2019–2020 Student/Parent Handbook
Mission Statement

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.
Whom to Contact

Marin Academy offers a lot of support for students and families. Use this list to know whom best to contact with your questions around academic and social/emotional support and concerns.

- Questions about a class
- Questions about how your teen is performing in a particular class
- Questions about overall strengths and challenges for your teen
- Questions about long-term academic planning
- Questions you don’t know whom to ask
- Questions about grade-level norms and expectations
- Questions or concerns about the social or emotional health of your teen
- Questions or concerns unresolved by an advisor/academic counselor
- Questions about curriculum arc, pathways, or choices
- Questions unresolved by teachers
- Discussion regarding a teacher
- Academic questions or concerns that haven’t been resolved through other communication
- Questions about academic policies
- Teacher concerns unresolved by the Department Chair
- Discussion regarding a teacher who is Department Chair
- Non-academic questions or concerns that haven’t been resolved through other communications
- Questions about student life
- Questions about non-academic policies
- General questions about learning disabilities, ADD/ADHD, and/or executive functioning
- Questions about your teen’s learning disabilities, ADD/ADHD, and/or executive functioning
- Questions about accommodations for learning disabilities
- General questions about mental health
- Questions about your teen’s mental health
- Questions about accommodations for mental health
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Note: In 2015, the American Dialect Society voted for “they” used as a gender-neutral singular pronoun as the Word of the Year. “They” was recognized by the society in particular for its emerging use as a pronoun that avoids the traditional gender binary of “he” and “she.” Marin Academy acknowledges and embraces this societal shift—one also embraced by The Washington Post, Teaching Tolerance, and others—and as such, uses the gender neutral “they/them/their” instead of “he/she” in this publication and beyond.
NON-DISCRIMINATION POLICY

Marin Academy recognizes the responsibility to create an educational environment that promotes the values inherent in an enlightened democratic society, including the appreciation of individual human differences, and thus the School is strongly committed to working with students of varied abilities and backgrounds.

Marin Academy welcomes individuals of any race, gender, gender identity, color, religion, national or ethnic origin, ancestry, citizenship status, sexual orientation, disability, or medical condition to the rights and privileges of the School. It does not discriminate in the administration of its educational policies, scholarships, athletics, and other school-administered programs. Marin Academy ensures equal employment opportunities in recruitment, hiring, placement, pay, training, promotion, and working conditions for all employees regardless of race, gender, gender identity, color, religion, national or ethnic origin, ancestry, citizenship status, age, sexual orientation, marital or registered domestic partner status, disability, pregnancy, medical condition, military service or veteran status, or any other characteristic protected under Federal, State, or local law.
MARIN ACADEMY COMPETENCIES

Marin Academy is a coeducational high school committed to scholarship and personal development. We see the high school years as a critically important time when students are discovering who they are, what they value, what they enjoy, and where they are headed. We want our students to develop the skills and knowledge that will serve them well now and in the future.

At Marin Academy, we are committed to experiential education. We provide our students with a solid foundation in traditional academic subjects in a college-preparatory program, and we believe healthy, challenging experiences both inside and outside the classroom are essential for taking adolescents to and beyond intellectual and theoretical knowledge. Throughout, we promote critical thinking—informed, independent, collaborative, and creative—as the hallmark of the Marin Academy experience. We expect participation and reflection to be active, inspired, and sustained. The interrelationship of the following seven practices defines the educational experience at Marin Academy:

- **PERSPECTIVE:** Developing social, environmental, and global awareness that fosters an understanding of one’s place in a sustainable world.
- **RESPONSIBILITY:** Accepting ownership of one’s actions and one’s role in the well-being of the community.
- **COMPASSION:** Displaying respect and empathy.
- **COMMUNICATION:** Communicating effectively with others, verbally, visually, and symbolically.
- **MIND:** Embracing curiosity, creativity, and passion for a life of learning.
- **BALANCE:** Exhibiting balance, reflection, and contemplation in all endeavors.
- **INTEGRITY:** Demonstrating an active commitment to justice and ethical behavior.

In keeping with these practices, we believe students thrive in a supportive, compassionate environment that promotes friendly, open dialogue based on respect and trust. We encourage students to explore complex ideas and diverse perspectives, to test their values and judgments, to make their own discoveries, and to make mistakes, often their greatest teachers.

We ask each individual to recognize our shared responsibility to inspire and foster a purposefully diverse, equitable, and just community, where students and adults of varied backgrounds, beliefs, attributes, and abilities relate to one another as individuals worthy of respect. Further, we embrace our responsibility to promote, within and beyond the boundaries of Marin Academy, the values inherent in a democratic society.

*Unanimously adopted by the Board of Trustees, March 29, 2004*
ACADEMIC PROGRAM

Graduation Requirements
In order to graduate, a student must accrue 20.5 credits of academic work. 18.75 of these credits are required courses or courses elected from among designated departmental offerings; the other two may be chosen from any area. One credit is given for a year-long course that meets three times a rotation; students are required to take a minimum of 5 credit-bearing courses each semester. In addition, participating in Minicourse and EOY each year as well as senior speeches and experience senior year (all described below) is necessary to receive an MA diploma.

ENGLISH: 4 credits
Four years of English are required. English I (required in the 9th grade), English II (required in the 10th grade) and English III Honors (required in the 11th grade) are mandatory. Senior year, two semester-long courses must be taken from the various electives offered as English 300-650. The numerical designation associated with each course does not reflect the level of difficulty.

HISTORY: 3 credits
Three years of history are required, including Modern World History I, Modern World History II, and United States History. Four years are recommended.

HUMAN DEVELOPMENT: .5 credits
Two semesters are required; fall semester in freshman year and spring semester in sophomore year.

MATHEMATICS: 3 credits
Three years of mathematics and the completion of Algebra II are required. Four years are recommended.

MIND BODY BRAIN: .25 credit
One semester, spring semester of freshman year, is required.

SCIENCE: 3 credits
Three years of laboratory science are required. This includes Ninth Grade Biology, Tenth Grade Chemistry, and one year of Physics (Physics, Advanced Physics, 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 recommended.

WORLD LANGUAGES: 3 credits
Completion of three years of the same world language regardless of starting point. (For example, students who begin in Level I must complete at least Level III, students who begin in Level II must complete at least Level IV, etc.) Four years of world language are recommended.

ELECTIVES: 2 credits
In addition to the required departmental (18.5) credits, students must have another two credits. These credits can be taken in any department or though general elective offerings.

PHYSICAL EDUCATION: 3.5 PE points
To complete their physical education requirement, students must accumulate a minimum of 3.5 physical education “points” by the end of their senior year. Students may earn PE points in a variety of ways including interscholastic team sports, outings, independent study, Minicourse, Physical Education electives, etc., or by a combination of such courses, activities, and MA athletic teams. Mind, Body, Brain (required for all freshman students in the spring semester) counts for 2 points of this requirement.
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.

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 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 like-minded people 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 Photography, Yosemite Institute, Kayaking, Stained Glass, Marine Biology of Northern California, SCUBA Diving at Catalina Island, Theater in Ashland, From Garden to Table, and service learning opportunities. Minicourse is required of all students. Ninth grade courses are separate from 10th–12th grade (combined) minicourses and are focused on the specific needs, interests, and growth of teens at the start of their high school experience.

Culminating Projects/EOY
In lieu of second semester final exams, freshmen, sophomores, and juniors participate in grade-level culminating experiences that take place during the last several days of school. Each project builds on the content and skills developed through the year and asks that students apply their disciplinary expertise to new and challenging cross-disciplinary situations and problems. These projects promote transdisciplinary inquiry and collaboration and aim to provide a foundation of knowledge and experience to help MA students become active, responsible citizens who work to create compassionate, sustainable, and equitable communities. Outcomes of student discovery will be presented to various groups.

The culminating experience for seniors is a three-week Senior Project (described below). Please note: Full participation in the culminating experiences is a graduation requirement and, in the case of freshman through junior projects, carries a feedback component meant to help them reflect upon sustained cooperative learning, transdisciplinary growth, and more. Families, please note the dates of the experiences before making summer plans.

Senior Project
During May of their senior year, students independently pursue an area of interest that they would not be able to study within the Marin Academy curriculum. 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. The Senior Project program has five components:
1. In the fall of their senior year, students will work with their Academic Counselors to get feedback on their Senior Project ideas and will reach out to appropriate community members for internships and other learning experiences.

2. In January of their senior year, students will submit a Senior Project proposal and receive approval from the Senior Project Committee (which includes the Academic Dean, Dean of Students, and Senior Dean) for their plans. The appropriate and relevant proposal follows a template that accounts for a mid-March benchmark, at least 35 hours a week for the project’s three weeks duration in May, and project supervision. Students who turn in proposals that are not approved must rework or start all over to create an approved project.

3. Between January and mid-March of their senior year, students will work toward meeting their benchmark goal, which may include research, developing basic skills, or other components needed to build appropriate background knowledge and capabilities needed for greater success in their Senior Project.

4. During the first three weeks of May of their senior year, students will be immersed in their senior project.

5. At the end of their Senior Project, seniors will present their projects and turn in a reflection of their work.

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 be on campus for those commitments.

**Senior Experience**

In addition to Senior Projects, all seniors, in a final experience (including senior VQ, an environmental experience, and a Marin outing) spend the final week before graduation on Senior Experience. All projects emphasize personal responsibility within the community construct, and include reflective components before, during, and after the culminating experience.

**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. Such cases usually involve students with professionally documented learning differences, and waivers are extremely rare.

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 Academic Dean and/or the Director of Learning Services will speak with the parent and/or student. Students and parents 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 faculty will consider and recommend to the Head 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 first semester, senior year.
- The student must submit a written proposal that speaks to the extraordinary circumstances to the Academic Dean during December of the junior year. The Academic Dean will present the petition of the student to the faculty at a January faculty meeting.

