

Student/Parent Handbook



Sir Francis Drake High School

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Sir Francis Drake High School
Student/Parent Handbook

Tamalpais Union High School District

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Sir Francis Drake High School Administration

Don Drake, Principal

John Carroll, Assistant Principal

Paula Dallas, Assistant Principal

Important Drake Numbers

Assistant Principal: John Carroll	458-3412
Assistant Principal: Paula Dallas	458-3413
Assistant Principals' Secretary: Sarah Patent	458-3414
Athletic Director: Chad Stuart	458-3445
Attendance Office: Millie Heim	458-3418
Bus Tickets: Shannon Johnson	458-3417
Change of Address: Terrie Crotti	458-3423
College & Career Center: Barbara McCune	458-3481
Community Education: Barbara Rousseau	458-3420
Counseling Center Secretary: Jolie Jacobs	458-3434
Counselor: Lea Bonucchi	458-3437
Counselor: Lynne Kennedy	458-3407
Counselor: Brian Lynch	458-3435
Counselor: Sheila Souder	458-3436
Health Technician: Nan Drummer	458-3422
Library: Sheila Bennett-Newton	458-3440
Lost & Found: Sandy Howard	453-8770
Principal: Don Drake	458-3410
Principal's Assistant: Jeannie Shaw	458-3410
Student Activities Director: Kendall Galli	458-3405
Student Bills: Vickie Loustalot (Service Center)	458-3441
Transcripts: Renee Glenn	458-3427
Work Permits: Barbara McCune	458-3481

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Vision Statement

At Sir Francis Drake High School we strive to personalize learning, provide academic and emotional support, and design engaging and challenging instruction to prepare our students for higher education, the workplace and civic participation. As a community of learners, we foster knowledgeable, creative, self-directed, ethical students who think critically and express themselves effectively.

Instructional Identity

Our ultimate goal is student success—personal and academic.

What are the ingredients of a good learning experience?

- Clear objectives
- Engaging activities (challenging, attainable, relevant)
- Accountability (student and teacher)
- A chance to be acknowledged, encouraged, supported
- Closure and reflection

What do we teach?

- Content: State and district curriculum, UC requirements
- Skills: Basic skills, thinking skills, intelligent behaviors

Existing Delivery Options

- Conventional classroom
- Communications Academy (ComAcad)
- Survey of Engineering Academy
- Studies of the Environment Academy (SEA-DISC)
- Revolution of Core Knowledge (ROCK) (ninth/tenth grade blend)
- Mobius (ninth/tenth grade blend)
- Galileo (ninth/tenth grade blend)
- Ninth grade clusters

As the primary goal of its instructional program, the staff at Drake is committed to the academic and personal development of each student and will provide instruction which is challenging, engaging and relevant. All instructional program options, while providing choices for our students and staff, subscribe to these common goals and aspire to the highest standards of academic achievement, skills mastery and application to life beyond high school.

Drake's instructional identity will continue to evolve based on the creativity and expertise of its staff, the interests and needs of its students, and the challenges of a rapidly changing world.

Introduction - History

Sir Francis Drake High School opened in 1951 as the second high school in the Tamalpais Union High School District. The 21 acre campus, verdant with trees, shrubs, and a creek, was once known as Cordone Gardens, a prosperous San Anselmo farm.

The Drake attendance area originally included Corte Madera, Larkspur, Kentfield, Greenbrae, Ross, San Anselmo, Fairfax, Woodacre, Lagunitas, the San Geronimo Valley, and Nicasio. In 1958 Redwood High School opened to accommodate students from Corte Madera, Larkspur, Kentfield, Ross and Greenbrae.

When Drake opened in the fall of 1951, the gymnasium was only a shell swarming with workers. Physical education classes met in the shop buildings, and the shop classes were busy trying to assemble equipment which had not been installed. Already standing on the grounds was the old music building, presently Devonshire Hall, which had been an elementary school. Its rooms were used as district offices and classrooms the first several years Drake was open.

Except for the paved walkways, there was no landscaping when Drake opened its doors. Lawns were planted and the Drake Parent Club continues to provide funds to purchase the trees and landscaping materials which enhance the campus today.

