performed within 12 months of the accommodation request.
3. Recommended Reasonable Accommodations: Describe the specific reasonable accommodation(s) requested. Please note, if the requested accommodation(s) are around testing and/or impact academic experience, we typically require more in-depth information.
4. Professional Credentials Listed: For physical and medical disabilities, documentation should be provided by a medical doctor who specializes in the diagnosed disability.

Documentation should be submitted to the Director of Learning Services, Rebecca Gustin, for review. Medical documentation must be updated minimally at the start of each school year in order to continue any necessary reasonable accommodations; if documentation is needed more frequently, it will be requested. As the student's condition may change, the family should share that information directly with the Learning Services Office.

Mental Health Needs: Reasonable Accommodation Requests

Marin Academy works with families to support students with mental health needs. This can include partnering with health professionals and working with students in, and returning from, residential treatment facilities. It is important to note that MA values a student's health first and foremost; if a student is unable to function at school due to mental or physical health reasons, the School focuses its support on helping that student be away from the School in order to receive medical care. That said, some students with mental illness may require reasonable accommodations to allow them equal access to classes and coursework.

If you need to request learning accommodations for mental health needs, contact the Director of Learning Services Rebecca Gustin and School Counselor Jamie Medina.

STUDENT LIFE

Dean of Students

The Dean of Students at Marin Academy serves as a senior leader responsible for cultivating a vibrant, inclusive, and student-centered culture. Rooted in the school's mission and strategic priorities, the Dean partners with students, families, faculty, and staff to support the social, emotional, and academic development of every student. The Dean of Students oversees student life programming, which includes advisory, curricular and athletics, student leadership, student behavior responses, and grade-level support with the class deans. In addition to guiding the student experience, the Dean of Students chairs the Student Support Team, supervises key staff, and leads professional development on student well-being. A committed educator, the Dean of Students is a visible presence across campus and helps create a learning environment rooted in belonging, compassion, and growth—supporting both individual student journeys and the broader school community.

Dean of Equity and Inclusion

At Marin Academy, the Dean of Equity and Inclusion serves as a senior leader dedicated to fostering and sustaining a community that centers diversity, equity, and belonging. Working closely with the Student Support Team, this role applies an identity-conscious perspective to supporting students academically, socially, and emotionally. In addition to co-leading both the Belonging@MA program and the Identity and Equity (IDEQ) program, the Dean of Equity and Inclusion also co-directs Community Time and oversees the school's Harm Response Practice. Through this work, the Dean of Equity and Inclusion strives to ensure that every student has the opportunity to build a positive sense of identity and feel a genuine sense of belonging within the Marin Academy community.

Class Deans

The Class Dean is dedicated to and responsible for supporting the academic, personal, and social growth of students within a specific class year. The Class Dean serves as a mentor, advisor, and advocate, working closely with students, advisors, parents, teachers, and counselors to ensure a positive and successful high school experience. The Class Dean plays a vital role in fostering a sense of belonging, inclusivity, and support within the school community and serves as a trusted resource for students and families.

Advisors

Advisors play an important role in a student's experience at Marin Academy. Incoming students are assigned an advisory group for the duration of their time at Marin Academy. Advisors will be trusted adults, provide academic support, and serve as a family liaison; advisory spaces will include opportunities for community building and community maintenance.

Trusted adult:

- The advisor is the institutionally designated adult on campus who commits to knowing each advisee and their interests. As a trusted adult, the advisor supports students to grow their capacity for understanding and upholding community values of integrity, respect, safety, honesty, and kindness. This can include modeling how to build relationships with other school community members, supporting communication at school, and serving as an advocate or guide during difficult conversations.

Academic Support/Guidance:

- The advisor serves as a hub of information about their advisees in these ways: by tracking (and building student self-awareness of) their all-around wellbeing, particularly as it impacts their academic progress; by recognizing trends and sharing information with colleagues; by connecting them with resources; coaching students around their academic pathways/choices and

hosting conferences; and by empowering them to advocate for themselves both proactively and in times of need.

Family Liaison:

- Advisors serve as an active partner between parents/guardians and the school, which includes everyone from teachers and class deans to coaches and counselors. Parent/family partnership and student connection are essential for all student learning and social development. Advisors are in regular proactive communication with both parents/guardians and MA adults to gather information about the student and share it out, including successes and building a relationship beyond acute challenges that arise.

Community Building:

- Advisories are small groups wherein all students feel a sense of belonging, and advisors play a role in cultivating this space. Advisors provide structured and unstructured time where students can connect. Advisors also assist in creating and running community-building activities, both for the advisory group and in larger-group settings. These may include orientations, community times, class meetings, etc.

Community Maintenance:

- Advisors provide the time, guidance, and accountability to explore and fulfill the requirements and responsibilities of being a community member at Marin Academy. This includes announcements, surveys, forms, scheduling, and navigating the systems of Marin Academy.

Name and/or Pronoun Change

Marin Academy has resources to support students who request to change their names and/or pronouns at school formally. This process includes students whose gender identity changes. If a student has a name and/or pronoun change request, that conversation can begin with your advisor, Class Dean, Dean of Students, Co-Directors of Student Inclusion and Belonging, or with any other trusted school adult. The process from there is individualized, but it is standard for a class dean or Dean of Students to meet with the student and share important information, protocols, and forms. In accordance with California Education Code, name changes need not be legal in order to be honored on school forms and records.

Belonging@MA

Belonging@MA is a cost-free, opt-In student-support program that welcomes any student in grades 9-12 with a background historically underrepresented at independent schools. Though not an exhaustive list, some of the qualifiers of Belonging@MA include:

- First-generation college students
- Students from Community-Based Organizations such as Crossroads, Next Generation Scholars, Canal Alliance, and ABC
- Students receiving a 75% or more Tuition Assistance Award
- BIPOC students

Belonging@MA provides the cohort with clarity around and support for academics at MA. The program advocates for students and creates opportunities for joyful community building. The program is directed by Kristen Kelly, Co-Director of Student Belonging in partnership with Piya Kashyap, the Dean of Equity and Inclusion.

Participation in the program includes:

- A required half-day August Kick-Off for students
- A required August dinner for Belonging@MA students and families
- Regular 1:1 check-ins with Kristen, the Co-Director of Student Belonging, about academics, Learning Services, social-emotional wellness, sense of belonging, extracurricular activities, engagement in the community, and summer plans
- A required lunch meeting in the fall to kick off the mentorship program
- Partnership with parents and guardians
- Referrals to Learning Services regarding subject-specific tutoring, executive functioning tutoring, and learning evaluations when deemed appropriate
- Referrals to school counselor for social-emotional and mental health support
- Opt-in mentorship and celebratory community-building events throughout the school year
- Collaboration with College Counseling to support the process
- Collaboration with our Tuition Assistance Program

Belonging@MA partners with the Admissions team, community-based organizations, classroom teachers, advisors, class deans, school administrators, learning specialists, the school counselor, and the college counseling team.

School Counselor

The school counselor supports students in navigating the challenges of high school and life as an adolescent. The counselor offers students a nonjudgmental and safe space to explore their experience at MA as well as process aspects of their personal lives that may have an impact on them. Although the school counselor is trained and licensed, MA does not offer long-term psychotherapy on campus and instead will help students and families access outside therapeutic support. The counselor is happy to work with families to find appropriate resources in the community.

Students and families are welcome to get in touch by email or phone to set up a time to meet with the counselor.

In addition to supporting the student and parent community, the counselor collaborates and consults with faculty and staff in their roles as teachers and advisors.

Learning Services

The Learning Services office helps students better understand their particular learning style, takes a participatory role in their education, and serves as a liaison between each family and the School. Students and parents/guardians may make appointments by contacting the Director or Associate Director via telephone or email. You can read more about Learning Services here.

College Counseling

The College Counseling Office at Marin Academy provides all students with

- Comprehensive, individualized, expert college counseling
- Help synthesizing their story gained through family, academics, athletics, arts, outings, and activities
- Detailed support in preparing applications for varied and flexible pathways
- A visible framework for success and healthy transition into life after MA

Our Approach

MA's College Counseling Office applies and innovates the best practices of independent school college counseling. At the center of this work is the idea that post-secondary planning happens as a student's awareness around their identity, capacity for executive functioning, interest in specialization, and agency are coalescing. Approaching, researching, and applying to colleges as a model for the kind of informed decision-making they will use throughout their lives allows students to see the college journey as an expansive project of optimism and choice.

To direct this work, we have developed the following learning statements to serve as the pillars of the MA College Counseling Office. They carry through in all we do and reflect the values and mission of Marin Academy. They can be seen through the scaffolding we provide for students and families and in how we work with each student individually.

- **Choices**: "I can make a plan that serves my best interest by identifying research questions that connect to personal objectives, by using quality sources, and by paying attention to how biases might influence my decision-making."
- **Self-Awareness**: "I can use honest and sustained self-assessment to identify personal needs while coping with uncertainty and maintaining emotional balance."
- **Autonomy**: "I can make incrementally more significant independent decisions while managing a complex process."
- **Self-Worth**: "I can see that no one outcome or type of outcome will define future success, satisfaction, or happiness."

How

Comprehensive, individualized college counseling is included in the Marin Academy tuition. We have four full-time college counselors, and a dedicated office manager who also serves as our testing coordinator, along with additional academic and support staff—all committed to guiding your student through every stage of the college application process.

MA college counselors are experts in the field of college admissions counseling who regularly engage in professional development and networking with the college admission community. We provide focused, individual attention and small and large group sessions throughout the academic year for students and families.

Our staffing allows us to meet frequently with students in the spring of 11th grade and throughout their 12th grade year. The team is also available to meet with students in grades 9-11 as needed and when questions come up. Your child's Marin

Academy college counselor is your student's primary and best-resourced advocate in the college application process.

When

The College Counseling Office believes in the value of whole community education and will communicate regularly throughout the year to provide updates, resources, and support.

We also present a range of community-wide as well as grade-specific programming available.

When students begin to meet one-on-one with one of the College Counselors, we initially focus on course selections and check in on and guide the overall MA experience so far. We welcome families to contact the College Counseling Office with questions at any time. To support a student-centered approach, we recommend that the initial meeting be between the student and their College Counselor. Following that conversation, parents and guardians are encouraged to reach out any time for additional support.

The formal college counseling process, wherein students and their counselor begin seriously researching college options based on a comprehensive academic record and interests, begins in the middle of the junior year.

In the fall of the senior year, students take College Seminar—a one-semester, non-credited course—that takes place during free block. Its focus is on application preparation and management, counselor check-ins, and an opportunity for students to have consistent access to a college counselor for support. We include many resources provided in College Seminar on our Canvas course page.