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 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 MyMA, with a minimum of three upcoming classes worth of homework and assessments posted at any given time. As errors can occur, students are expected to check all means of class communication (syllabi, course page, class notes/directions) for additional information and verification.

In addition, teachers work hard to ensure that a student does not have three tests or major projects due on a single day. Because of all the different student schedules that exist, it is possible that this is missed; if a student finds that they have a three-test day, they should communicate this their teachers and a plan will be made.

On average, MA students have two hours of homework/class preparation a night, though that can vary due to the ebb and flow of daily work and projects/papers, a student’s reading speed, and other factors.

Homework and assessments are expected to be returned to students in a timely manner so that students may use feedback and results on their work to grow and evolve for the next similar task. Students should expect to have work and assessments returned within ten school days and before the next similar assignment or assessment is given.
Additions to/Withdrawal from Courses

Once classes begin, a student may add a course up until the end of the first academic rotation (6 days). A student may drop a course up until the end of the second academic rotation (12 days). In both cases, when requesting a schedule change, students must use an Add/Drop form, which requires signatures from teachers, advisors/ACs, parents/guardians, the Class Dean, the Academic Dean, and 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 Academic Dean; a late withdrawal then remains as 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 Academic Dean, 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 has moved away from AP courses. That said, some students are interested in studying for and taking the Advanced Placement (AP) exams in certain subject areas. While our advanced and honors courses are not AP courses, students who pursue additional work and preparation have the potential to do well on these exams.

The process of signing up for an AP exam takes place in the MA classes that are most in line with AP preparation (a list is available upon request, but includes exams in science, history, English, world language, and math). Teachers of these classes will go over the positives and negatives of the AP exam in that subject area, the work the student needs to do outside of class, when the exam takes place, the cost, and the time line for signing up with the teacher (before spring break).

We typically recommend that students consider AP exams if they are very strong students in a particular subject area, curious to learn more, and ready to commit a fair amount of time to outside preparation as well as currently enrolled in the appropriate class.

The cost is $92 per exam (subject to change). If, for any reason, a student has reserved an exam but fails to sit for the exam, a fee of $15 will be charged to cover the cost of processing and materials.

Grades and Reports

There are eight grading periods per year, and these are reflected through quarterly and mid-quarter reports.

Quarterly Reports: At the end of the first and third quarters, grades and written comments/evaluations are sent home for all students. At the end of second and fourth quarters, report cards with grades (but not necessarily comments) are sent, representing final semester grades.

Any student in grades 10–12 receiving a C-minus or below receives a written comment at semester’s end, as appropriate. Freshmen receiving a C+ or below at second quarter or C- or below at fourth quarter will also receive comments at this time. Only semester grades (second and fourth quarters) 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 Academic Dean. 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 semester grade may be ineligible for California state colleges and universities, unless the work in that course is repeated and a satisfactory grade earned.

**Mid-Quarter Reports:** Students in grades 10–12 receiving a C-minus or below and freshmen receiving a C+ or below at any mid-quarter receive a written comment and grade. Teachers may also choose to send mid-quarter grades and comments to students for other reasons. While mid-quarter grades and comments are not part of the official transcript, they serve as a communication with students and families with plenty of time for students to work on study habits, skill development, and more before final semester grades.

**Definition of Letter Grades**
While effort, improvement, and attitude have some place in grading, the primary emphasis in grading at Marin Academy is placed on a student’s academic achievement.

- **A:** Indicates achievement of high distinction. It involves conspicuous excellence in most, if not all, of the following: completeness and accuracy of knowledge, sustained and effective use of knowledge, independence of work, originality, and initiative.
- **B:** Indicates commendable achievement. It may involve excellence in some of the areas listed in the definition of A and certainly indicates real competence in the first three of these.
- **C:** Indicates adequate achievement. It involves competence in course content and/or appropriate skills.
- **D:** Indicates limited achievement with serious deficiencies but bears credit.
- **F:** Indicates failure to meet minimal requirements and carries no credit.

**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. The following scale shows how letter grades are converted to the numerical grade point average at MA:

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

* Note: MA does not give A+s
Students are placed on academic probation if they receive two Ds or a single F at the end of a semester. When students are placed on academic probation, they and their parents or guardians meet with the Academic Dean to review the terms of the probation, which are determined on a case-by-case basis. While a student is on academic probation, there is heightened communication between the Academic Dean, 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 at the end of the school year, they will be separated from the school unless, after consultation with the Academic Dean, the Head 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) the course is not offered at Marin Academy, (b) the course is not meant to complete a Marin Academy requirement, (c) the course is academically comparable to courses offered at Marin Academy, and (d) 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 course is not included in the Marin Academy grade point average or transcript. It is the responsibility of the student to get permission from the Academic Dean before enrolling in such a course and, once approved and completed, to get a copy of an official transcript to the Marin Academy Registrar.

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) above apply and the grade earned is attached to the student’s official 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 accredited 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. A desire to do this must be communicated to the department chair beforehand, and 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).

Term Away

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

- participate during their junior year;
- submit a letter of intent to the Academic Dean and the Director of Admissions no later than 5 pm, on December 1st of the academic year prior to the planned absence;
- apply for and enroll in one of the following three approved Term Away Programs:
  - Mountain School
  - The Alzar School
  - School Year Abroad
  - School for Ethics and Global Leadership
• 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;
• 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.

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.

**Review Days**
During the week immediately preceding first semester exams, teachers plan lessons and present materials that are appropriate to the conclusion of the semester. For freshmen, five days are set aside as review days (starting the Tuesday before exams), which means no new material is presented. For sophomores through seniors, three days are set aside as review days (starting the Thursday before exams), again meaning no new material can be presented. The last review day (Monday of exam week) is always a junior/senior reading day; upper division courses do not meet, but teachers are available for appointments. Freshman and sophomore courses meet all review days, and a special schedule for Reading Day provides that all Freshman and Sophomore classes meet, representing both days of the rotation. During Review Week/Reading Days, no full-period tests may be given, no major projects can be due, and no new material is to be presented.

**Tutorials**
Several “tutorial” periods are set aside in the academic schedule each week when teachers are available to provide extra help for students in both small group and individual sessions. Tutorial is one manifestation of Marin Academy’s emphasis on strong lines of communication between students and teachers. 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 in a student’s academic work.

**Tutoring & Tutoring Guidelines**
We believe, as a school, 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 make use of tutorial and free blocks to consult with teachers about their understanding, assignments, study habits, and more. As a school, we also recognize that some students may need extra help or tutoring in specific subject areas or in organizational skill building in addition to working with the teacher. Students may work with outside tutors during free periods throughout the school day, but not during required activities such as assemblies, class meetings, advising, etc. No tutoring may be done on campus at any time; the San Rafael Public Library (a block away) is an option for students who receive tutoring during free periods.
If a family is considering hiring a tutor, we recommend first checking with your teen’s teacher and the class dean to see if tutoring would be helpful. The Academic Office and the Director of Learning Services cannot recommend a specific tutor, but 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, and provide the name and contact information of the tutor.
- Ask the tutor to contact the teacher.
- 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 (see pages 19–20 in this Handbook). 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.
- 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 Teachers
- Be responsive to e-mail or phone calls from your students’ tutors.
- Be clear in each assignment about what kind of help is acceptable.
- Be clear with students whom you know are being tutored about ways in which a tutor can be of assistance, and when students need to do their own work.

Guidelines for Tutors
- Be aware that the school expects you to help students build their skills but not actually to do a homework assignment or edit or create a paper for a student; if you have any questions about this 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 (such as a problem set or a draft of an essay) would be a violation of MA’s Integrity and Academic Honesty Policy.
- While the school does expect teachers to share course/unit goals and expectations with tutors via email or phone, their interaction with tutors is fairly limited to that realm. Given the number of students, families, and tutors that teachers are in contact with, they are unable to give additional time or meetings to tutors.
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 his or her understanding of the context of an assignment—the skills emphasized, the goals, and the instruction rather than focus on due dates and completing specific assignments.
- Ask open-ended questions, 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?” rather than telling a student your interpretation of the text, understanding of the event, or way of answering the problem.
- 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 and yet be 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 his or her 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 her 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 work product (such as a problem set or a draft of an essay) would be a violation of MA’s Integrity and Academic Honesty Policy.

Learning Services at Marin Academy

As an integral part of our commitment to diversity and inclusion, Marin Academy is dedicated to supporting a range of learning needs. The Director 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 learning disabilities or mental illness may require 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 assuring their success. Parents of students who are investigating the possibility of accommodations for a learning or psychiatric disability are advised to pursue documentation that complies with the
guidelines outlined below. Eligibility for accommodations is considered upon careful review of documentation; accommodations cannot be granted until we have full and complete documentation on file and the entire process that follows is complete.

1. Students who self-refer or whom a teacher or a parent refers will complete an initial screening with the school’s Director of Learning Services (DLS). The DLS will review this screening with an educational psychologist and, after consultation with the student, may recommend a professional evaluation. If the initial screening does not seem to indicate the need for a referral, the DLS will work with the student’s advisor or AC to recommend strategies that may be effective for the student. If the screening seems to indicate the need for a referral, the DLS will be able to provide recommendations for qualified specialists who can complete a full neuropsychological exam.

2. Parent or guardian schedules a neuropsych exam for the student and, if the results suggest a learning need that can be best served by one of our approved accommodations (see list below), submits documentation that meets the school’s requirements (see below).
   A. To request accommodations for the start of the fall semester, please submit documentation to the DLS by May 1 of the previous school year.
   B. A careful review of disability documentation is a time-consuming process. It may take several weeks for the review to be complete, and then additional time to get appropriate accommodations in place. If requesting new or revised accommodations for the current school year, please allow four weeks from the date of submission to the implementation of the accommodations, if the student is eligible for any accommodations.

3. The DLS, in conjunction with the school’s consulting neuropsychologist, Academic Dean, and Dean of Students, reviews the documentation and make determinations about the student’s eligibility for accommodations. While the examiner who writes the report makes recommendations for accommodations, they do not determine eligibility; it is the educational institution that ultimately determines whether or not a student is eligible for accommodations.

It is important to know that Marin Academy, as a rule, does not provide modifications and is limited in the accommodations it can provide. Accommodations may include, but are not limited to:
- extended time on quizzes and tests
- preferential seating
- use of technology (computer, calculator, etc.) during exams

4. The DLS will summarize the report and suggested accommodations in a brief learning profile and share it with the parents and student. The student will review and edit with the DLS before it is shared confidentially with teachers. Next, the DLS will correspond with each teacher to review the information presented in the profile. Lastly, the student meet with each of his/her teachers to set a plan for accommodations.

5. The DLS meets periodically with all identified students to review academic challenges and progress in order to modulate his/her approach to academic endeavors. This includes an annual meeting before the start of each school year with the student as well as communication with the family as needed.

**Documentation Guidelines**
These 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 the guidelines below. Accommodations for a physical disability may follow different
guidelines, and will be assessed on a case-by-case basis. It is important to note that outside agencies
such as the College Board and/or 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. After receiving complete documentation, these agencies require up to seven weeks to
make a decision about accommodations for their standardized exams.

Marin Academy’s guidelines have been adapted slightly from the College Board website:
“Guidelines: Basic Requirements for Disability Documentation.”

1. State the specific disability, as diagnosed. The diagnosis should be made by a person with
appropriate professional credentials, should be specific, and, when appropriate, should relate the
disability to the applicable professional standards (for example, DSM-IV).

2. Be current (in most cases, the evaluation and diagnostic testing should have taken place
within three years of the request for accommodations).

3. Provide relevant educational, developmental, and medical history.

4. Describe the comprehensive testing and techniques used to arrive at the diagnosis. Include test
results with subtest scores (standard or scaled scores) and percentiles for all tests.

5. Describe the functional limitations (i.e., the limitations to learning impacted by the diagnosed
disability).

6. Describe the specific accommodations being requested and explain why they are warranted.

7. Establish the professional credentials of the evaluator (for example: appropriate licensure,
certification and/or area of specialization permitting administration of relevant testing).

There are evaluators we have worked with in the past and are comfortable recommending
to families. Please contact the DLS for more information.

Protocols for Requesting Teachers to Complete Questionnaires
When a family decides to pursue a psycho-educational evaluation with an outside expert, there
are almost always teacher questionnaires requested as an essential component of the process.
Additionally, in the event that a family chooses to appeal to the College Board and/or ACT for
accommodations, two teacher survey forms are always required. While recognizing the importance
of collecting this information, we also want to ensure that we honor teachers’ busy schedules and
give sufficient notice; that way, teachers can devote the necessary time, care, and attention to these
important documents.

With that in mind, please follow these guidelines when requesting the completion of teacher
questionnaires:
• If possible, please have your teen present the request to the teachers directly. Teachers love
to learn of these inquiries from students rather than adults, and your teen can do this either
via an in-person conversation (preferable) or email. Particularly for our older
students, this can be an excellent opportunity to practice self-advocacy, something
important to all, and especially crucial if a diagnosis is later uncovered. For younger students,
parents might support this process by helping your teen draft an email to teachers or
practicing the conversation at home.
- Please limit the forms to two teachers whenever possible.
- Please give teachers a minimum of two school weeks to complete the forms (i.e., not including holiday breaks). If evaluations are happening over the summer break, please distribute the forms three weeks prior to the end of the school year.
- For electronic forms that will be distributed to teachers by the psychologist, teachers still expect to hear from the student in advance of the email request. This conversation not only reinforces good self-advocacy, it also alerts the teacher to expect the email. Without this exchange, teachers might not recognize the evaluator’s email address or it can mistakenly go to a junk mail folder.
- For hard-copy forms, please include a self-addressed, stamped envelope and/or include a fax number or email address where the documents can be sent. For ACT/College Board appeal forms, teachers should be instructed to return the forms directly to the Director of Learning Services.

Extended-Time Testing
To ensure fair and orderly testing situations, students are normally expected to complete quizzes, tests, and examinations in the time set by the teacher. Extended time is not granted for test anxiety or other difficulties that are not associated with a DSM-5 diagnosed learning disability. Students with learning disabilities are granted extended time on tests only if they have completed the full process noted above and are approved for such. For incoming freshmen and transfer students requesting extended time 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. The school reserves the right to require retesting of continuing students if testing becomes out of date.

Students who qualify for extended-time testing are allowed a maximum of twice as much time, barring extraordinary circumstances, as students who take the test under standard circumstances. Students must take such tests either in several discrete segments or at a single sitting. During final exams, these students will begin their morning exams at 8:00 am and report to the appropriate location at 7:45 am for instruction. Afternoon exams will begin at 12:30 pm for all students.

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.

Extended time and other accommodations for standardized testing are available at national testing centers on the regularly scheduled testing dates for those students who qualify and who meet the published registration deadlines.

Temporary Medical/Physical Needs—Non-concussion: Accommodation Requests
Some students with temporary medical conditions may require accommodations and possibly modifications to allow them equal access to classes and coursework for a short period of time. MA is able to provide accommodations for these reasons only with a letter from a doctor. 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 (criteria taken from the College Board’s standards):
1. Description of injury/condition and 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 concussions/head injury, the information should be sent to both the class dean and MA's athletic trainer (Aaron Gill: agill@ma.org). For all other temporary medical conditions, the information should be sent to the Learning Services Office.

For conditions that are unpredictable (such as concussions) updated medical letters are required at minimum every three weeks. For other conditions, medical updates are required when the condition continues beyond the original information provided.

When information from a doctor has been received, the following will occur:

1. A learning specialist will communicate with the student’s advisor, class dean, and teachers noting the injury/medical condition, expectations of accommodations/modifications, and expected duration. For a concussion, the class dean will take the lead on communication.
2. Learning services office will create a temporary medical learning profile in conjunction with the student and Academic Dean.
3. In most cases, the advisor will be the main contact for the family. In some cases, the class dean may be the primary contact. This will be clarified in each circumstance.
4. Advisor will communicate with class dean and learning services around any updates.
5. If needed, advisor (in conjunction with Academic Dean and class dean) will create a chart/document for teachers to use to help organize work and expectations. This can be especially helpful for students who are limited in the amount of time they can spend on homework/tasks.
6. Teachers will utilize any structures put together by the advisor/class dean/Academic Dean.

Temporary Medical/Physical Needs—Concussion: Protocol and Accommodation Requests

Some students with concussions may require accommodations and possibly modifications to allow them equal access to classes and coursework for a short period of time. MA is able to provide accommodations for these reasons with the appropriate information from a doctor. 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. Acknowledgment of concussion
2. Date of injury/onset of the concussion
3. Description of the specific accommodations/modifications requested
4. Time period or date before next examination (e.g., “two weeks”)

MA has a comprehensive Concussion Management Plan in place. The priority after concussion is resolution of symptoms, followed by the student’s successful return to learning/academics, and then completion of returning to play/participation (as appropriate). CIF Return To Play information

For concussions/head injury, the information should be sent to both the class dean and MA’s athletic trainer (Aaron Gill: agill@ma.org). In addition, given the variable nature of concussions and concussion symptoms, updated medical letters are required at minimum every three weeks.

When information from a doctor has been received, the following will occur:
1. The class dean will communicate with the student’s advisor and teachers noting the injury/medical condition, expectations of accommodations/modifications, and expected duration.
2. The class dean will create a concussion profile for the student on MyMA.
3. The class dean and athletic trainer will be the primary contacts for the family and physician.
4. Teachers will communicate with the class dean and advisor around any concerns noted in class.
5. If needed, the class dean will create a chart/document for teachers to use to help organize work and expectations. This can be especially helpful for students who are limited to the amount of time they can spend on homework/tasks.
6. Teachers will utilize any structures put together by the class dean.

Long-term Medical/Physical Needs: Accommodation requests

Some students with medical conditions may require 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 life-long self-advocacy. In line with the College Board and ACT, MA is able to provide accommodations for medical reasons only when the request is documented and meets the following criteria (criteria taken from the College Board’s standards):

1. **Diagnosis Clearly Stated with age/date of onset:** Documentation should state the specific physical or medical disability as diagnosed and provide a detailed description of the student’s condition. The diagnosis should be made by someone with appropriate professional credentials, should be specific and, when appropriate, should relate the disability to professional standards.
2. **Information is Current:** Because medical 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. **Diagnosis Supported:** Documentation should describe the comprehensive testing and techniques used to arrive at the diagnosis.
4. **Recommended Accommodations Justified:** Describe the specific accommodations requested, and explain why they are needed. The reason for requesting a particular accommodation is not always evident from the diagnosis.
5. **Professional Credentials Listed:** Establish the evaluator’s professional credentials. For physical and medical disabilities, documentation should generally be provided by a medical doctor who specializes in the diagnosed disability.

Documentation should be submitted to Learning Services Office, Rebecca Gustin (rgustin@ma.org) or Lindsay Eckert (leckert@ma.org), for review. Medical documentation must be updated minimally at the start of each school year in order to continue any necessary accommodations; if documentation is needed more frequently, it will be requested. As the student’s condition may change, the family will share that information directly with the Learning Services Office.

When information from a doctor has been received, the following will occur:
1. Learning Services personnel will meet with the student (and parents/guardians in some cases) to help create a medical profile
2. Learning Services personnel will communicate with advisor, class dean, academic dean, and all teachers of the student noting that a medical profile is up.
3. Advisor will be the main contact for the family
Mental Health
Nationally, one in three high school and college students report prolonged periods of depression and studies suggest that between a quarter and a third of students meet criteria for an anxiety or depressive illness during their high school and college experience. Marin Academy recognizes this landscape and works with families to support students with mental health needs. This can include deciding if schedules should be modified through dropped classes, 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 accommodations to allow them equal access to classes and coursework. As is the case with accommodations for learning disabilities, our emphasis is on access, not outcome. In line with the College Board, MA may be able to provide accommodations for mental health only when:

- a thorough and current evaluation (within the past year) by an approved clinician is administered,
- a psychiatric diagnosis from the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) is present,
- documentation describes the comprehensive testing and techniques used to arrive at the psychiatric diagnosis (including a summary of the assessment procedures and evaluation instruments used to make the diagnosis, scores, and narrative summary of the evaluation result), and the results show a significant impact on learning (functional limitations related to psychiatric disabilities are described) with a recommended school accommodation.