Evening programs are a mix of in-person and virtual events, and slides, where applicable, will be available after the program. College representatives meet with students using Zoom or in person during September and October during lunch or at the conclusion of the school day (at 2:45 or 3:15 p.m.), and again in the spring. Juniors and seniors are strongly encouraged to attend these meetings.

Independent Counselors

Marin Academy students receive comprehensive, personalized college counseling through our college counseling program and college counseling team. We are confident that this support is more than sufficient for most students.

We recognize that some families may still consider working with an Independent Educational Consultant (IEC). If you do, please keep the following in mind:

- **MA College Counselors do not collaborate with outside consultants.** Our team works directly with students, families, and colleges, and our guidance is rooted in the relationships we've built across the MA community.

- **Students can feel caught between conflicting advice,** leading to confusion, stress, or burnout. Transparency with your MA counselor helps us support your student and keeps the process centered on their needs.

- **Above all: we've got you.** Our team is committed to guiding your student with care, clarity, and expertise by truly knowing them and advocating on their behalf.

In rare cases—such as applications to highly specialized programs in the arts or athletics—additional outside support may be helpful. If you're considering this kind of assistance, or have any questions about whether an IEC is right for your family, please reach out to your MA College Counselor. We're here to talk it through and help you make the best decision for your student.

COMMUNITY STANDARDS

Our mission statement says, "Marin Academy asks every individual to think, question, and create in an environment of encouragement and compassion and challenges each person to accept the responsibilities posed by education in a democratic society." Our competencies extend beyond the classroom as we create opportunities for students to practice demonstrated empathy, imaginative curiosity, intellectual flexibility, compelling expression, and strategic boldness.

In order to fulfill our mission statement and competencies, we expect community members to uphold values of **trust, integrity, mutual respect, safety, and kindness.** We want all students to recognize their responsibilities for the welfare of the School and for community members' physical and mental safety and belonging. Marin Academy expects all students to show respect to every individual within the community and the physical environment in which they study.

- ***Integrity*** *in personal conduct and honesty in your schoolwork*
- ***Respect*** *toward all community members and for individual and school property.*
- *Physical and mental* ***safety*** *for all members of the community, and*

- *Creating an environment of **encouragement** and **compassion**.*

We expect all students to uphold the principles of Marin Academy's community standards, and when mistakes are made, we respond with the measures and systems of accountability and personal growth. We are also committed to maintaining open lines of communication between students and their families. When community standards are not met, the Class Dean, the Dean of Academics, Dean of Students, and/or Head of School will examine the situation in consultation with others to determine the appropriate response and level of consequence.

The above guidelines and policies apply whenever a student is under the School's care and supervision. Students are generally considered to be under the School's care and supervision during school hours, both on and off campus, and when:

- Learning on the School grounds and the immediate surrounding property ("campus").
- Traveling to and from the campus.
- Traveling to or from school-related events off campus.
- Learning at school-related events including but not limited to athletic and arts events, field trips, service learning outings, school-sponsored travel, and school-related lectures.

Responses

The following responses represent the range of supportive measures to help students uphold and learn within our community standards:

- **Guidance Letter:** In certain cases, the Dean of Students, the Dean of Academics, or the student's Class Dean may document the situation in a letter to the student, parent/guardians(s), and the advisor.
- **Participation in Restorative Practices:** In cases in which harm occurs, students may be asked to participate and/or engage in a restorative practice, which can include conversations and action items determined by the student, Class Dean, Dean of Academics, and/or Dean of Equity and Inclusion, and Dean of Students.
- **A Loss of Privilege(s):** For a period of time, students will lose a privilege or privileges pertaining to the following: school dances, performances, athletic practices/events, and open campus during breaks, lunches and/or free blocks.
- **Suspension:** A student who is suspended from the School may not be present on campus or at school events for any reason (including attending classes) during the period of the suspension. Students who are suspended are independently responsible for meeting all academic expectations.

Suspensions are also reportable to the colleges to which a student applies, has been admitted, or intends to enroll.
- **Expulsion:** A student who is expelled from Marin Academy will be withdrawn from all classes and receive a grade in progress in each of their classes. Expelled students may not be present on campus or attend any school-sponsored events without permission from the Dean of Students.

In cases where community safety or student well-being is a concern, the Head of School may deem immediate expulsion the appropriate action. In certain situations, the Head reserves the right to require psychological evaluation of a student before the student returns to school.

As is the case with any disciplinary action, the final decision rests with the Head of School.

Integrity and Academic Honesty

The Academic Integrity policy exists to safeguard the integrity of the academic enterprise at the heart of our community. The educational process requires that students present their work in order to receive meaningful feedback and evaluation from teachers. That practice is central to how we help students develop knowledge, understanding, and skills. As such, we insist that students act with care and integrity in their academic endeavors.

Why are violations of Academic Integrity such serious offenses?

- Marin Academy's philosophy embraces the ultimate goal of teaching students to think for themselves; cheating, dishonesty, and plagiarism all go against that philosophy.
- The work of others is devalued when individuals benefit from work that is not their own.
- Dishonesty can be habit-forming.
- Colleges and universities may ask about a student's record of suspensions; colleges and universities do not tolerate academic dishonesty.

Marin Academy expects honesty and integrity from all students. In order to foster a school community based on mutual respect and trust, integrity in personal conduct must form the basis for decisions and actions. Acts of dishonesty also directly undermine the feedback and evaluation essential to learning. Dishonesty in academic work includes but is not limited to:

- Lying to a teacher.
- Receiving or sharing information about a test or quiz.
- Supplying a work product (such as a problem set or a draft of an essay) to another student.
- Obtaining, without authorization, a quiz, test, or any parts thereof before taking said quiz or test.
- Copying homework (does not include collaboration explicitly permitted by the teacher).
- Copying from someone else's quiz, test, lab, or paper, using cheat sheets, books, or unauthorized sources of information.
- Illicit use of calculators (writing and storing formulas, text, or unauthorized programs) during quizzes, tests, and exams.
- Submitting the same material (written or oral) in more than one class without checking with teachers ahead of time.
- Fabricating data to fit expected results.
- Altering any answers or grades on any test or assignment after it has been submitted.
- Forging, falsifying, or altering any information on application forms, transcripts, school records, etc.

Plagiarism violates the Academic Integrity standards because it undermines the essential process of feedback and evaluation. Plagiarism may result from acts of dishonesty or insufficient care with the work of others. Plagiarism includes but is not limited to:

- Submitting a paper or other work written in whole or in part by someone else; this includes the use of generative artificial intelligence tools (such as, but not limited to, ChatGPT, Google Gemini, DALL-E, Midjourney, etc.) when teachers have not explicitly permitted a student to use these tools on a given assignment.
- Using words or ideas of others (quotation, documented idea, paraphrased passage) without appropriately crediting the source.
- Obtaining and using experimental data from other students without the express consent of the teacher.
- Using lab write-ups or data from other sections or previous classes.

For more on the boundaries around Academic Integrity and tutoring, please refer to Tutoring and Tutoring Guidelines.

In a finding of academic dishonesty, students may be asked to complete a new or substitute version of their work. In addition, the following responses represent a range of supportive measures to help students uphold and learn within our community standards. Some may include:

- **Guidance Letter:** In most cases, the student's Class Dean will write a letter of guidance to the student, the parent(s), and the advisor.
- **Participation in Restorative Practices:** Students may be asked to participate and/or engage in a restorative practice, which can include conversations and action items determined by the student, Class Dean, Dean of Academics, and/or Dean of Equity and Inclusion, and Dean of Students.
- **Grade Impact:** A student may lose full or partial credit, such as receiving a grade of F (50%) on all or part of an assignment/assessment in question or the skills assessed. They may lose opportunities to revise. There may be other academic consequences commensurate with the assignment or violation.
- **A Loss of Privilege(s)**: For a period of time, students will lose a privilege or privileges pertaining to the following: school dances, performances, athletic practices/events, and open campus during breaks, lunches and/or free blocks.
- **Suspension**: A student who is suspended from the School may not be present on campus or at school events for any reason (including attending classes) during the period of the suspension. Students who are suspended are independently responsible for meeting all academic expectations. Suspensions are also reportable to the colleges to which a student applies, has been admitted, or intends to enroll.
- **Expulsion**: A student who is expelled from Marin Academy will be withdrawn from all classes and receive a grade in progress in each of their classes. Expelled students may not be present on campus or attend any school-sponsored events without permission from the Dean of Students.

Drug and Alcohol Policy

Consistent with the goal of providing an environment that best promotes learning and healthy development, Marin Academy seeks to make the student body both conscious of and free from the adverse influence and effects of alcohol, illegal drugs, illegally or improperly used legal substances, and related paraphernalia. MA supports and encourages students who make the decision not to use or abuse

substances. The School's policy regarding drug use is intended to 1) protect the community from the effects of substance use and abuse; 2) assist individuals having difficulty with substance use and abuse; 3) promote trust, responsibility, and communication within the School community.

It is the policy of Marin Academy that being under the influence of, selling, distributing, possessing, using, or soliciting alcohol, illegal drugs, or legal substances used illegally or for other than their intended purposes, and/or being in possession of related paraphernalia, is prohibited:

- On campus at any time.
- On or off campus during school hours.
- During or before attendance at school-sponsored and chaperoned events.

Marin Academy supports any student who recognizes their need for assistance. When a student seeks help through any member of the faculty, staff, or administration, the disclosure of a concern of substance use and/or abuse will not result in disciplinary measures. When seeking help, however, if a student is under the influence or in possession of alcohol, illegal drugs, or legal substances used illegally or for other than their intended purposes, and/or in possession of related paraphernalia, disciplinary procedures described in this policy will apply.

As the School pledges to act in the most supportive way possible on behalf of students and their families, Marin Academy seeks to promote open communication among the students, their families, and the School. This policy represents a written expression of that commitment.

Consequences

If a student is found using, under the influence of, soliciting, or in possession of an illegal drug or alcohol, a legal substance being used illegally or for other than its intended use, or in possession of related paraphernalia, the parent or guardian will be notified, and the following actions may be taken:

- For a first infraction, the consequences will involve a minimum of three days of On Campus Restriction II* up to and including expulsion. Any subsequent infraction of the drug/alcohol policy will result in at least a suspension, or, at the Head's discretion, may result in expulsion.
- The student will undergo a mandatory drug and alcohol assessment, done by a Marin Academy-approved specialist, scheduled to begin within two weeks of the infraction. The School Counselor must be contacted to initiate and to oversee the process.

- An action plan** will be developed and put into place for the student in a timely manner.