Procedure for Requesting Learning Accommodations for Mental Health Needs
1. Contact the Marin Academy Director of Learning Services who will connect you with MA’s school counselor.
2. Sign a release of information from the acting psychologist and/or psychiatrist allowing information to be given to the school counselor. This information is confidential.
3. Using recommendations from the MA school counselor, schedule and have your student participate in a full neuropsychological exam. A School profile and explanation of the types of accommodations the School can provide will be given to you to present to your evaluator.
4. Share results with Marin Academy (through the school counselor)
5. The school counselor will evaluate whether or not your child qualifies for accommodations. It’s important to note that evaluators make recommendations, which the school may or may not be able to meet. The school reserves the right to make any decisions regarding what, if any, accommodations are approved.
6. If your child qualifies for accommodations, the school counselor will require regular updates from the student’s therapist (timeline to be determined on a case-by-case basis) to ensure that the recommendations of the neuropsychological report are still applicable.
COUNSELING AND ADVISING

**Advisors**

Incoming freshmen are assigned to an advisor. The advisor serves as the primary contact for families for questions beyond those related to a specific class. In as many cases as possible, the advisor is one of the student’s teachers.

Sophomores are assigned to a new advisor for their remaining three years at MA. Advisors serve as the primary contact for families regarding all school and social emotional issues. In addition, individual teachers should be contacted about specific class concerns.

At the end of the first quarter, Student/Parent conference provide all students and parents the opportunity to meet with the student’s advisor to discuss the student’s progress. The Student/Parent Conference Day in the spring is meant to help freshmen, sophomores, and juniors and their parents examine the student’s academic goals and plan coursework for the coming year(s). Prior to these spring meetings, individual departments will make recommendations regarding appropriate course selections for each student.

**School Counselor**

The School employs a counselor with whom students and/or parents may engage in confidential conversation. Students may make appointments by contacting the counselor via telephone or email. The counselor is also available for families looking for off-site referrals.

**Director of Learning Services**

The DLS 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.

**College Counseling**

The College Counseling Office has four values: choices, self-awareness, autonomy, and self-worth. We believe that the college search process is an integral component of a student’s education and personal development. During the process of deciding what to do after high school, students will learn more about themselves and their future needs. It can be a time of great discovery as students transition to a life of increased freedom and responsibility. Success in this process requires an open mind, strong communication, a willingness to stretch boundaries, and a mutual trust between student and counselor. Our goal is to aid students and families making this transition from Marin Academy by providing advice and guidance to students as they decide whether to pursue higher education, seek employment, join the armed services, or engage in independent exploration.

In the second semester of the sophomore year, students begin to meet one-on-one with one of the College Counselors to discuss future plans. Parents are welcome to make similar appointments once the student and the College Counselor have had at least one meeting. The College Counseling Program is highly individualized, and it is the student’s responsibility to take advantage of the services that are offered. These services include but are not limited to information distribution (via monthly push pages, individual notices, and assembly announcements for students), Wildcat Small Talks for parents of 9th and 10th grade students, sponsorship of evening programs including two college nights (one for senior parents, one for junior students and parents), UC and CSU application workshops, a financial aid workshop, a college preview night.
for juniors, essay-writing workshops, application workshops, senior seminars, and the scheduling of more than 100 college representatives for on-campus meetings each fall. Please refer to the college counseling website for more information and up to date events.

**College Counseling Office Independent Counselor Expectations & Requirements**

Some Marin Academy families wonder if they should hire the services of an independent counselor. Although we understand the external pressures of the college search process and are sympathetic to special needs that may arise for some students, we believe that most MA students do NOT need such services. The professional experiences and training of the MA college counselors, combined with the support of the administration and faculty, ensure that our students receive personalized, abundant, and accurate guidance tailored to the individual student throughout the college search process. The following advice is offered for our MA community only. Professional and skilled independent consultants can play an important educational role for students who do not have access to adequate college counseling resources in high school—MA students and families, however, are fortunate to have a high level of both individual and group guidance and support. Please carefully consider the following before deciding to purchase additional college services for your child.

**History**

The profession of independent counseling came into existence as the result of inadequate counseling resources at public high schools. There was, and is, a clear need for many students and their families to find information about the college process outside of high school, especially in California where the average student:counselor ratio is about 900:1. In more affluent areas, however, independent counseling has developed into a commodity, whose need is fueled by a combination of media frenzy, guilt, and social pressure. Even though the student:counselor ratio at MA is 35:1 for our seniors (and for all students the ratio is 145:1), some parents persist in the misconception that outside services will provide an “inside track.” Adults in our community can convince themselves that this assistance is valuable or needed. At MA and other independent schools in the area, it is not uncommon to hear some version of:

- “If I don’t pay for an independent counselor, I am not supporting my child.”
- “Our neighbors have hired a private counselor, so we’re going to have to as well.”
- “Everything I’ve heard in the news suggests our child won’t get into college without the help of college coaching.”
- “I don’t know anything about the college search process; we need more help!”
- “More coaching is always better…” And so on.

**What We Offer**

Comprehensive college counseling resources—personalized support and a relationship with an experienced admission professional—is included in the Marin Academy tuition. We have three full-time college counselors plus academic and support staff dedicated to working with your student throughout the college process. MA college counselors provide focused, individual attention as well as small and large group sessions throughout the academic year for students and parents alike. Our staffing level allows us to meet 1:1 every week with every senior throughout the fall semester and still have time to meet with students in grades 9–11 as needed. In addition, we have extensive experience working with students with a variety of special circumstances, whether learning differences, athletic recruitment, or the visual and performing arts process. We engage in ongoing professional development that keeps us fresh and knowledgeable about the college admission landscape, and we have years of professional, selective admission experience on the college side reading and evaluating thousands of applications.
Your child’s Marin Academy college counselor is your student’s primary and best-resourced advocate in the college application process. We can function in a way that independent counselors cannot: counselors have access to school records, teachers, coaches; we are the person contacted when a college has a question about an applicant; we write the recommendations that most colleges require; we have deep knowledge of MA, its students, and MA’s applicant history; and Marin Academy college counselors have direct and professional relationships with college admission officers throughout the country. Admissions offices communicate directly with the college counseling office. They will not communicate with counselors unaffiliated with the school.

Our annual survey responses from seniors echo the sentiment that having more external input increases their anxiety throughout the process. Students who use independent counselors also have less satisfaction with their admitted and enrolled colleges from students who only rely on MA counselors.

We have relationships with your students—relationships we value—that are forged through being mutual members of a community: sitting in on classes, coaching, going on outings, advising, and more. We are dedicated to supporting your student throughout the college search. Time spent with an independent counselor is time the student doesn’t have to meet with their MA college counselor, meaning less time for us to get to know your teen well and for that student to cultivate a relationship with us. Independent counseling takes up time that your child could be using to study and to earn good grades, to participate in an activity they love, or to spend more time with family and friends.

**Our Philosophy**

MA’s College Counseling Office believes that the college search process is an integral component of your education. During the process of deciding what to do after high school, students will learn more about themselves and their future needs. It can be a time of great discovery and development as students transition to a life of increased freedom and responsibility. Our office defines success by the following four goals:

- **Choices**: Every student should have choices in where they can attend college regardless of their family’s financial or educational background.
- **Self-Awareness**: The college search and application process is perhaps the best opportunity for a student to learn about their own value system and determining their own decision-making process.
- **Autonomy**: Throughout the college search and application process, students should begin to take ownership over their goals and organization. Our students will ultimately leave home and they need to learn organizational skills and, perhaps learn the consequences of missing deadlines, while stakes are low.
- **Self-Worth**: While college can be a transformative and impactful time in a person’s life, our office challenges students to identify intrinsic and internal sources of fulfillment rather than external sources of validation.

These pillars of the MA College Counseling department 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 starting in tenth grade and in how we work with each student individually. We will keep your teen informed about due dates, and we will meet and communicate regularly and often with all students about upcoming major “deliverables” connected to the college process. However, in keeping with our counseling philosophy regarding autonomy and developing decision-making skills, we will not “nag” or track down or complete work for any student. For a true procrastinator or a student with severe organizational struggles, then working with an independent counselor might be a way to proceed if the independent counselor understands that this is the service you are
If you believe you fall into this category, we ask that you talk to your MA college counselor and carefully review the resources and recommendations of the Independent Educational Consultants Association (IECA) before you sign a contract with someone outside our community. You should also be mindful that in these situations having an outside counselor work in this capacity could lead to delaying a student’s development in organizational skills that will only arise for your student later in college.

Employing an independent counselor will not hurt our feelings. If you do employ an outside counselor, we require you to disclose that information to our office. We do not want there to be a lack of integrity in this process. We do not want your child to feel uncomfortable if they receive conflicting advice from their MA college counselor and their independent counselor. We do not want your child to feel that they must keep it secret that they are working with an independent counselor. We do not want your child to start the college process earlier than necessary and “burn out” before the actual process must begin. And, most importantly, we do not want your child to mistakenly learn that college preparation is an activity in and of itself rather than the natural next step in their educational path. In the end, what we all want is the best for your teen.

The college application process is a process to be savored and through which your student will grow, if they are allowed to do this themselves. No college counselor can guarantee a specific outcome, but we can promise you that we will provide your student with the best information and attention possible throughout their time working with us. As with all things at MA, the college process is an educational journey, one which, with the help of the MA college counselors, will teach students how to research, make choices, increase self-awareness, develop life-long skills, and attain a well-deserved sense of pride and accomplishment when they are offered admission and select where they will enroll in the fall.