Additionally, if a student is found in the presence of an illegal drug or alcohol, a legal substance used illegally or for other than its intended use, or related paraphernalia, the following actions *will* be taken:

- The student will be separated from school. The specifics of the separation will range from a minimum suspension of three days up to and including expulsion.
- The student will undergo a mandatory drug and alcohol assessment done by a Marin Academy-approved specialist, scheduled to begin within two weeks of the infraction. The School Counselor must be contacted to initiate and oversee the process.
- If the student is allowed to return to school, an action plan* will be developed and put into place in a timely manner.
- Any subsequent infraction of the drug/alcohol policy will most likely result in expulsion.
- In all cases where community safety or student well-being is a concern, the Head of School may deem immediate expulsion the appropriate action. As is the case with any disciplinary action, the final decision rests with the Head of School.

* On Campus Restriction II requires a student to attend all classes but prohibits both participation in any co-curricular activities, including, but not limited to, athletic events and performances and attendance at any school events during the period of the restriction. The student is also required to be in a supervised location during all breaks, lunches, and free blocks.

** An action plan is a contract between the student and the School in response to the particular nature of the infraction. The student will be allowed to return to school only after the action plan is in place. The School develops the plan in consultation with the student and family and, when appropriate, a group of individuals headed by the Dean of Students that may include the Class Dean, the School Counselor, and the student's advisor.

An action plan may include, but is not limited to:

- Specified terms of continued enrollment at Marin Academy;
- Likely response of the School to another infraction of the drug /alcohol policy, up to and including expulsion;
- Time-specific counseling requirement;

- Regularly scheduled check-ins with a school representative. All action plans are subject to approval by the Head of School.
- Marin Academy reserves the right to conduct searches as well as drug and alcohol screening randomly, on all attendees, upon reasonable suspicion, at school-sponsored or chaperoned events. Marin Academy is not responsible for events it does not sponsor or chaperone, such as private parties. Families and students hosting, permitting attendance at, or attending private parties bear their own responsibility for the health and safety of attendees and for compliance with social host ordinances, motor vehicle laws, and the like.

Harassment Policy

Marin Academy believes in equal opportunity and has a tradition of dedication, high performance, personal development, and respectful personal behavior. It is, therefore, expected that every adult and student will treat every teacher, staff member, student, and campus visitor with respect, courtesy, and support. Marin Academy will not tolerate physical violence, threats, taunts (including taunting, demeaning, or offensive jokes), and verbal or cyber harassment of any kind. Harassment can violate the law and/or school policy.

Failure to meet this expectation is grounds for reprimand, suspension, or dismissal. Students who feel they are experiencing harassment in any form, whether from an adult or another student, should report the incident to their Class Dean; should that not be feasible, every student has recourse to the Dean of Students, Dean of Academics, Dean of Equity and Inclusion, or the Head of School. Any allegation of harassment reported to one of these persons will be investigated thoroughly, objectively, promptly, effectively, and in as confidential a manner as possible, subject to investigation and legal requirements, and appropriate disciplinary action will be taken. Marin Academy cautions against anyone using pressure to discourage harassment victims from using the above procedures to make a complaint or witnesses from providing information regarding any complaint and will not tolerate retaliation against anyone who makes a complaint or who cooperates as a witness. If harassment is proven, there will be prompt and effective remedial action.

Definitions

First, it is important for all community members to understand that harassment is determined by the perceptions of the reasonable accuser, administration (Head of School and deans), and law—not the intentions of the one who has been accused, whether the act is oral, written, physical, sexual, psychological, or cyber.

Harassment occurs when conduct or statements have the purpose or effect of creating a hostile or offensive environment for a reasonable person experiencing the conduct or statements, regardless of the actor's intent.

Harassment: objectively offensive, intimidating, threatening, abusive, or harmful conduct directed by a student or adult toward one or more students or adults when either (1) there is a real or perceived imbalance of power between those involved and the conduct reoccurs or forms a pattern; or, (2) the conduct materially and substantially interferes with the student's or adult's educational opportunities, performance, or ability to participate in school functions, activities, or programs.

Harassment can be, but need not be, based on an individual's actual or perceived race, color, ethnicity, creed, religion, ancestry, national origin, disability, genetic characteristics, medical condition, sex, marital or registered domestic partner status, gender identity and expression, familial status, socioeconomic status, citizenship status, physical appearance, sexual orientation, academic status related to student performance, disability, status with regard to public assistance, age, pregnancy, military service or veteran status, or any additional protected characteristic defined in California or Federal law. Harassment as defined in this policy includes abusive relationships, cyberbullying, hazing, and sexual harassment as defined below.

Abusive Relationships: any relationship involving any type of harassment by an individual or group toward another individual or group, regardless of whether requests to cease such contact have been made. This definition includes contact that occurs both in and outside of school, as even conduct outside the school can create a hostile or offensive environment when individuals must interact at school. MA reserves the right to interview students, involve students in a counseling process, contact parents, and require students to participate in a contractual process which may include, but is not limited to, ongoing participation in groups, no contact contract, and one-to-one counseling. If deemed necessary or required, appropriate legal authorities may be contacted. School administration also reserves the right to refuse attendance to students not abiding by these provisions.

Cyberbullying: harassment that occurs when an electronic device—including, but not limited to, a computer or cell phone—is used to transfer the harassment sign, signal, writing, image, sound, or data. This transfer of information can include a post to a social network, internet website, group, or individual. Harassment may involve, but is not limited to, conduct that causes physical harm or reasonable fear of harm to a student or a student's property, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student. Harassing behaviors include but are not limited to cruelty, taunting, name-calling, put-downs, intimidation, libel or slander,

and posting of threats of any kind toward another person or group, whether it occurs in or outside of school. This form of harassment includes, but is not limited to, denigration, impersonation, outing, trickery, posting inappropriate images of self and others, and/ or cyberstalking. Note that cyberbullying can occur on a personal or school-owned device and on a personal, private, public, or school network or internet service.

Hazing: any harassing activity undertaken by a student or group of students towards another student or group of students with the purpose of "initiation" into MA, a student organization, or a team. Hazing includes, but is not limited to, any physical, sexual, verbal, or psychological abuse that is demeaning, harmful, or embarrassing to anyone as a purported "rite of passage." Hazing, like other harassment, can violate the law and/or school policy.

Sexual Harassment: physical, psychological, or any behavior that offends, shames, taunts, hurts, threatens, intimidates, dismisses, and ultimately violates the gender, gender identity, or sexual orientation of another person. This form of harassment includes, but is not limited to, unwanted sexual advances; sexual gestures; sexual jokes; sexual comments; sexual symbols; inappropriate questioning; unwanted and unwelcome touching; inappropriate remarks about one's clothing; rumors of a sexual nature. Please see the full sexual harassment policy.

Prohibited Conduct

Harassment is prohibited:

- On school property, school-provided transportation, or at designated locations where students wait for school-provided transportation.
- During any school-sponsored or school-sanctioned program, activity, event, or trip.
- Using school computers, electronic technology, networks, forums, or mailing lists.
- Using any electronic technology (school-owned or otherwise) off the school premises that materially and substantially disrupts a student's learning or school environment.
- Outside of school where conduct constitutes harassment under any of the definitions above and therefore has the purpose or effect of creating a hostile or offensive environment between community members at school.
- Apparent permission or consent by a student does not mean that harassment will be tolerated or allowed. The offending actor may not accurately perceive whether their conduct or statements are perceived as welcome or unwelcome or offensive to the person(s) experiencing the conduct or statements.

Retaliation is prohibited by any student or school employee against anyone who in good faith asserts, alleges, reports, or provides information pertaining to an alleged incident of harassment or other prohibited conduct. The School will take appropriate action against any student or school employee who engages in retaliation. Filing a false accusation of harassment is also prohibited.

Reporting and Response

An initial report may be oral or written and is intended to be non-threatening for the one reporting the incident(s). The Dean of Students is responsible for receiving reports of harassment and serves as the primary individual to address policy and procedural matters and will ensure this policy and its procedures are fairly and fully implemented. If the complaint involves the Dean of Students or reporting to the Dean of Students is not feasible, the complaint should be made to the Head of School. If the complaint involves the Head of School or reporting to the Head is not feasible, the complaint should be made to the Chair or a Vice Chair of the Board of Trustees.

Students who believe that they have been harassed or have witnessed harassment are strongly encouraged to bring their concerns to the Dean of Students but may bring their concerns to any school employee or to any of the officials listed in the previous paragraph. Having proof is an important part of reporting harassment; therefore, whenever possible, individuals should save emails, text messages, voicemail messages, and other documentation. As difficult as it can be to tell another person, reporting the experience is the first step toward reestablishing a safe and respectful environment for that person possibly experiencing harassment, the witness, and the school. Thus, if a student has received some form of harassment, inclusive of the forms cited above, but not limited to, or has knowledge of anyone (student, faculty, staff, visitor, volunteer, or group) involved in a form of harassment, the student is encouraged to report it.

Any employee who witnesses an incident or who possesses reliable information that would lead a reasonable person to believe that harassment has occurred shall:

- Immediately intervene to protect the safety of the student subjected to the incident and other students involved, as appropriate to the context.
- Make reasonable efforts to address and resolve the incident, including reporting the incident to the Dean of Students or any of the officials listed in the first paragraph of this Reporting.
- Cooperate fully in any investigation and resolution of the harassment or bullying or other prohibited incident as defined in this Harassment Policy.

Any independent contractor or volunteer who witnesses harassment or who possesses reliable information that would lead a reasonable person to believe that harassment has occurred is strongly encouraged to report the bullying incident to the Dean of Students or any of the officials listed in the first paragraph of this Reporting and Response section or any other school employee and to cooperate fully in any investigation and resolution of the bullying incident.

Anonymous reports will be accepted and investigated by the administration. However, no disciplinary action will be determined solely on the basis of an anonymous report unless it is proven through the investigation. Anonymous reports can be more difficult to investigate (due to possible inability to interview the reporter), so we encourage reporting without anonymity and remind complainants and other reporters of our policy prohibiting retaliation against complainants or reporters.

In addition to anonymous reports, EthicsPoint is a confidential reporting system that allows students, faculty, and staff to report concerns related to misconduct, harassment, safety, or other violations of school policy. Reports can be submitted anonymously and are reviewed by designated administrators. EthicsPoint promotes integrity, accountability, and a safe, respectful school community. Individuals are encouraged to speak up through EthicsPoint when direct communication or other channels are not possible or comfortable.

Investigation

Investigation of an alleged harassment or bullying incident shall be initiated as soon as possible. The investigation should determine whether the reported incident constitutes a case of harassment, whether in a legal sense or as a violation of school policies and behavioral expectations even if not unlawful. The determination should take into consideration the totality of the facts and circumstances surrounding the incident, including, but not limited to:

- The developmental ages and maturity levels of the parties involved.
- The level of harm, surrounding circumstances, and nature of the behavior.
- Past incidents or past or continuing patterns of behavior.
- The relationship between the parties involved.
- The context in which the alleged incidents occurred.
- At the appropriate time in the investigation, the school administration will notify the parents/ guardians of the student(s) involved and will investigate in a confidential manner to the extent possible.