Resources:
National Association for College Admission Counseling, www.nacacnet.org

College Visits
College representatives will visit the campus from September through November at the conclusion of the school day (at either 2:25 pm or 2:50 pm). Juniors and seniors are encouraged to attend these meetings.

Orientations
Freshmen
All freshmen are required to be on campus preceding the opening of school for a three-day orientation program, including the required overnight orientation, and workshops designed to introduce freshmen to some of the personal, social, and academic skills they will need to cultivate at MA, such as choice-making, creating their own work, and being supportive community members. Peer Resources members and the faculty and staff share these days with new students.

Sophomores and Juniors
All sophomores and juniors are required to be on campus for a day program before the first day of classes. These opening-day activities provide the connection the School believes is essential to reacclimating to a new year.
Senior Retreat
The school year for seniors commences with participation in a two-day (overnight) retreat designed to build class unity and enhance students’ leadership skills. Attendance is mandatory; only under extraordinary circumstances will a student be excused. Parents are encouraged to make their summer travel plans accordingly.

CO-CURRICULARS

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

The objective is to teach the student to see the land, to understand what he sees, and to enjoy what he understands. — Aldo Leopold

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 50 day-long and multi-day outings into California’s mountains, deserts, and coastal waters. Students hike, backpack, ski, camp in snow, climb rocks, SCUBA dive, surf, and kayak. MA’s experienced and trained outings staff works to plan developmentally appropriate and valuable outdoor experiences to any locale that offers manageable risk, natural 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 fits well into 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, wilderness 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 provides opportunities for students to develop and coordinate their physical, mental, and emotional skills. A number of after-school interscholastic athletic opportunities develop these skills in a team environment under the direction of qualified coaches. These teams include girls: basketball, cross-country, lacrosse, soccer, swimming, tennis,
track and field, volleyball, water polo; boys: baseball, basketball, cross country, golf, lacrosse, soccer, swimming, tennis, track and field and water polo. The majority of MA teams will practice and compete on MA’s campus. Our off campus sites include: Marin Tennis Club (boys and girls tennis), Albert Park (baseball), San Rafael High Track (boys and girls track and field) and Peacock Gap Golf Course (golf). Students who choose to participate in athletics must understand the commitment it entails: consistent attendance at daily practices and games (for sports offered during the winter and spring seasons this includes attendance over some school breaks); respect for teammates, coaches, and officials; and acting with integrity.

In addition to an individual’s athletic development and team experience, the Marin Academy Athletic Program is committed to character development and good sportsmanship. Sportsmanship and fair play are critical components of the program. Coaches and athletes are expected to represent MA in a manner that is respectful to others both on and off the field of play. This model deportment is expected of our community, e.g. our fan base, as well. Our objective is to develop and maintain the highest standards of courtesy, emotional discipline, and good sportsmanship. Simply put, to borrow the adage from Stanford’s Positive Coaching Alliance of which Marin Academy is a long-time partner, “We Honor the Game Here.” There is a separate Student-Parent Handbook for student athletes that participants are expected to abide by in addition to the school handbook.

Governing Body
The athletic governing body, the North Coast Section (NCS) of the California Interscholastic Federation, prohibits fifth-year high school students from competing on extracurricular teams. NCS solely determines the eligibility for transfer students.

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 personnel 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.

Uniform Policy
Most students who participate in Marin Academy athletics are issued a team uniform. This uniform is the property of Marin Academy, and each student is responsible for properly maintaining the uniform during his or her athletic season. Students’ incidental accounts may be billed if uniforms are lost or not returned.

Physical Education Point Accrual
Part of graduation requirements is accumulating 3.5 PE “points” or credits, and there are five ways in which to do so:
PE Independent Study credit is intended for students who wish to undertake specialized physical activities outside of those offered at Marin Academy. The amount of time required for an independent PE activity may not be less than 20 hours per academic year to earn a half (.5) PE point, and students may not receive PE points in increments smaller than a half point. Students must work with a sponsor (other than a parent) who will verify with a signature that the independent study has been completed. Other signatures required to complete the Independent Study Form are: a parent, advisor, the Class Dean, and the Assistant Athletic Director. Independent Study Forms are available in the Athletic Director’s Office and online. PE Independent Study cannot be undertaken prior to a student’s ninth grade year.

**Deadlines:**

*PE Independent Study done over summer break:* Completion Form is due by the final day of the first quarter of the following academic year. No credit will be granted for summer activity if the Completion Form is not submitted by the end of the first quarter. (Please note that students may earn a maximum of one PE point for summer work and may earn PE independent study credit in one summer only.)

*PE Independent Study done during the academic year:* Completion Form is due by the final day of the fourth quarter of that academic year. No credit will be granted for activity during the academic year if the Completion Form is not submitted by the end of the fourth quarter of that academic year.

**Theater Productions**

Marin Academy presents three theater productions each year. Auditions for the fall and winter productions are open to all MA students; rehearsals take place after school with additional evening and weekend rehearsals two weeks before the performance. Students are expected to have Tuesday-Thursday free of conflicts for the duration of the rehearsal process. The spring Black Box production features the advanced theater students and is the culmination of their classwork.

During the course of a student’s years at Marin Academy, there will be opportunities to participate in a variety of productions—including classics, modern, contemporary, and new and original works—and the ways in which students can participate go beyond the stage. Productions often incorporate live music, with the spring show featuring student composers. Students periodically direct their own productions, such as the One-Act Play Festival or independent studies or senior projects. Students also help run the technical aspects of all productions, as they learn, through MA’s Tech Program, how to implement set, light, and costume designs and how to manage live performances (including stage managing, running crew, and operating light and sound consoles).
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 neighboring communities face. Recognizing the developmental importance of the middle school years, Crossroads 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; develop aspirations for college and careers; and promote responsibility, integrity, and leadership. Each year the program includes an intensive summer component, held in collaboration with Aim High, an organization that has over thirty years of experience in providing summer learning opportunities for low-income students in the Bay Area. 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 the middle school students and take on the task of designing lessons and leading classes. The program is privately funded and depends on the volunteerism of the Marin Academy community.

Community Action

Building on Marin Academy’s mission that asks every individual to think, question, and create, our community action program challenges students to focus that energy to improve the communities around us. The goals of the community action program are to raise awareness on issues of social injustice, environmental degradation, and educational inequities. Though there is not an hourly graduation requirement for service, MA is committed to offering students a multitude of different opportunities to explore service, both independently and in conjunction with academic programming. Every student will graduate MA with multiple experiences and educational opportunities of community service that are built into the school year. Additionally, many students find ways to engage in service outside of school as well.

Marin Academy encourages students to think about problems in their communities, to question how to make improvements, to consider outlets for involvement, and to create a plan for service that fits their interests and respective schedules. The Director of Community Action works individually with students to find projects that interest and excite everyone as well as foster leadership opportunities for students to share their interests with the MA community.

Co-Curricular Activities & 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. Typically, the following groups and/or publications are active each year: Asian Student Organization, Rethinking White, Sailing Club, Queer Affinity, Mixed Ethnicities, Mountain Biking, Jew Crew, Ceramics Club, Black Student Union, Echoes (literary magazine), the Eco-Council, Christian Student Organization, Be MORE, Politics Club, Chess Club, Gender Sexuality Awareness, French Club, Mock Trial, GROW, Folks, the Leek, Community Action, Youth Grants Board, Peanut Butter and Jam Club, Latino Student Union, Makers Club, Model UN, Peace and Justice Coalition, Peer Resources, Student Senate, and the Yearbook.
COMMUNITY STANDARDS

Marin Academy is a community founded upon trust, integrity, and mutual respect. The involvement and contributions of each individual play an integral part in the day-to-day functioning of the school as a whole. We want all students to recognize their responsibilities for the welfare of the school and expect all students to respect other individuals within the community and the physical environment in which they work. The principles that are integral to the philosophy and welfare of the Marin Academy community are few in number, but are essential. All of the school rules emanate from these core values:

- Integrity in personal conduct and honesty in schoolwork
- Respect toward all community members and for individual and school property
- Physical and mental safety for all members of the community
- We take violations of Marin Academy’s community standards seriously and respond with the greatest sense of gravity. We are also committed to maintaining open lines of communication with students and families. When community standards are violated, the Academic Dean, 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 jurisdiction. Students are generally considered to be under the School’s jurisdiction when:

- 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
- On or off the campus at school related events including, but not limited to, athletic and arts events, field trips, service learning outings, Spring at Sage travel or other travel that may occur throughout the year, and school related lectures
- When a student’s actions, whether on or off campus, negatively affect the School, including, but not limited to, students, members of the School community and the School’s reputation

Consequences

The following consequences represent the range of disciplinary responses the School may have to a violation of community standards:

Letter of Warning

In certain cases the Dean of Students, the Academic Dean, or a Class Dean may write a cautionary letter of warning to a student, the parent(s), and the advisor or academic counselor.

On Campus Restriction I

On Campus Restriction I requires a student to attend all classes and allows participation in co-curricular activities. The student forfeits open campus privileges; they will be required to be in a supervised location during all breaks, lunches, and free blocks.

On Campus Restriction II

On Campus Restriction II requires a student to attend all classes and prohibits participation in any co-curricular activities or attendance at any School-sponsored events during the period of the restriction, including but not limited to athletics and performances. The student will also forfeit open campus privileges and will be required to be in a supervised location during all breaks, lunches, and 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. Major assignments (tests, essays, multi-day projects, etc.) will be counted as late and will drop one grade increment (i.e., a grade of a B would become a B-). Students will receive no credit for all other missed work (homework, class work, quizzes, etc.). Suspension are also reported 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 attended 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
Marin Academy is an educational institution and takes the notion of honesty in all elements of school life seriously. 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. Academic honesty is an outgrowth of that integrity and is at the foundation of a genuine education. Presenting the work of others as one’s own is unethical and subject to serious consequences at MA and elsewhere.

Why is plagiarism or cheating such a serious offense?
• Marin Academy’s philosophy embraces the ultimate goal of teaching students to think for themselves; cheating and plagiarism are the ultimate subversion of 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 ask about a student’s record of suspensions; colleges and universities do not tolerate academic dishonesty.
• Examples of academic dishonesty (cheating, plagiarizing, sharing inappropriate information) are below. Please also see MA’s Tutoring Guidelines beginning on page 14.

Cheating includes but is not limited to:
• Lying to a teacher.
• 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, exams.
• Getting or supplying information about a test or quiz.
• Supplying work product (such as a problem set or a draft of an essay) to another student.
• Obtaining, without authorization, a quiz, test, exam or any parts thereof before taking the same.
• 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 for grading.
• Forging, falsifying or altering any information on application forms, transcripts, school records, etc.

Plagiarism includes but is not limited to:
• Submitting a paper or other work written in whole or in part by someone else (this may include but is not limited to a homework assignment, outline, report, lab, theme, design, web page design or content).
• Using words or ideas of others (quotation, documented idea, paraphrased passage) without citing the source. This includes information downloaded from the Internet.
• 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

Consequences for Academic Honesty Violations
Acting in consultation with classroom teachers, the Dean of Students and Academic Dean deal with all questions of academic honesty. If a student is found to be dishonest in his or her academic work at Marin Academy, the disciplinary consequences are serious. First offenses result in an “F” for the piece of work (paper, test, quiz, homework, etc.) a mandatory meeting with the Dean of Students and Academic Dean, and a call and a letter home. If there is a second offense, consequences would include an “F” on the piece of work, a mandatory meeting with the Dean of Students and Academic Dean, a call and letter home, and a separation from the School (which may range from suspension up to expulsion from the School). This disciplinary action is automatically reported to colleges, whether the student was an applicant or already admitted, to respect the integrity of the School’s recommendation obligation to colleges.

Ninth Graders and Academic Honesty
Our desire is to educate our students to cite sources and to recognize the complexities that may arise in properly doing so. With that goal in mind, and given the new academic landscape ninth graders encounter, freshmen who make a first-time plagiarism mistake or procedural errors (i.e., not blatant or intentional plagiarism) will be asked to rewrite/recreate the assignment and resubmit the piece to be graded by the teacher. The grade will be lowered by one full grade (e.g. a B would become a C).

Marin Academy gratefully acknowledges Riverdale Country Day’s Academic Honesty policy and some of its language in updating our own policy.

Drug and Alcohol Policy
Purpose and Intent
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 his/her 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 will be taken:

- For a first infraction, the consequences will involve a minimum of three day 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 above actions may be taken.

If a student is discovered supplying, selling, giving, or distributing alcohol, illegal drugs, or legal substances used illegally or for other than their intended purposes, 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 proper 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, Academic Dean, 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 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, body type, gender, orientation, or sexual activity; displaying pornography; and/or promoting
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 e-mails, text messages, voice mail 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 and Response section, as deemed appropriate.
• 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.

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 incidences 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, on campus restriction, 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 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 will include repair to the school community, of 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 or 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 with 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.

**Technology and Digital Responsibility**

The ways in which we use technology to express ourselves, communicate, and connect is ever evolving. MA believes that students and adults alike can use technology in healthy ways that help grow self and community. MA also believes that all members of the community can have the opportunity to make choices—some related to technology and some not—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 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 with adults in the community (e.g. teachers, coaches, advisors) must only be on the Remind (or other approved) application, not through personal text messages.
- Students may not take pictures, video, or audio recordings during class time unless 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.
- 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 young 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 (pg. 36); 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 and may include others such as class deans and the Dean of Equity and Inclusion.
Computers, Cell Phones, and the MA Network

Marin Academy provides a complete set of network and computer tools designed to support easy access and use of 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 on the Marin Academy school network or when using your own personal laptop computers or other connected devices on campus (other in-class restrictions may apply, at the discretion of the faculty):

- 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
- Employing the network for commercial purposes
- Playing electronic games or using social media during class
- Using email or some other telecommunications to share confidential information about MA students or employees.

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.

Cell Phones

Cell phones have become an integral part of society’s regular communication. There are, however, times when they create a disruption to learning and/or the community environment. As such:

MA Encourages:
- MA families to utilize cell phone service features that allow the turning off of cell phone messaging and calls during the school day. We also encourage student phones to either be powered off and stored outside their bedrooms or that service is turned off between 10:00 pm and 6:00 am each day to help allow for uninterrupted sleep.

MA Expects:
- Family members to avoid calling or texting students during the school day. If there is an emergency or necessary information that must get to a student, a call should be made directly to the School.
- Cell phone use in the classroom to be determined by individual classroom teachers. Students should follow the cell phone (and all technology) rules of each individual teacher.
• Assembly is one of many times where the value is placed on in-person interaction, and cell phones should not be used. Students wishing to record or otherwise use their devices during assembly should receive permission from the Class Dean in advance.

SCHOOL REGULATIONS AND GUIDELINES

Attendance Policies

Attendance and participation by each student is a critical aspect of education at Marin Academy. Students are, therefore, expected to attend and to be on time to all classes, assemblies, advising periods, class meetings, and other required meetings and activities. The School reserves the right to review credit given in courses where frequent and/or extended absences have occurred. While we recognize that extenuating circumstances can arise, when a student is tardy or absent it impacts the learning experience not only of that student but also of the entire class.

Daily Schedule

Classes begin at 8:00 am. If a student does not have a first period class, they must be on campus and signed in at the Attendance Office by 9:15 am. Students may leave after their last commitment, but they must sign out at the Attendance Office if leaving before the end of the day and may not miss required school activities such as assemblies, advising, and class meetings.

Marin Academy has an open campus policy, meaning that students may leave campus when they do not have a required class or activity. Students off campus during school hours are expected to abide by the same policies and regulations as on campus. (See School Regulations and Guidelines – Open Campus, p. 41). They must also sign out at the Attendance Office if they will be off campus for more than ten (10) minutes.

Absences

• **Illness or Family Emergency:** If a student will be absent for the day because of illness or family emergency, parents must call the school before 8:30 am to explain the reason for the absence. Parents may leave a message before 8:00 am on the school’s 24-hour answering machine (voicemail extension 200) if their student will be absent or tardy that day. If a student is reported absent with no call from the parent, the Attendance Office is obligated to phone the parent(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.

• **Medical Appointments:** The School urges that medical appointments be made after school hours. If this is not possible, students must submit a “Notified Absence Form” to the Attendance Office at least two days prior to departure or the absence may be considered unexcused. Failure to submit a notified absence form a second time will result in On Campus Restriction I.

• Students must sign out in the Attendance Office when departing and sign in upon returning.

• **College Visits:** College visits that require missing school time should be limited to the second semester of junior year and the senior year. As a general guideline 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. Students must submit a “Notified Absence Form” to the Attendance Office at least two days prior.
to departure or the absence may be considered unexcused. Failure to submit a notified absence form a second time will result in On Campus Restriction I.

- **Religious Holidays:** Students may be excused from classes for observance of a religious holiday when school is in session. They must communicate with teachers ahead of time and create a plan for missed work.

- **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 Attendance Office. Parents will be notified before the student leaves school. If students fail to notify the Attendance Office or a Class Dean that they are leaving school due to illness, the School will consider the resulting missed classes as cuts. Please note that school personnel may not distribute medications to students, except as directed by parents in a signed consent form.

**After-School Activities**

In order to participate in after-school activities (including games, theater performances, field trips, etc.), a student must arrive at school by 9:25 am and remain for the rest of the day.

**Extended Absences**

If a student is absent for three days and will be missing more school, parents should contact the Attendance Office to make arrangements to collect homework assignments, which should be ready to pick up by 3:00 pm the following day. In cases of prolonged absence, parents should contact the Class Dean and the student’s teachers to make arrangements for makeup work and other assignments. The School reserves the right to review credit given in courses where extended absences have occurred.

**MA’s Absence and Extended Absence Policy**

Attendance and participation by each student is an essential aspect of education at Marin Academy. When a student is tardy or absent, it impacts the learning experience not only of the late or absent student but also the entire class. Students are, therefore, expected to attend and to be on time to all classes, assemblies, advising periods, class meetings, and other required meetings and activities. In the case of extended absence due to illness, injury and/or psychological circumstances, we will respond with compassion, with pragmatism, and in consultation with families while recognizing that there is a limit to how many classes a student can miss and still matriculate through our curricular and/or co-curricular program without sacrifice. Due to our block schedule and 75-minute class periods, missing a single class—let alone a number of classes—can have a profound impact on a student’s learning and educational experience.

- If a student misses four consecutive classes or eight consecutive days (10% of the semester), the appropriate class dean in partnership with the Academic Dean, the Dean of Students, the student’s Advisor, and in consultation with the student’s family will create a plan to get the student back on track and to monitor progress with that plan. Families will be notified and reminded of MA’s extended absence policy at this time.

- If a student misses 15% of a semester (approximately six classes or 12 days), the Academic Dean in partnership with the appropriate class dean, the Dean of Students, the student’s Advisor, and in consultation with the student’s family will look at the possibility of moving the student to Pass/Fail status and modifying the student’s curriculum in one or more classes. This level of absence may impact a student’s ability to participate in co-curricular programs.

- In extraordinary cases, where a student misses 25% of a semester (approximately ten classes or 20 days), the Academic Dean in partnership with the appropriate class dean, the Dean of Students, the student’s Advisor, and in consultation with the student’s family will consider the need for the student to take an “incomplete” or withdraw from classes.
Extra-Curricular Planning and Exceptions to MA Extended Absence Policy
Marin Academy has a long history of supporting students who take part in high-level or pre-professional training and/or competition. In many cases, this work requires students to be absent from school on a regular or extended basis. Students who have plans to participate in events that will regularly take them away from school while classes are in session must plan in advance. Any student who knows that they will miss between 10% and 25% of any semester must meet with the Academic Dean, Dean of Students, the appropriate class dean, their advisor, and their family at the start of each semester to create a plan. Such students will be expected to complete all assigned work, make up all missed assessments, and stay in regular and proactive communication with their teachers, advisor, and grade level dean. The school reserves the right to modify any established plan is the student begins to struggle in any facet of his/her school experience.