Consequences

The range of discipline will be determined by the administration and may include, but is not limited to, restorative conversation, parent conference, suspension, loss of co-curricular/athletic eligibility, loss of ability to participate on a school trip, service to the school, and/or expulsion. In addition, the Dean of Students, Class Dean, and Dean of Equity and Inclusion will work to design and implement measures to correct and to prevent further prohibited conduct, protect and provide support for the target of the harassment, and take corrective action for any documented systemic problems related to harassment. This process will include repair to the school community, with which the student in violation of the policy will be expected to comply.

Sexual Harassment

Sexual harassment is physical, psychological, or any other behavior that offends, shames, taunts, hurts, threatens, intimidates, dismisses, and ultimately violates the gender, gender identity, or sexual orientation of another person. Sexual harassment can violate the law and/or school policies. This form of harassment includes, but is not limited to, unwanted sexual advances, sexual gestures, sexual jokes, sexual comments, sexual symbols, inappropriate questioning, unwanted and unwelcome touching, inappropriate remarks about one's clothing, body type, gender, orientation, or sexual activity, displaying pornography, and/or promoting rumors of a sexual nature.

Gender Harassment: a form of sexual harassment that consists primarily of repeated comments, jokes, actions, and innuendos directed at a person or group because of their actual or assumed gender or gender identity or expression.

Orientation Harassment: a form of sexual harassment that consists primarily of repeated comments, jokes, actions, and innuendos directed at a person or group because of their actual or assumed sexual orientation.

Sexual Abuse: physical, psychological, and other behavior that abuses the gender, gender identity, or sexual orientation of another.

Sexual Exploitation: sexual, physical, and/or emotional contact between an adult employee and a student, regardless of who initiated the contact (the employee or the student).

Sexual harassment may include but is not limited to:

- Unwanted sexual advances.
- Making or threatening reprisals after a negative response to sexual advances.
- Offering educational or employment benefits in exchange for sexual favors.
- Inappropriate personal questions of a sexual nature.

- Sexual remarks about a person's clothing, body, or sexual activity.
- Suggestive remarks, verbal abuse, epithets, slurs, and jokes.
- Public display of sexually explicit, offensive, or demeaning objects, posters, photographs, etc.
- Leering or ogling.
- Offensive touching in any form.
- Repeated expressions of sexual or "romantic" interest after being informed the interest is unwelcome.

The School explicitly prohibits sexual conduct, invited or otherwise, by adult faculty or staff with students: there are no circumstances in which sexual advances, requests for sexual favors, expressions of sexual or "romantic" interest, or other verbal, visual, or physical conduct of a sexual nature are allowable. This includes sexual behavior by an adult toward any student, even if the student is 18 years old or older. Sexual harassment is not social or courting behavior. It is best seen as an assertion of power.

In the case of perceived adult to student sexual harassment, students, employees, or parents should report the incident to a teacher, school counselor, dean, or the Head of School, or if necessary, to the Chair or a Vice Chair of the Board of Trustees. This information will be handled with care and seriousness. The incident(s) will be promptly and objectively investigated and remedied. Outside professionals may be brought in to assist in the investigation in some cases.

While sexual harassment most often takes place in a situation of power differential between persons, it also may occur between persons of the same status, such as student to student. Sexual harassment between peers includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Sexually stereotyped insults, demeaning propositions, and sexist "jokes" are prohibited. A significant factor in sexual and other prohibited harassment among peers is that the behavior is repeated, uninvited, and unwanted. Reporting and investigation of sexual harassment will follow the general harassment reporting and investigation procedures.

MA's procedures are not intended to deny the right of any individual to pursue legal action under state and federal civil or criminal codes.

Harm-Response Practice

The Harm Response Practice is centered upon building trust and addressing instances of harm that are not at the level of severity described in the Harassment Policy but that warrant a response in order to sustain belonging in our diverse community. The goal of the practice is to repair harm and foster growth through direct, face-to-face interactions.

When students experience harm, they have several options: they can talk directly to the person who caused the harm, speak with a trusted adult, or engage with the person who caused the harm, either with or after consulting a trusted adult. Students and adults receive guidance and practice around the harm response practice, including discussing practical examples of how these pathways might be used in different situations, such as a peer's unkind comment or a teacher repeatedly mispronouncing a name.

Adults have received professional development on how to respond when a student reports harm or when they witness a harmful comment or behavior among students. In many of these situations, adults are encouraged to pause, check in with the recipient, and decide with the student on the best pathway forward. The practice aims to ensure that everyone in the community feels supported in addressing and resolving harm in a way that restores and strengthens MA's shared community. Parents and guardians who hear from their child that they have experienced harm should encourage their child to remember this practice and discuss a next step, whether directly addressing the actor in the situation or checking in with a trusted adult at school about next steps.

Adult-Student Boundaries

Marin Academy encourages caring, supportive, and appropriate relationships between adults and the minor children who attend the school. In consultation with experts in the field, we use the following principles to identify inappropriate behavior. First, there is a clear **power imbalance** between adults and students. When there is such an imbalance, the person with greater power or influence is more likely to violate the boundaries of the subordinate person. Factors that affect the relative power of staff and students include their ages, experience, cultural background, and emotional maturity. Typically, staff members hold superior positions over students; however, a student leader, popular athlete, or child of parents who financially support the school may be in the superior position. A second risk factor has to do

with **poor boundary setting.** A third risk factor involves **role confusion**. Employees engage in various roles with students—such as teacher, advisor, mentor, or coach. These roles may shift or blend over time. The person in the superior power position has the primary responsibility to maintain an awareness of his or her role. The boundaries appropriate to that role should be maintained regardless of the wishes of the student.

Schools and teachers have an affirmative obligation to protect students from inappropriate relationships with adults and to otherwise keep them from harm. If an employee becomes aware of another employee crossing appropriate boundaries with a student, the employee must report the matter to the Head of School as soon as possible. If the Head of School is not available, contact the counselor or a Leadership Dean. In some circumstances, employees will also have the duty to report such conduct in accordance with mandated reporter requirements.

Specifically:

- Adults are prohibited from individually "friending" or following students on social media sites. (School-authorized groups are an exception to this rule.)
- Students, likewise, should not friend or request to follow adults in the community.
- Teachers and coaches should not text students from their personal cell phone numbers. Generally speaking, students and adults employed by the school should confine their correspondence to in-person interactions and school-issued email accounts. In the event that school employees need to correspond via text, employees should use the school's phone platform. Group texting is only permissible on a field trip or other outing wherein communication through the school's appropriate communication channels is not possible.
- Personal communications to students of a personal nature are not permitted.
- Adults are prohibited from giving gifts to individual students that are of a personal or intimate nature.
- Employees and students should avoid communications of an overly personal nature with one another. Adults should not share intimate details regarding their personal lives with students.
- Adults and students should avoid unnecessary physical contact. Defer to a side or shoulder hug in situations wherein a hug is appropriate.
- Adults should refrain from using derogatory or insulting language to and about students with students.
- Generally speaking, one-on-one meetings between students and adults should happen in public and/or visible spaces.

- Employees and students should not drive alone together except in emergency situations. In such situations, the student's parents/guardians and their administrative/leadership supervisor must be notified.

Technology and Digital Responsibility

How we use technology to express ourselves, communicate, and connect is ever evolving. MA believes that students and adults alike can use tech in healthy ways that help grow self and community, and it also believes that all members of the community can have space to make choices—both on and off technology—that do not involve the school. As such, MA does not monitor personal (non-MA) accounts. We are aware, however, that the line between personal use and impact on the school community can be blurry, and as such, our technology and digital responsibility policies are based on three pillars: Consent, Power Dynamics, and Community. When using social media, networking sites, email, instant messaging, and texts, students must consider the impact on themselves and on other members of the community and be mindful of school rules and core values. In particular:

- Emails sent to an entire class, all students, or the whole school must be approved by an MA adult before sending.
- Any reported posting that ends up creating a hostile atmosphere for any member of our community will be investigated as a potential violation of the school's harassment policy.
- Reported anonymous postings on sites and apps that violate School norms and rules will be investigated.
- When their social networking sites identify them as MA students, students are representing the school. As such, students who identify themselves as MA students should not post anything compromising that would then be publicly linked to the school.
- Students should maintain strict boundaries between their personal and educational online accounts. Students may not "friend" or "follow" faculty or staff members on private social media networks such as Facebook, Instagram, Snapchat, Twitter, etc. Students may interact with faculty or staff on public internet forums for educational purposes or on social media accounts specifically set up for the broader MA community, such as the MA Facebook page, the MA Instagram account, etc. Texting and direct messaging with adults in the community (e.g., teachers, coaches, advisors) is not allowed through personal text messages.
- Students may only take pictures, video, or audio recordings during class time when approved by their teacher.

- Students must be mindful that when taking pictures and video during the school day, they must have permission/consent of those in the picture or video in order to post it on their own social media accounts.
- Students should not use their MA email accounts for commercial purposes, or for purposes unrelated to their activities at MA. Student email accounts are disabled on graduation day, which can cause issues for students who use their MA email address for personal uses.
- Students should be aware that sending or exchanging sexually explicit messages or photos electronically on cell phones, computers, or other devices ("sexting") can be very serious and can lead to damaging consequences personally, socially, and even legally. Note that doing so without someone's consent will not be tolerated; forwarding, even possession of sexually explicit photos of minors by anyone, including students, is a violation of school rules and can be prosecuted as a felony under federal law.
- There are times that digital responsibility overlaps with the School's harassment policy; it is essential that students read both policies and understand these connections.
- Investigations of violations of the School's Digital Responsibility policies will be headed by the Dean of Students, Tyren Dandridge, and may include others such as Class Deans and the Dean of Equity and Inclusion.
- Student use of generative AI tools, such as but not limited to Claude, Copilot, ChatGPT, Google Gemini, DALL-E, and Midjourney, is permitted on a class-by-class basis. Each teacher will determine their own guidelines for acceptable AI use within their course. These policies may apply to specific assignments or the entire class. Students should always obtain explicit permission from their instructor before using these tools.

Photo, Video, and Video Conference Use

In some circumstances, Marin Academy may switch to an online course model, and some coursework will happen remotely. The online course model necessarily requires that students interact with their teachers using video conference services (Zoom or Google Meet) and recording and posting videos. Teachers will also meet with students one-on-one or in small groups in video conferences for tutorial and advisory. While such technology better enables students and teachers to engage in the learning process, it is important that students be mindful of their use of videos. Specifically, students should consider their interactions with teachers on video conference to be no different than an in-person interaction. Students are expected to be appropriately and respectfully dressed, just as they would if attending class in-person at their home schools when creating videos or in a video conference. Further, students are expected to log in to video conferences from public or semi-public locations, such as a common area in their home, and to use

headphones as necessary to facilitate their participation. In no instance should students log into video conferences from private locations, such as a bathroom.