Planned Absences
Any absence other than health or emergency requires the student to complete a “Notified Absence Form,” which can be found online or in the Attendance Office. This form requires students to obtain signatures from each of the teachers whose classes will be missed as well as a parent, the advisor or academic counselor, and in the case of college visits, the college counselor’s signatures. The completed form must be turned in to the Attendance Office at least two days prior to the absence. If a student fails to complete a form, the absence may be considered unexcused. Failure to complete a notified absence form a second time will result in On Campus Restriction I.

Makeup Work following an Absence
It is in the student’s best interest to submit work on time or make up missed work promptly. Students who are absent (including an absence due to an outing) are allowed one or two days of makeup time for each day of absence. (Determination to be made by the teacher.) Long-term assignments, however, including some assessments, are due on the day the student returns from the absence. In cases of prolonged absence, special arrangements should be made with the teachers and, if necessary, the Class Dean. The School reserves the right to review whether or not credit can be given in courses where extended absences have occurred.

Tardies
• Students who arrive late to any class must check in and obtain a late slip from the Attendance Office.
• Students who arrive more than 25 minutes late to a class will be regarded as having cut that class unless excused by the Class Dean.

Tardies will carry the following consequences (counted by semester):
• 3 Tardies: Conversation with student and Class Dean
• 5 Tardies: Phone call or email from Class Dean
• 8 Tardies: Meeting with student and parent; one week On Campus Restriction I. (See Page 26)

Cutting Classes
Cutting classes is rare at Marin Academy and is viewed as a serious infraction of school expectations.
• First cut: Phone call home from the Class Dean; zero grade in class(es) cut.
• Second cut: On Campus Restriction I and student and parent meeting with the Class Dean to discuss future consequences.
• Third cut: 1-day suspension.

Parking, Driving & Transportation

Only juniors and seniors are permitted to drive cars to campus. Freshmen and sophomores are prohibited from driving cars to Marin Academy. Parents and students should familiarize themselves with the parking restrictions and the transportation guidelines described in this section. Failure to comply with these rules will result in disciplinary action following a first offense. 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. A carpool is defined as the driver plus two or more passengers. Priority will be given to the largest carpools. 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.

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 carpool form. Forms are available at MyMA and must be submitted to the Dean of Students by July 1 for the first semester and by December 1 for the second semester. A carpool is defined as the driver plus two or more passengers. Priority for parking spaces will be given to the largest carpools.

All other parking spaces on campus and in the school owned parking lot on 5th Avenue across from the Cake Art store are open on a first come, first served basis. All student cars must be registered and display the current Marin Academy parking sticker.

The North Campus parking lot (located adjacent to the pool) is reserved for employee use and a limited number of assigned student spaces. This lot closes at 6:30 pm 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 rear bumper 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 disciplinary action. Marin Academy stickers can be picked up at the attendance desk or from the Dean of Students.
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 please be courteous and honor the property rights of businesses and residential neighbors. Please do not park, wait, or plan pick-ups or drop-offs on private property. These restrictions are a condition of the school’s use permit with the City of San Rafael. Students are prohibited from driving cars 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 Attendance Office. Unauthorized driving or riding in a car during the school day will result in disciplinary action.

Disciplinary Consequences for Parking and Driving Violations
The following disciplinary actions will be implemented if a student:

- parks on a residential street north of Mission Ave;
- parks a vehicle on campus or in approved off campus parking that has not been registered or does not have a current Marin Academy parking sticker on the rear bumper;
- parks in another student's assigned parking space;
- parks in an assigned carpool space without having a legitimate carpool;
- is a sophomore and drives to school;
- drives during the school day without parental permission;
- parks in a marked “Visitors” space or prohibited parking area.

First infraction: One week of On Campus Restriction level 1.

Second infraction: One week of On Campus Restriction level 2 and the student is not eligible for assigned parking for the following semester.

Third infraction: One day suspension

Campus Speed Limit
The campus speed limit is 10 m.p.h. Speed limit violations and other unsafe driving actions will result in disciplinary action.

Bus Transportation
Marin Academy contracts with a bus transportation vendor to transport students to and from the School from San Francisco, southern Marin, and the East Bay. Please contact the Dean of Students to obtain more information about bus routes, schedules, and costs.

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 of 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.

Cell Phones
Cell phones must be turned off while students are in class or at other required events (assemblies, advising, class meetings, etc.).
Dances
Pre-approval is needed for students to bring a non-MA student to a dance. (Only one guest will be allowed.) Students must submit a dance guest form (available from the Dean of Students) at least one day ahead of time. All attendees may be subject to search and/or a breathalyzer test.

Disruptive Noise
MA wants students to be themselves and enjoy breaks throughout the day. As part of an entire campus and neighborhood, however, it is essential that students are aware of their noise impact on others—in classes and the greater community—at all times. During class periods, students may not congregate in the hallways if their presence distracts or disturbs classes or library work, and the playing of music, videos, etc. should be done quietly or with headphones. If you are asked by an adult or peer to reduce the volume of a device or yourself, you should always comply. Students are not permitted to congregate in stairways because of safety concerns. Car stereos must be played at a level that is not audible outside the vehicle.

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 not to continue enrollment or not to re-enroll a student if the school reasonably concludes that the action of a parent (or guardian) make such a positive and constructive relationship impossible or otherwise seriously interferes with the school’s accomplishment of its educational purpose.

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.

Eating
At the discretion of teachers, food or beverages may not be allowed in classes or in certain areas on campus. As part of displaying their personal responsibility and care for the school, students are expected to pick up litter at the end of lunch periods and throughout the day. Open campus privileges may be curtailed for an individual or group of students if trash becomes a problem.

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

Guests
Friends of students are welcome to visit Marin Academy. A student planning to have a visitor must make arrangements in the Attendance Office and the visitor must sign in on the day of the visit. All guests must adhere to School rules and regulations while on campus or in attendance at School functions.

Open Campus
Marin Academy maintains an “open campus” based upon mutual trust and a sense of responsibility. In accordance with the various off-campus guidelines (below), students may leave campus when they do not have a required class or activity.

The open campus policy provides students with significant freedom during the school day. With this privilege come expectations of respect for community standards and appropriate behavior.
This includes:

- It is absolutely necessary that the Attendance Office know where students are during the school day. For this reason, students must let the Attendance Office know by signing out if they will be off campus farther than two blocks or for more than ten minutes. Students who leave school before the end of the school day must sign out.

- Students must use only the public sidewalks and streets when going off campus. They may not gather in groups or loiter on private property in the surrounding community or congregate on nearby residential streets. Students are asked to be aware of and sensitive to neighbors (e.g. no littering, rudeness, noise, etc.) and to recognize that they are representatives of the school.

Recreational Activities
All athletic activities (throwing Frisbees, playing catch, etc.) are to be undertaken on the athletic field. Tackle football is prohibited. All activities must be supervised by a school employee. The circle in front of Foster Hall is 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.

Student Use of Teaching Spaces after School Hours
Marin Academy recognizes the importance of providing student access to campus facilities to promote learning and skill development. The School is also compelled to provide facilities that are safe and adequately supervised. The following policies apply to student use of classrooms and indoor athletic spaces at Marin Academy:

- Weekdays during school hours: Students shall request or schedule use of indoor space with the appropriate faculty member or administrator in advance of using the space. The appropriate faculty member shall be present in the building or department complex while students are using the indoor space.
- Weekdays after school hours: Students shall request or schedule use of indoor space with the appropriate faculty member or administrator in advance of using the space. The appropriate faculty member shall be present in the building or department complex while students are using the indoor space. The appropriate faculty member is responsible for clearing and locking the space when students are finished or when the faculty member must leave the premises (building or department complex).
- Weekends: As above, however, the appropriate faculty member shall be present in an active supervisory role, in the building, and accountable for all student actions and activities.

Traffic Safety
When crossing Mission Avenue and 5th Avenue, students must cross only at the crosswalks.

Weapons
Weapons, or any facsimile of, 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.
FINANCIAL INFORMATION

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

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<th>Percentage</th>
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<tr>
<td>30%</td>
<td>May 1</td>
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<tr>
<td>40%</td>
<td>July 1</td>
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<tr>
<td>20%</td>
<td>December 1</td>
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Financial aid awards are prorated and posted to student accounts in accordance with the tuition-billing schedule.

**Non-Payment**
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**
A $100 late fee will be charged on all late tuition payments. A $20 fee will be charged for any check returned from the bank. Students planning a semester away from Marin Academy will be charged a holding fee of 5% of the full year tuition per semester to secure their space at the school.

**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 by some courses. Charges for incidental expenses are due and payable when invoiced. Beginning in July, textbooks and materials required for classes will be available for purchase through the School’s online bookstore at MBS-Direct (http://bookstore.mbsdirect.net/ma.htm). Marin Academy conducts a used-book buyback at the end of the spring semester. The school does not distribute generic school supplies such as pens, pencils, notebooks, binders, or lined paper.

**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.
Marin Academy offers need-based financial aid, which enables the school to assist qualified students who would not otherwise be able to attend. We invite students to apply to Marin Academy regardless of ability to pay.

Financial aid, 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. Financial aid is awarded as a percentage of tuition. Over four years, families receiving aid 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.

When financial aid is not awarded to entering students, families wishing to apply in subsequent years should be aware that, with limited funds available, priority is given to students who have been given awards prior to enrollment. 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 families have experienced unexpected, significant changes in their ability to pay.

The Financial Aid Office requires a Parents’ Financial Statement (PFS) and supporting documents from parents, step-parents and applicant (if applicable). This information must be submitted each year to demonstrate financial need. The Financial Aid Office utilizes the School and Student Service for Financial Aid (SSS) analysis only as a guideline when making awards. In the case of divorced or separated parents, the School requires that both parents complete and submit PFS 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 stepparent, bearing in mind the obligations of the stepparent to his or her own children.