Further, while students are permitted and encouraged to use video conferences, students are expressly prohibited from taking any photos or creating any recordings of their faculty and/or fellow students without the express prior consent of the person being photographed or recorded.

Each student enrollment agreement grants the school permission to use pictures, video, or audio recordings, in whole, in summary, or in part, in Marin Academy publications, websites, promotional materials, and media releases. The School may also record classroom and 1:1 Zoom meetings with students for student learning, community building, and other educational purposes. Classroom and other recordings will be utilized in accordance with the School's personal data/data protection guidelines.

Learning Systems and Subscriptions

Students are given access to Marin Academy's Learning Management System, Canvas, on or before the day that their courses begin. MA and its teachers may ask students to subscribe to, or create accounts on, programs, systems, or services available on the internet as part of the study for their courses. If students, schools, or families have questions about programs that students are asked to create accounts for, they should direct questions to Kyle Vitale, Director of Technology.

Responsible User Agreement

Marin Academy provides a complete set of tools designed to support easy access and use of local and remote resources to facilitate communication and learning. In addition, there are appropriate procedures to guide student use of school networks, technology, and communications systems. In general, all users of these systems are expected to communicate in a professional manner consistent with Marin Academy's Community Standards, state laws, and federal laws governing copyright. The School reserves the right to have a disciplinary response to any online contact inconsistent with Marin Academy standards.

The following activities are NOT PERMITTED when using any technology resource or service provided by or relating to Marin Academy:

- Sending or displaying offensive messages or pictures.
- Using obscene language in school-related communications or through one's MA email account.
- Using any aspect of technology in a way that might hurt another person.
- Damaging computers, computer systems, or computer networks.

- Violating copyright laws (including using images or music without credit) or software licenses.
- Using another's password.
- Making unauthorized changes to a workstation (computer, server, etc.) or how it operates.
- Concealing identity or impersonating others when using a school email account.
- Trespassing in another's folders, work, or files.
- Intentionally wasting limited resources.
- Using the network for commercial purposes.
- Playing electronic games or using social media during class without teacher permission.
- Sharing confidential information about MA students or employees.

All students, and at least one parent/guardian, are required to sign MA's Responsible User Agreement before access to technology resources and services is granted.

Violations of the above may result in a loss of access as well as other disciplinary consequences as mentioned in the Community Standards portion of this Handbook. The School may take legal action against violators, if necessary.

Computer and Cell Phone Use

See Technology and Digital Responsibility for Expectations Regarding Computer Use.

Cell Phones

1. Cell phone usage:

- During Classes and Advising: Cell phones must be turned off/distraction-free and stored in designated storage locations. Phones should not be visible or in use during any learning opportunity unless explicitly permitted by the teacher for educational purposes and/or health and wellness accommodations through Learning Services. **Cell phones should be turned off and placed in the pockets with cameras facing down.**
- During Assembly: Students must store their cell phones in their backpacks and not use their cell phones.

- During Athletics: Athletic practices, games, and team meetings are learning spaces and should be a distraction-free environment. Student cell phones should not be a cause of distraction in those spaces. Students may only use their phones when permitted by their coach.
- Between Classes: Students may use their cell phones during breaks and lunch periods, but students must store them when entering the next student-learning space.

2. When phones are used during student learning spaces:

- If a student is found using a cell phone during Classes, Advisory, or Assembly without permission, the phone will be confiscated by the adult.
- The confiscated phone will be held in the Front Office, where it will be securely stored for the remainder of the school day.
- The student may retrieve their phone from the Front Office at the end of the school day.

3. Consequences for repeated cell phone use in student learning spaces:

- First time use: The student will check in with the teacher about cell phone use, the phone will be confiscated, and the student can pick up the cell phone at the end of the school day from the Front Office. The Front Office closes at 6 p.m. The student's advisor will be notified.
- Second time use: The phone will be confiscated and returned at the end of the school day, and the student will have a conversation with the student's class dean; a conversation with the student's parent/guardian will follow.
- Third time use and beyond: The phone will be confiscated and returned at the end of the school day, and a follow-up conversation with a parent/guardian will follow. Further actions may include loss of privileges, such as the student dropping off their cell phones in the Front Office to begin the class day.

4. Exceptions:

- Any exceptions to this policy, such as the use of cell phones for educational purposes during class time, will be at the discretion of the teacher/supervising adult and require students gaining pre-approval. All accommodations must go through Learning Services and/or the Dean of

Students.

Guidelines:

All teachers and advisors should require that students place their cell phones in the designated phone holders in their classrooms and advisory spaces. The expectation is that no student will engage with a cell phone in the classroom space unless they have a documented accommodation through the Learning Services Office or the teacher/advisor has specifically instructed them to get their phones for some limited purpose. In the event that you, as a teacher or advisor, do ask that students use their phones for some reason, that reason should be time-limited. Students should be required to place their phones back in the holder as soon as the activity is complete.

Teachers and advisors are encouraged to reduce time students spend on computers as distractions abound. Be aware that, in addition to all of the distractions of the internet, the newest versions of Apple's software also allow for the mirroring of cell phones on computers. Therefore, any/all technology use in classrooms should be monitored carefully by teachers. Teachers and advisors are encouraged to move among students, monitoring their computer use and redirecting students as needed.

Teachers and advisors should remind students that they need to secure their phones in backpacks or lockers prior to assembly. Teachers and advisors should also sit in the stands at assembly to reinforce this policy.

In the event that a student does not adhere to the cell phone policy, the following steps should be taken:

- The teacher or advisor should take the phone and place it in a secure location for the remainder of the class, advisory period, or assembly.
- When convenient, the adult should take the phone to Justine Endicott at the Front Desk. Justine will hold the phone for the remainder of the day and return it to the student at the end of the day. Justine will also notify the student's advisor and class dean.
- The class deans will keep track of student violations and should a pattern of challenge emerge, they will develop an action plan with the advisor and student support team to address the particular issue.

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SCHOOL REGULATIONS AND GUIDELINES

Attendance

Attendance Philosophy

Attendance and participation by each student are essential aspects of education at Marin Academy. When a student is tardy or absent, it impacts the learning and educational experience of both the late or absent student and the entire class. Students are, therefore, expected to attend and be on time to all classes, assemblies, advising periods, class meetings, community activities, and other required events. In the event of an absence, students should be proactive in reaching out to their teachers and advisor to stay caught up with their coursework.

Types of Absences

As we seek to support students, the School considers absences of three main types: School-Affiliated Absences, Excused Absences (including Unplanned and Planned), and Unexcused Absences.

School-Affiliated Absences

Participation in outings, athletics, field trips, and other school-related activities may result in students missing classes. Students are responsible for communicating with teachers in advance in such instances to ensure they can keep up with their learning and assigned work. As students work to balance these commitments, advisors may reach out to check in and offer support.

Excused Absences

The school recognizes that students will occasionally be absent for planned and unplanned reasons unrelated to school activities. Such absences occur at the discretion of parents. It is essential that the school be informed when students are excused from attending school. Excused Absences include both Unplanned Absences and Planned Absences.

Unplanned Absences (Illness, family emergency):

- Parents must alert the school before 8:40 a.m. to explain the reason for the absence. Parents should call 415-453-4550 or email attendance@ma.org to report a student's attendance status. In their message, parents must include

their student's first and last name(s), the approximate time their student(s) will miss school, and contact information in case follow-up is needed.

- Illness During the School Day: If a student becomes ill during the school day, they should get the teacher's permission to go to the Front Office. Parents will be notified before the student leaves school. If students fail to notify the Front Office that they are leaving school due to illness, the school will consider the resulting missed classes unexcused absences. Please note that school personnel may not distribute medications to students, except as directed by parents in a signed consent form.

Planned Absences: In the case of planned absences, students must complete and submit a "Planned Absence Form." Forms must include the reason and dates of the absence, and be signed in the following order:

- Parent(s)/Guardian(s),
- Advisor,
- Teacher(s) of class(es) missing, then
- Class Dean and Dean of Students

The completed form must be turned in to the Front Office at least two days prior to the absence for the absence to be considered excused.

- Medical Appointments: The school urges that medical appointments be made after school hours. If they must leave during the school day, students should complete and submit a "Planned Absence Form," and both sign in and sign out at the front office.

- Religious Holidays: Students may be excused from classes for observance of a religious holiday when school is in session.

- Family Trips: Family trips should take advantage of existing school vacation periods and non-teaching days so as to minimize the impact of students missing school.

- College Visits: If students decide to visit a college, then these visits should take advantage of existing school vacation periods and non-teaching days so as to minimize the impact of students missing school. In addition, they should include some type of official contact with the college admissions office—such as a campus tour, attending a class, an interview, etc.—as well as communication with MA's College Counseling Office.

Unexcused Absences

If a student is reported absent without notification from parents (either through call, email, or "Planned Absence Form"), the Front Office is obligated to phone the parent(s)/guardian(s) both at home and at work to ensure that they know their student is not in school. This action is taken at the end of each period that the student has been reported absent.

When a student arrives on campus and then does not attend classes or other required community events, this raises safety concerns. Class Deans will follow up in such instances, which may result in a loss of school privileges and/or the opportunity to make up late work.

Leaving Campus

If a student is leaving school during the school day under parent supervision, such as for a medical appointment, the student must sign out in the Front Office when departing and sign in upon returning. If a student is exercising their privilege to walk from campus during lunch or another flexible period during the school day, they must sign out using OCamp. These steps are essential for us in ensuring the safety of all students.

Responding to Absences

The school will respond to absences with curiosity, compassion, pragmatism, and in consultation with families. Our primary concern is supporting the student. We also recognize that students need clear boundaries about how to engage in community. In addition, there is a limit to how many classes a student can miss and still matriculate through our curricular and/or co-curricular program. The school reserves the right to review credit given in courses where frequent and/or extended absences have occurred.

- Makeup Work Following a School-Affiliated or Excused Absence: It is in the student's best interest to submit work on time or make up missed work promptly. Students who miss a class period for an Excused Absence may have one additional class period to make up their work. For example, if a student missed class on Monday, the work due on Wednesday may be submitted on Friday. For Planned Absences, teachers may ask students to complete assessments in advance, before departing on their trip. For longer periods of Unplanned consecutive absences, students will work with their advisor and/or Class Dean on a plan for catching up with their work in a timely fashion.