Questions about individual circumstances or any aspect of the School’s Financial Aid Policy should be addressed to the Admissions & Financial Aid Office.

**Student Financial Aid for Co-Curricular Trips**

Marin Academy has limited financial resources for student financial aid. These resources are used entirely for student tuition assistance and mainstream curricular needs (books and other incidental costs). To help support need-based assistance for extra-curricular school-sponsored trips, Marin Academy has established an Extra-curricular Trip Reserve. The reserve is funded and replenished by a 10% fee paid by each participant on the trip. The 10% fee is assessed on the all-in costs for each MA-sponsored extra-curricular trip (airfare, lodging, insurance, chaperone expenses, etc.). The reserve is managed and administered by MA’s Director of Admissions and Financial Aid. Extra-curricular trip participants who normally qualify for need-based tuition assistance may, depending on the limited reserves available, receive up to 50% of their tuition percentage award for school-sponsored extra-curricular trips. For example, a student receiving 50% tuition scholarship would be eligible to receive up to 25% assistance for the costs of an MA-sponsored extra-curricular trip. Trip participants should consult with MA’s Director of Admissions and Financial Aid to determine funding availability. Aid cannot be awarded to students who do not apply and qualify for financial aid as part of their regular enrollment in the School.
INSTITUTIONAL ADVANCEMENT

The Institutional Advancement team oversees a full range of development initiatives and programming relating to annual giving, alumni relations, external relations, print and electronic communications, special events, capital, and endowment programs. The team works in partnership with trustees, parents, alumni, faculty, staff, and friends of the School toward the fulfillment of Marin Academy’s philanthropic and community relations objectives. The Advancement team is comprised of 10 full and part-time staff. Overall questions about advancement, fundraising, and external relations may be directed to the Director of Institutional Advancement.

Fundraising Programs

The Annual Fund bridges the gap between tuition and the actual cost of educating each student. That difference is approximately $7,000 per student per year. All members of the MA community are asked to support the Annual Fund. In past years, gifts have ranged from $10 to $50,000; each gift is deeply appreciated. The success of the Annual Fund is thanks in part to many parent and alumni volunteers.

Campaigns for endowment and major capital improvements are conducted on a cyclical basis. Previous campaign donors have built the James F. Thacher Hall of Science and the Athletic Center, transformed Founders Hall into a classroom and technology hub; restored Foster Hall, and made possible the completion of the Campaign for the Arts, which culminated in the opening of the Performing Arts Center in April 2001 and the Visual Arts Center in January 2003. The new library was opened in June 2006, and the Administration Building was completely remodeled and reopened as the Bodie Brizendine Leadership Center in 2007. These projects were all made possible by the generosity of MA families, alumni, and friends of the School. The most recent and highly successful capital campaign will culminate with the opening of the new Science and Innovation Center and Fitness Center in the Fall of 2017. Hundreds of members of the extended MA community supported this project and generations of students will benefit from their generosity.

“MA Celebrates” is designed and implemented in partnership with MAPA and the proceeds support financial aid and faculty professional development. Members of the Marin Academy community can also support the future of the School through Planned Giving. More information is available on the Marin Academy website, www.ma.org

Foundation and Endowment Support

The Advancement team is responsible for research, grant writing, and community relations, which also include private and foundation funding for financial aid and faculty professional development, capital projects, technology, and other projects as needed. Annual events that are funded through endowments include the E. E. Ford Fellowships, the McEvoy Sabbatical program, the James F. Thacher Lecture Series, and the Bodie Brizendine Visiting Scholar Program.

Alumni Relations

The alumni relations program is designed to develop, maintain, and promote initiatives to engage alumni in the life of the School. Alumni events, reunions, and communications are coordinated through the Office of Alumni Relations, where questions about the alumni program may be directed.
COMMUNICATIONS AT MARIN ACADEMY

The Communications Office produces and manages several vehicles of communication for both the immediate Marin Academy community and the community at large, in an effort to educate constituents about the life of the School and to share the School’s accomplishments and special events with the greater public. MA Communications works to engage with prospective, current and alumni audiences.

Website and MyMA (www.myma.org)

MyMA is a secure, password-protected environment that allows parents and students to view schedules, course pages, grades/comments, teams, and club information; use the online directory; update family contact and emergency information; manage volunteer involvement; and access and modify your student health records. Each parent or guardian will have his or her own username and password connected to an individual email address. Students will also receive their own usernames and passwords connected to their ma.org email addresses.

Directories

The School’s directories, which contain contact information for students, parents, faculty, and staff, are available on MyMA, Marin Academy’s password-protected site. 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 Office of Institutional Advancement.

This Week at Marin Academy (TW@MA)

In an effort to reduce the number of emails that parents receive, MA sends parents and employees a weekly e-newsletter on Tuesday mornings with articles, events, and other information about the week ahead. Parents are strongly encouraged to keep their email address up-to-date and review this email message each week. Parents may occasionally receive additional emails from the Head of School, Class Deans, Athletic Directors, or others, as appropriate.

Nexus Magazine / Annual Report and Nexus Now

Nexus Magazine is produced annually and is sent to every member of the MA community: current families, alumni, alumni parents, faculty and staff, and other educational institutions, foundations, and friends of the School. Nexus Now is a digital complement to the printed magazine that is produced twice during the year, in the winter and spring, and is available to the entire MA community.

The Day Planner

The Day Planner shows special events as well as the block schedule for each school day. They are distributed to students at the beginning of school and are available for parents to purchase.
Daily Bulletin
A bulletin with daily announcements is published each morning on MyMA. Announcements must be given to the Attendance Office by 2:00 pm of the previous school day to appear in the bulletin.

Public 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, alumni parents, foundations, 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 Communications, 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 facilitating student interviews.
MISCELLANEOUS INFORMATION

Address Changes
If a student and/or parent address changes, you may change that information in your MyMA account. If you have questions or are unable to access your account, please notify the Registrar at ext. 225.

Books and Supplies
See page 43 regarding Student Incidental Account and Online Book Sales.

Computer and Cell Phone Use
See pages 38 for Expectations Regarding Computer Use.

Library / Resource Center
Library hours are from 7:45 am to 5:00 pm, though it sometimes closes early due to meetings. The library has an extensive collection of books, periodicals, and online resources as well as an iLab for group and individual brainstorming and prototyping that support the MA curriculum.

Lost and Found
Valuables that are found, such as jewelry, money, sunglasses, etc. should be turned in to the Attendance Office, and notices of found valuables will appear in the Bulletin. All other items will be brought to the Lost and Found located on the first floor of Foster Hall.

Lunch
Students may purchase lunch in the MA Café, bring their own lunch, or walk off campus to buy lunch in local restaurants. Snacks, drinks, and desserts are available in the MA Café until mid-afternoon each day.

Medical Supplies
First Aid materials may be found in the Attendance Office. However, the School cannot distribute any medication, except aspirin-free pain reliever as directed by parents in a signed consent form.

Messages
There are student mailboxes in the Bodie Brizendine Leadership Center where office staff can put messages for students. Parents may call the Attendance Office to leave a message. Because of the limited size of the office staff, however, parents are asked to leave important messages only. Students are contacted personally only in case of an emergency.

Pool
The School’s Athletic Office oversees scheduling and use of the Marin Academy swimming pool. Pool 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 that the pool is in use. The pool is not available for general student use during the school day.

Transportation
The Dean of Students coordinates transportation for Marin Academy students. Please contact her to discuss transportation options, parking, and carpooling.
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 on the Emergency Card.

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 Office of Education (MCOE) website:
- KGO 810 AM
- KCBS 740 AM
- KPIX 1550 AM or 95.7 FM
- MCOE http://mcoeweb.marin.k12.ca.us/emerprep/ (click on Alert notices)

Asbestos Hazard Emergency Response Act
The Asbestos Hazard Emergency Response Act (AHERA) requires the School to notify employees, building occupants, or their legal guardians regarding AHERA-related activities. The original Inspection Report and Management Plan is available for review at Marin Academy. As required by AHERA, re-inspections have been conducted at regular intervals; the most recent was completed in 2010.
The Marin Academy Parents’ Association (MAPA) is responsible for encouraging, organizing, and directing volunteer activities that enhance school life for students, faculty, staff, parents, and the larger community. Through the direction of MAPA officers and committee chairs, a large variety of activities, functions, and educational programs are offered in our community. The activities sponsored by MAPA are intended to share the vision of Marin Academy in concert with the policies of the Board of Trustees of Marin Academy.

MAPA hosts functions for parents as well as for students, including potluck dinners for parents of each class. MAPA also hosts Parent Education evenings featuring MA faculty and staff and recognized experts in the larger learning community.

Thousands of hours of time and talent are committed to Marin Academy every year by MA parents, and due to the diversity of activities and functions, opportunities are open for every parent to become involved. Volunteering is a great way for parents to support their students by staying informed about what is going on at MA and by making connections with other parents.

The organizational chart of MAPA and the listing of officers and committee chairs is published on MyMA. Any representative of MAPA can answer questions and help any parent get involved.

EScrip: By registering your debit or credit cards, a percentage of your everyday purchases is automatically sent to the School. EScrip is easy to use and benefits MA every time you shop.

Spirit Wear: Purchasing MA Spirit Wear products is another great way to support the School.

Green Committee: MAPA is committed to minimizing our impact on the environment. Reusable or biodegradable tablewear products are used at all MAPA-sponsored events.

Website: Via the parent section of the website (www.ma.org/parents), you can:
- sign up to volunteer
- learn about the Parent Education series and other events for parents
- register your credit cards for eScrip
- view and order Spirit Wear products
- view a calendar of upcoming MAPA events
- download forms useful to committee chairs (via MyMA)
- view a Parent FAQ page that lists important contacts and answers to some frequently asked questions.