- Impact on Co-Curricular Activities: In order to participate in co-curricular school activities (including athletics, performing arts, outings, field trips, etc.), a student must arrive at school by 10:00 a.m. and remain for the rest of the day.

- Missing Planned Absence Form: If a student fails to complete a "Planned Absence Form" for a planned absence, the absence may be approached as though it is an Unexcused Absence. Failure to complete a "Planned Absence Form" a second time may result in a loss of community of school privileges.

Cumulative Absences:

Courses require student attendance throughout the semester. Cumulative absences in a single course can have a significant impact on student learning. Multiple absences in a single course during the same semester are addressed in the following ways:

- If a student misses **four classes** (approximately 10% of a semester) for Excused or Unexcused Absences, the Class Dean will email students, parents, and the student's advisor. The advisor will check in with the student for any necessary support. Families will be notified and reminded of MA's extended absence policy at this time.
- If a student misses **six classes** (approximately 15% of a semester) for Excused or Unexcused Absences, the student's advisor and Class Dean will partner with the student's family on a plan to support the student's overall well-being and learning. In consultation with the Dean of Academics, that plan may include moving the student to Pass/Fail status. This level of absence may impact a student's ability to participate in co-curricular programs.
- In extraordinary cases, where a student misses **ten classes** (approximately 25% of a semester) for any reason, the Dean of Academics — in partnership with the student's family, the Dean of Students, and the Class Dean and advisor — will consider the need for the student to take an "incomplete" or withdraw from classes.

Tardies

Students who arrive late to their first period class must check in and obtain a late slip from the Front Office. After the first period, students should arrive at their learning space and not visit the Front Office. Teachers have 15 minutes to revise attendance if a student arrives after class begins. Students arriving to class more

than 25 minutes late will be marked absent unless excused by the student's Class Dean.

Responding to Tardies: The school approaches tardies with a desire to support students in developing positive habits. Teachers will speak with students when they are repeatedly or significantly tardy to their class. If this pattern does not change, that may result in academic or community consequences. Class Deans will follow up with students who develop a pattern of tardies across classes.

Shared Learning Space Norms

These shared norms are designed to help us protect learning time, create classrooms where everyone can focus, and make expectations predictable across classes. Students should be able to move from one classroom to another, knowing that these expectations will remain consistent.

We recognize that students are increasingly independent and responsible for managing their time, belongings, and needs. These norms are not intended to take away that independence; they establish clear boundaries that help our classrooms work well for everyone.

- **Norm:** Cell phones are placed in the classroom phone holder during class and advisory.
    - **Why:** Classes, Advisory, and Assembly are spaces where students can be fully present with one another and their learning without the constant pull of notifications and devices.

- **Norm:** Students remain in the classroom until the block ends.
    - **Why:** Students use the end of a block in different ways. Some may be finishing work, meeting with a teacher, or using approved extra time on an assessment. Staying together until the block ends protects that time and creates a predictable end to class for everyone.

- **Norm:** Students should take care of meals and food consumption outside of class, advisory, and assembly times.
    - **Why:** Students should have the food they need while also protecting instructional time from unnecessary coming and going.

Parking, Driving, and Transportation

Only 11th and 12th graders are permitted to drive cars to campus. Ninth and tenth graders are prohibited from driving cars to Marin Academy. Both parents of 11th and 12th graders and 11th and 12th-grade students should familiarize themselves with the parking restrictions and the transportation guidelines described in this section. See below to better understand consequences and responses for not adhering to the policies for driving vehicles to/from Marin Academy. Please contact the Dean of Students if you have questions or require additional information about driving or parking at the school.

Carpools

Marin Academy strongly encourages all families to create carpools for transporting students to and from school as it is safe to do so. A carpool is defined as the driver plus one or more passengers. Carpools reduce the number of cars traveling to and from campus, reduce congestion on local streets, and model good, responsible behavior for all members of our community. Student addresses can be found through the school directory at MyMA to assist with forming carpools.

Drop Off

Please drop-off/pick-up students on the MA Circle (off Mission Avenue) or on Cottage Avenue if there is curb space available. Please note that the buses and vans that provide transportation to school use Cottage as a drop-off/pick-up zone and must be able to safely navigate the one-way street.

On Campus Parking

On-campus parking spaces are limited. Spots along the west side of Foster and in the North Campus Lot are assigned to students who have registered vehicles and submitted a parking request form. Forms are available to students during the late fall and late spring semesters. All student cars must be registered with the school and display a current Marin Academy parking sticker.

The North Campus parking lot is reserved for employee use and a limited number of assigned student spaces. This lot closes at 6:00 p.m. on weekdays and is closed on weekends. Posted fire lanes and no parking areas must remain clear at all times, including the circle in front of Foster Hall. Parking is not allowed in these areas. In the event of an emergency, illegally parked vehicles may compromise medical access and assistance. These areas are patrolled by the City of San Rafael’s Parking Enforcement Division, and violations are subject to fines.

Vehicle Registration and Parking Stickers

MA families must register each family vehicle with the school before the start of the academic year by completing the vehicle registration section on the student's MyMA profile page under the General Information heading. Each family vehicle must display the MA sticker on the passenger side rear of the vehicle. Cars parked on campus or on approved neighborhood streets must have a sticker. Students who park cars either on campus or in the neighborhood without stickers will be subject to fines and responses from the school. Marin Academy stickers can be picked up at the attendance desk or from the Dean of Students after the vehicle is registered.

Neighborhood Parking Restrictions

Students and school employees are prohibited from parking on residential streets north of Mission Avenue. Students are also prohibited from parking on Cottage Avenue during the school day. Parking, waiting, pick-ups, and drop-offs in private lots near the school are strictly prohibited. The school requests that parents and students practice courtesy and honor the property rights of businesses and residential neighbors. These restrictions are a condition of the school's use permit with the City of San Rafael. Students are prohibited from driving motorized vehicles during the school day. Student vehicles are restricted for transportation to and from school, unless parents provide written permission for driving away from school during the school day. In these cases, students must also sign in and out at the Front Office. Unauthorized driving of or riding in a motorized vehicle during the school day will result in supportive feedback to help students and their families understand the importance of the school's transportation policies.

Parking and Driving Expectations:

- Students will only park on residential streets south of Mission Ave (if not assigned a campus parking space);
- Students will park registered vehicles that include current Marin Academy parking stickers;
- Students will not park in another student's assigned parking space;
- Students who are 11th and 12th graders can drive to school;
- Students can drive during the school day only with parental and class dean permission;
- Students will park only in designated spaces.

First Infraction - Conversation with class dean & parents/guardians notified and a $500 fine.

Second Infraction - Student and student's family will work with the Dean of Students to examine the causes and consequences of the infraction. There will also be a $1000 fine. Parking and driving violations can lead to citations, fines, and potentially the revocation of parking privileges, with severe cases resulting in further disciplinary action.

Campus Speed Limit

The campus speed limit is 10 m.p.h. Speed limit violations and other unsafe driving actions will result in supportive feedback to help students and their families understand the importance of the school's transportation policies.

Bus Transportation

Marin Academy contracts with a bus transportation vendor to transport students to and from the School from San Francisco, southern Marin, Novato, and the East Bay. Please contact the Director of Facilities, Safety & Operations to obtain more information about bus routes, schedules, and cost.

General Policies

Attire

Marin Academy expects that students will dress in a manner that is appropriate for a school setting and that is not disruptive to the educational process. Dress must include shoes and shirts on campus. Clothing with profanity or advertising drugs, alcohol, or illicit or illegal activities is not allowed. The school asks that all members of the community refrain from using scents and fragrances to avoid agitating the allergies and chemical intolerances of others.

Dances

Pre-approval is needed for students to bring a non-MA student to a dance. Only one guest per MA student will be allowed, and students must submit a dance guest form to the Dean of Students. All attendees may be subject to search and/or a breathalyzer test.

Student Food and Package Delivery Expectations

To support a safe, secure, and orderly campus, **students may not arrange for food, packages, or other commercial deliveries to campus during the school day.** This includes, but is not limited to, services such as DoorDash, Uber Eats, Instacart, Amazon, and similar delivery services.

Students should not meet delivery drivers at campus entrances, parking areas, or other locations on or near campus. The Front Office and other school employees will not accept or manage student deliveries, and unapproved deliveries may be refused or turned away.

Families may continue to bring **essential items** for students, such as medication, school materials, athletic equipment, clothing, or other necessary belongings, through the school's designated Front Office drop-off process.

Deliveries arranged by the school for classes, clubs, teams, events, facilities, or other school business are not considered student deliveries and may continue through established school procedures.

These expectations help limit unscheduled access to campus, maintain clear safety and visitor protocols, and minimize disruptions throughout the school day.

Dismissal for Failure to Partner

Marin Academy believes that a positive and constructive working relationship between the School and a student’s parents (or guardian) is essential to the fulfillment of the School's mission. Thus, the School reserves the right to terminate enrollment of a student or not to re-enroll a student if the School reasonably concludes that the action of a parent (or guardian) makes a positive and constructive relationship impossible or otherwise seriously interferes with the School’s accomplishment of its educational purpose. In certain circumstances, the Head of School may determine that a parent or guardian is unwelcome on campus or at any School events on or off campus.

Dogs

Other than service dogs, no dogs are allowed on campus. This includes but is not limited to athletic games and practices, school events, and regular classroom activities.

Gambling

In accordance with state law, all forms of gambling are prohibited on campus.

Student safety

Students must engage in all recreational (student-sponsored games, i.e., spikeball, frisbee, KanJam, bocce ball, etc.) and athletic activities on Championship Field under the supervision of a Marin Academy employee. The circle in front of Foster Hall and the outdoor cafe space are reserved for reading, talking, eating lunch, and other non-athletic activities.

Skateboards and Scooters

Skateboards and scooters are not permitted on campus at any time. If these items are brought to campus, they will be taken and held in the Dean of Students' office.

Traffic Safety

All community members are expected to follow traffic safety guidelines. Accordingly, when crossing Mission Avenue and 5th Avenue, students must cross only at the crosswalks.

Weapons

Weapons, or any facsimile of them, are not permitted on campus or at any school-sponsored activity. Students in possession of any type of weapon will be subject to disciplinary consequences up to and including expulsion.

STUDENT EXPERIENCE

Marin Academy urges students to balance their academic program with experiences outside the classroom that provide personal challenge and growth. For this reason, participation in co-curricular programs is a vital aspect of the School's philosophy and education.

Outings

Purposeful and planned outdoor experiences have been part of an MA education since the School's inception in 1972. Participation in the Outings Program is open to all, and students are strongly encouraged to take advantage of this important facet of the overall MA experience.

The Outings Program's active commitment to student learning outside the classroom is expressed in an annual offering of 30- to 60-day-long and multi-day outings into California's mountains, deserts, coastal waters, and urban areas.

Students have hiked, backpacked, skied, visited museums, camped in snow, attended plays, climbed rocks, surfed, and kayaked. MA's experienced and trained outings staff works to plan developmentally appropriate and valuable outdoor experiences to any locale that offers manageable risk, natural and cultural beauty, and an opportunity to develop skills and insights with which to interact with the environment.

As a reflection of MA's commitment to experiential education, the Outings Program lives the School's overall educational philosophy. We believe that learning by doing results in durable understandings and insights and that adventure and fun are powerful learning tools. Small group interactions in outdoor settings contribute to a student's cognitive, social, and emotional growth. Furthermore, place-based experience actively promotes, encourages, and develops the seven practices that MA has identified as programmatic learning outcomes—the practices of perspective, compassion, balance, integrity, mind, communication, and responsibility.

Athletics

Marin Academy's athletic mission is to develop—in body, mind, and spirit—scholar-athletes who commit to their teams, act with integrity, and compete with sportsmanship, character, and pride.

The Interscholastic Program

Marin Academy's interscholastic athletic program offers students the opportunity to develop and to enhance their physical, mental, emotional, and social skills. Through a variety of interscholastic athletic programs, students can cultivate these skills in a team environment, guided by qualified coaches, and benefit from improved fitness, teamwork, discipline, and leadership. These teams include: baseball, basketball, cross-country, field hockey, golf, lacrosse, soccer, swimming, tennis, track and field, volleyball, and water polo. The majority of MA teams practice and compete on MA's campus. Our off-campus sites include: Marin Tennis Club and Dominican University (tennis), Albert Park (baseball), San Rafael High Track (track and field), and Peacock Gap Golf Course (golf). Students and families who choose to participate in interscholastic athletics must understand the commitment it entails: attendance at daily practices and games (this includes attendance over non-school days and school breaks); respect for teammates, coaches, and officials; and acting with integrity.

In addition to fostering athletic development and team experience, Marin Academy's Athletic Program is dedicated to character and leadership development, as well as good sportsmanship. Sportsmanship and fair play are essential

components of our program. Coaches and student-athletes are expected to represent Marin Academy with respect and integrity, both on and off the field, during the season and in the off-season. This standard of conduct also extends to our entire Marin Academy community, including our fans.

Our goal is to uphold the highest standards of courtesy, emotional discipline, and good sportsmanship. As a long-time partner of Stanford's Positive Coaching Alliance, we embrace their adage: “We Honor the Game Here.”

All involved in Marin Academy Interscholastic Athletics are expected to adhere to the guidelines outlined in the separate Student-Parent Handbook for student-athletes, in addition to the school handbook.

All students and families participating in MA Interscholastic Athletics for the first time are required to complete the online Positive Coaching Alliance (PCA) courses. In addition, all parents/guardians new to the MA interscholastic athletic program must attend the New Parent/Guardian Athletics Information Night, typically held in September.

Governing Body

The following state and local organizations govern Marin Academy athletics: the Bay Counties League West (BCL-West), the Bay Area Conference (BAC), the North Coast Section (NCS), and the California Interscholastic Federation (CIF). For the sports of Water Polo and Field Hockey, they are governed by the Marin County Athletic League (MCAL), as well as the NCS and CIF.

Club Programs

Marin Academy recognizes that many MA students participate in club sports and acknowledges and salutes those students and their efforts. Due to our commitment to California Interscholastic Federation, North Coast Section, and Bay Area Conference regulations, philosophies, and format, and recognizing that participation in club sports is voluntary and is not supervised by Marin Academy or the Athletic Department, the club program can change significantly from year to year and sport to sport depending on student interest and club availability. As such, Marin Academy cannot support or take responsibility for the actions, liabilities, and activities of club programs. Students participating in club programs assume the fiscal responsibilities connected with joining said private organizations.

Club Sports and External Athletic Programs

Marin Academy Athletics operates independently from all club sports and external athletic programs. While we recognize that many MA students participate in club

sports, it's important to understand the clear boundaries between our school athletic program and outside organizations.

Key Distinctions:

- Club sports participation is voluntary and not supervised by Marin Academy or our Athletic Department
- MA assumes no responsibility for club program activities, decisions, or liabilities
- Students participating in club programs are solely responsible for all associated costs and commitments
- Club programs may change significantly based on student interest and availability

Important Clarifications: Given that MA students, families, and coaches often have connections to local club programs, and that we rent facilities to various clubs, these relationships can sometimes create confusion. To be absolutely clear:

- Even when MA coaches also coach club teams that include MA students, those club activities are entirely separate from MA Athletics
- Even when club programs use MA facilities, they operate independently from our school programs
- All club-related matters—including coaching decisions, team policies, schedules, and conduct—fall outside MA's oversight and responsibility

MA Athletics maintains its commitment to California Interscholastic Federation, North Coast Section, and Bay Area Conference regulations and philosophies. Our focus remains on our school-sponsored athletic programs, while club participation remains a separate, private choice for students and families.

Uniform & Team Equipment Policy

Students participating in Marin Academy athletics are provided with a team uniform and, when needed, sport-specific equipment. These items remain the property of Marin Academy, and each student is responsible for properly maintaining them throughout the athletic season. If uniforms or equipment are lost or not returned, the costs will be charged to the students' incidental accounts.

Music After School

Music After School is an after-school program with three sessions (fall, winter, spring) that run parallel to the athletic seasons. Music After School offers weekly lessons in a variety of instruments for all levels. Tuition assistance for Music After School is available for students who qualify.

Crossroads

Launched in 2001, Crossroads at Marin Academy is a tuition-free academic support and enrichment program for middle school students who attend San Rafael public schools. The program was created in response to the challenges that many children in our community face. Recognizing the developmental importance of the middle school years, Crossroads, in partnership with Venetia Valley and Davidson Middle Schools, identifies ambitious and motivated rising seventh graders and works with them over the course of two years. During this time, the program aims to reinforce academic skills; build self-confidence; and develop aspirations for college and career. Crossroads also challenges Marin Academy students to engage with the larger San Rafael community in exploring and addressing issues of educational equity. During the school year, tutoring sessions and enrichment classes are led by MA students who join Crossroads as either tutors or Crossroads Fellows. Through their participation in the program, MA students are challenged to step into leadership roles as they build relationships with Crossroads middle school students and take on the task of designing lessons and leading classes.

Student-led Activities, Clubs, and Organizations

There are numerous organizations and activities that students may participate in through Marin Academy. These clubs and activities vary from year to year, depending on student interest and initiative. A few of the many clubs and groups

from the 2025-26 school year include: Asian Student Organization, Rethinking Whiteness, Queer Affinity, Mixed, Mountain Biking Club, JSO, Black Student Union, Echoes (literary magazine), Learning Disabilities Affinity Group**,** Chess Club, Mock Trial, Youth Grants Board, Latino Student Union, Middle Eastern Student Organization, Model UN, Student Senate, and the Yearbook.

FINANCIAL INFORMATION

Tuition

A signed enrollment agreement accompanied by a non-refundable 10% tuition deposit is due each February to ensure a place for the following school year. The remaining tuition is billed as follows:

30% Due May 15	30% Due July 15	30% Due December 15

The School has partnered with Blackbaud Tuition Management to offer a secure, online tuition invoicing and payment service. Families can pay by check, credit card, or by debiting a checking or savings account. Payments can be submitted by mail, by phone, or through a secure website. Please contact the school's Business Office if you have questions about making payments or have questions about a tuition invoice.

Tuition assistance awards are prorated and posted to student accounts in accordance with the tuition-billing schedule.

Non-Payment

Timely payment of your student's tuition and incidental charges is important for the School to meet its financial and operating obligations. No student will be permitted to matriculate at the beginning of any semester unless charges from the previous semester and tuition for the coming semester have been paid in full. Approved payment plans must be current with no past-due balances.

Students with delinquent balances will receive Incompletes on grade transcripts until all charges are brought current. Continuing students will not receive class schedules until all charges are paid in full. Re-enrollment agreements will not be

issued to continuing students if delinquent balances exist during the re-enrollment period. Seniors will not receive diplomas, and the Registrar will not record their graduation on student transcripts until all tuition and incidental charges have been paid in full.

Fees

Late fees will be charged on all late payments. A $30 fee will be charged for any check returned from the bank. Students planning a term away from Marin Academy must meet the criteria outlined in the "Term Away" section of this Handbook. For approved semester-away programs, families will be charged 60% of the total Marin Academy tuition for the year of the Term Away Program; for approved full-year programs, families will be charged 20% of the total Marin Academy tuition.

Student Incidental Account and Online Book Sales

Tuition for the academic year does not include the cost of books and other academic fees. Each student's incidental account will be debited for school fees and special supplies that may be required for some courses. Charges for incidental expenses are due and payable when invoiced.

Course texts are available through the MBS bookstore. You will need your child's student ID number to order books; here's how to find it:

- Log into MyMA
- Click on your student's profile at the top left corner under the MA logo
- Then click "Contact Card" to find the 7-digit Student Account Number under "General Information"

Please contact MA's Registrar, Najah Alford, if you need help locating your student identification number for MBS. Questions about using the MBS Direct website? Call MBS at (800) 325–3252, which is open seven days a week. It is critical that students have all of their books before the first day of school.

Students may also receive readers in some classes directly from their teachers during the opening days of school; in these instances, billing will happen directly through your MA accounts. Please note that all book charges are discounted at the same percentage as Tuition Assistance awards.

Tuition Insurance

Marin Academy cannot refund or cancel unpaid obligations in the event of absences, withdrawals, or dismissals. To help families plan for unexpected separations from

the School, Marin Academy offers a tuition insurance plan through A.W.G. Dewar, Inc. The School strongly recommends that parents participate in this plan by selecting the tuition insurance option on the student enrollment agreement. All claims and benefits are subject to the provisions outlined in the A.W.G. Dewar, Inc. insurance program materials. Please contact the Business Office for further details.

Tuition Assistance

Marin Academy offers need-based Tuition Assistance (TA), which enables the School to assist qualified students who would not otherwise be able to attend. Tuition assistance is awarded as a percentage of tuition. That percentage, once awarded, will be continued through graduation provided the student qualifies for aid each year, remains in good academic standing, and abides by the community standards of the School, unless in cases of significant change of financial circumstances. Over four years, families receiving TA should anticipate increases in their share of tuition expenses as incremental tuition increases occur. Parents are under an obligation to inform Marin Academy if there is any change in the family's financial resources during the course of the year.

The Tuition Assistance Office requires a Clarity Application and supporting documents from all legal parents, guardians, step-parents, and applicants (if applicable). In the case of divorced or separated parents, unless in the case of a verified court order, the School requires that both parents complete and submit Clarity forms and will not be bound by the assertion that one parent has disclaimed responsibility for educational expenses. If either parent has remarried, we will also consider the assets of the step-parent, bearing in mind the obligations of the step-parent to his or her own children. This information must be submitted each year to demonstrate financial need. The Tuition Assistance Office utilizes Clarity for tuition assistance analysis only as a guideline when making awards. Questions about individual circumstances or any aspect of the School's Tuition Assistance Policy should be addressed to the Tuition Assistance Office.

Given the limited funds available, the School does not hold back additional funding for families not initially granted an award upon enrolling. When TA is not awarded to entering students, families wishing to apply in subsequent years should be aware that, in those situations where ability to pay has remained relatively the same, families should, therefore, not expect that the School will be able to extend an award of assistance. The School will, however, attempt to assist continuing students whose immediate families have experienced unexpected, significant changes in circumstance that impact their ability to pay, when funds are available.

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ADVANCEMENT

The Advancement Office fosters a culture of philanthropy and engagement in support of Marin Academy's mission. Working in close partnership with trustees, parents, alumni, faculty, staff, and friends of the School, the Advancement team leads a comprehensive set of development initiatives, including annual giving, alumni relations, community engagement, special events, and endowment and capital fundraising.

Whether building relationships, securing resources, or celebrating our shared values, we are committed to advancing the people, programs, and priorities that make Marin Academy exceptional.

For questions related to advancement, please contact Hayley Hazard, Director of Advancement.

Annual Fund and Other Fundraising Initiatives

The Annual Fund MA NOW is Marin Academy's most important fundraising priority each year. This collective effort supports every aspect of the MA experience—right now. Gifts from current parents, alumni, grandparents, faculty, staff, and friends help us:

- Attract and retain outstanding educators
- Provide robust tuition assistance
- Sustain vibrant programs across academics, arts, and athletics
- Maintain and enhance our beautiful San Rafael campus

All families are expected to participate according to their ability. Our goal this year is $3 million, and every gift—of every size—makes a real-time difference. Participation reflects our community's shared commitment to ensuring MA students thrive.

In addition to the Annual Fund, Marin Academy leads periodic campaigns to strengthen our endowment, enhance signature programs, and invest in capital improvements. Past campaigns have enabled transformative projects such as:

- The Performing and Visual Arts Centers
- James F. Thacher Hall of Science
- The Science and Innovation Center (2017)
- The Athletic Center and Wellness Center (2017)
- The Aquatic Center (2022)
- The Bodie Brizendine Leadership Center (BBLC)
- Renovations to Foster Hall and Founders Hall

These milestones were made possible by the generosity of our extended MA community.

Members of our community can also support MA's long-term vision through planned giving. To learn more about making a legacy gift, please contact Hayley Hazard, Director of Advancement.

Endowment and Foundation Support

The Advancement team also manages institutional fundraising, including foundation relations and endowment stewardship. Generous support from families and private foundations helps fund:

- Tuition assistance
- Faculty and staff professional development
- Capital projects
- Signature programs

This support has established and sustained named endowments and annual programs, such as the E.E. Ford Fellowships, the McEvoy Sabbatical Program, the James F. Thacher Lecture Series, and the Bodie Brizendine Visiting Scholar Program.

Alumni Relations

Marin Academy is committed to building and nurturing enduring relationships between alumni and the School. The Advancement team actively engages alumni through a variety of social events designed to strengthen bonds and celebrate shared experiences. Additionally, they facilitate mentorship opportunities that connect alumni with current students, fostering valuable exchanges of knowledge and guidance. The team also orchestrates targeted fundraising campaigns specifically for alumni, aiming to bolster the School's operational needs and strategic goals. Alumni are an integral part of our School community, contributing

significantly to its vibrancy and success.

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COMMUNICATIONS OFFICE

The Marketing and Communications Office supports the School's mission and day-to-day operations using a wide variety of communications tools such as newsletters, website, magazines, videos, emails, social media, visual content, and storytelling to share the School's vision, mission, news, and information with the MA Community and the greater public. The department partners with MAPA, Admissions, Advancement, Academics, and Student Life to facilitate information sharing with the School's many constituent groups.

MyMA

MyMA is the secure web portal that allows students and families to access the online directory, update family contact and emergency information, view student schedules, and access pertinent school information and student records. Each parent or guardian will have their own account with their email address as their username. Parents can choose whether to create a unique password or to log in with their Google or Apple accounts. Students will use their ma.org email address as their usernames. Students do not have a separate password – instead they will automatically be logged in once they log in with their ma.org email account. Please contact the Technology Department for questions about MyMA.

Directories

The School's directories, which contain contact information for students, parents, faculty, and staff, are available on MyMA, Marin Academy's secure web portal. Email addresses, phone numbers, and mailing addresses published in the Marin Academy Directory are not for public or commercial use. To protect the privacy, integrity, and consistency of the information, any message designed for distribution to any segment of the Marin Academy community is to be reviewed by the Communications Office.

This Week at MA (TW@MA) and Other Email Communications

MA sends parents a weekly Tuesday e-newsletter with events, news, announcements, and other important information. Parents are strongly encouraged to keep their email addresses up-to-date in MyMA, and review this email message each week. Parents may also receive emails from the Head of School, Class Deans, Athletic Directors, MAPA, or others, as appropriate. Students at MA also receive emails from the school with news, updates, and information through the student bulletin.

All communications sent by the school are available on the MyMA Resource Board under Communications. Please reach out to the communications team if you have any questions.

Public and Media Relations Policy

All media relations for the School are coordinated through the Communications Office. The function of the School's public relations program is to effectively promote school events and accomplishments as part of our effort to engage and inform students, parents, alumni, parents of alumni, and friends of MA. If a member of the community has information that they would like to have shared with the media, please contact the Director of Marketing and Communications, Breanna DiGiammarino, who can also answer questions regarding MA's public relations policy.

Sports coverage is handled by the Athletic Department. Individual team coaches are responsible for reporting scores and schedule information.

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MISCELLANEOUS INFORMATION

Address Changes

If a student and/or parent address changes, you may update that information in your MyMA account. If you have questions or are unable to access your account, please notify the Registrar, Najah Alford.

Library/Resource Center

Library hours are from 7:30 a.m. to 4:00 p.m., though it sometimes closes early due to meetings. The Library has an extensive collection of books, periodicals, and online databases, as well as a professional staff who welcome students to both work and relax in the Library's space.

Lost and Found

Valuable items such as jewelry, money, electronics, and sunglasses should be turned in directly to the Front Office for safekeeping. All other found items, including clothing, water bottles, books, and lunch containers, will be taken to the Lost and Found area on the first floor of Foster Hall. Parents and students are encouraged to check the Lost and Found regularly, as unclaimed items will be donated.

Lunch

Students may purchase lunch in the MA Café, bring their own lunch, or, except in the event of special events/circumstances, walk off campus to buy lunch in local restaurants. Breakfasts are available in the morning, and snacks, drinks, and desserts are available in the MA Café until mid-afternoon each day. With the intention of building a school community, all 9th-grade students are required to eat lunch on campus until the end of the first quarter.

Medical Supplies

First Aid materials may be found in the Front Office. The School cannot distribute any medication except over-the-counter medications, as directed by parents in a signed consent form.

Faculty-Parent/Guardian Communication

Our faculty will respond to parent/guardian emails within 48 hours. Teachers spend their days in classrooms, on fields, in rehearsals, and beside students who need them, and that 48-hour window allows them to give your message the time and attention it deserves.

Urgent Student Messages

Parents may contact the Front Office to leave a message for a student. We kindly ask that only urgent or important messages be communicated through the office. Students will be personally contacted only in cases of emergency. In addition, we ask that parents refrain from texting students during school hours except in the case of emergency.

Aquatic Center

The School's Athletic Office oversees scheduling and use of the Marin Academy Aquatic Center. Use is reserved for MA's swimming and water polo programs. State health and safety regulations require that a certified lifeguard must be present at all times when the pool is in use. The pool is not available for general student use during the school day, unless designated for an approved school event with an appropriate student-to-lifeguard ratio. Examples include: Lifeguard Minicourse, grade pool parties, Design Lab boat races, etc.

Independent Third-Party Investigations

The School may employ a third-party investigator to explore claims. The Head of School makes this determination based on the scope, content, and complexity of an identified issue or issues. When this determination occurs, in order to preserve the integrity of the process, the School takes the investigator's lead in approach. This process may include, but not be limited to, interviewing students without prior notification and without prior permission from parents and guardians and sharing relevant information connected to a student's educational experience such as grades and comments. Such practices ensure a fair and unbiased assessment so that the School can determine the best course of action for the individuals involved and the community at large.

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EMERGENCY INFORMATION

The School currently conducts emergency evacuation procedures as outlined in our Safety and Emergency Response Plan. In the event of a major incident, parents are requested not to telephone the School so that the lines can be used for emergency calls. We also ask that parents not drive to the campus until the authorities have determined that all roads and bridges are safe. The School will not release students, including those with their own transportation, until roads and bridges are determined to be safe. Students will only be released to parents or to contacts listed as their emergency contacts.

School Closing

In the event of an emergency that would cause Marin Academy to close, the School's automated phone system would be used to notify all School constituencies. Family emergency information can be updated through MyMA. Additional information and updates regarding school closures can be obtained by listening to the following radio stations, or by visiting the Marin County Emergency Portal and the Marin County Office of Education (MCOE) website:

- KGO 810 AM
- KCBS 740 AM
- KPIX 1550 AM or 95.7 FM

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MARIN ACADEMY PARENTS' ASSOCIATION (MAPA)

The mission of the Marin Academy Parents' Association (MAPA) is to create a welcoming and inclusive community for all families by providing programs and activities that enhance school life for the entire MA community, including students, faculty, staff, parents, and guardians.

The MAPA Executive Board and nearly 100 committee chairs oversee a wide variety of events and programs, both on campus and in the wider community. MAPA hosts events for adults, such as grade-level potluck parties, parent education evenings, and community service activities. For students, MAPA offers treat days, spirit barbecues, and support of arts and athletic events. For faculty and staff, MAPA hosts several appreciation breakfasts and luncheons throughout the school year. Upcoming MAPA events are listed on the MA.org calendar.

Getting involved with MAPA is one of the best ways parents and guardians can feel at home at MA. Opportunities are varied and are designed to fit into parents' busy lives. Find out more by viewing the MAPA Guide to Getting Involved and completing the MAPA Volunteer and Interest Form. Each parent/guardian should complete this form. Checking a box on the form does not commit you to a job or a specific event; rather, it helps us communicate with you most efficiently. The more you tell us, the more we can keep you informed about events you may find worthwhile.

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