In 1956 an auditorium and drama building were constructed (today's Performing Arts Building), and applied arts classrooms and a new physiology lab were added to third and fourth corridors. Six additional classrooms were added at the end of fourth corridor in 1963. The athletic Field House was built next to the Canteen the same year. In 1966 the gym foyer was completed and a wing of conference rooms was added along with and adjoining the enlarged library. Portable classrooms, across the bridge, were added, as well as the Covered Eating Area and Student Center buildings and the expansion of the Canteen facilities. In 1984 the football field was named in memory of George Corson, who was a teacher, coach and athletic director at Drake for many years. In 1999 the Drake gym was named in memory of Carl "Red" Brown, who taught and coached at Drake and continued to be one of its strongest boosters after his retirement. In 2001 a modernization bond was passed by the local voters, and work began in the fall of 2002 to upgrade the school facility. In 2005 a second modernization bond was passed to allow for six new classrooms and upgrades to athletic facilities.

In Drake's first year Chester Carlisle was principal. When Mr. Carlisle was appointed district superintendent in 1952, Harold Allison became principal and served until 1971. Other former Drake principals include Thomas Lorch (1971-1973), John J. Hayes (1973-1977), Dildar Treadway/Gill (1977-1981), Norman Cady (1981-1989), Barbara Granicher (1989-1992), Bill Purcell (1992-1999) and Carol Eber (1999-2004). Don Drake is the current principal of Drake High School (2004-). Opening enrollment in 1951 was 917 and peaked at 1,739 in 1968. Presently Drake has an enrollment of about 1,060 students.

Sir Francis Drake enjoys an excellent academic reputation. In 1990 Drake was designated by RJR Nabisco Foundation as a Next Century School, one of 30 in the nation, for entrepreneurship in education. Drake continues to be in the forefront of innovative and effective high school instruction and in 1996-97 was one of eight schools in California to receive a Specialized Secondary Program grant from the California Department of Education for innovative programs. Drake offers site institutes each year which are attended by educators from around the country. In 1997 Drake became a leadership school in the Bay Area School Reform Collaborative. In 1999 Drake was designated a California Distinguished School and was recognized by the U.S. Department of Education as a New American High School. In 2000 Drake received a Smaller Learning Communities Grant to implement ninth grade clusters. Another Specialized Secondary Program grant was awarded to Drake in 2002 to develop curriculum for its new International Studies Academy. In 2003 Drake was recognized as the nation's first *Bay Area Green Business School* for its environmental enhancements to the school's campus. In 2005, Drake was recognized a second time as a California Distinguished School.

Drake also has a strong reputation in athletics. In 1982 history was made when both the girls' and boys' basketball teams captured the State Championship Division II titles.

This is a part of Drake's past history. You are its present and future history. Get involved and become part of the Drake legend.

Don Drake, Principal

DAILY SCHEDULE

Drake offers a seven period day on Mondays and a block schedule on Tuesday through Friday.

- All students must be scheduled in at least six classes.
- Activity/Tutorial is to be used for studying, getting help from teachers, or making up work. Students can see any teacher during this time by getting a tutorial pass. Occasionally rallies and assemblies are held during this time.
- Athletic practices begin after the last period of the day has ended. Coaches may not begin practice prior to the end of the school day.
- Students who do not have a class the last period of the day should not remain on campus unless it is necessary for an after-school activity. Students are not allowed to have a free period within the school day.
- Those students remaining on campus for an after-school activity may wait on the lawn in front of the school. They may not loiter in the hallways while classes are in session.

SCHEDULE A2 (Monday)

1st Period	8:00 to 8:48
2nd Period	8:53 to 9:41
Break	9:41 to 9:56
3rd Period	10:01 to 10:49
Advisory	10:54 to 11:08*
4th Period	11:13 to 12:01
Lunch	12:01 to 12:41
5th Period	12:46 to 1:34
6th Period	1:39 to 2:27
7th Period	2:32 to 3:20

SCHEDULE B2 (Tuesday/Thursday)

1st Period	8:00 to 9:30
Break	9:30 to 9:40
2nd Period	9:45 to 11:20*
Lunch	11:20 to 12:00
5th Period	12:05 to 1:35
Break	1:35 to 1:45
7th Period	1:50 to 3:20

SCHEDULE C2 (Wed./Friday)

3rd Period	8:00 to 9:30
Break	9:30 to 9:45
Advisory	9:50 to 10:00*
Act/Tut	10:00 to 10:50
4th Period	10:55 to 12:25
Lunch	12:25 to 1:05
6th Period	1:10 to 2:40

SCHEDULE D

(Minimum Day on a Wed. or Friday)

3rd Period	8:00 to 9:25*
Break	9:25 to 9:40
4th Period	9:45 to 11:05
Break	11:05 to 11:20
6th Period	11:25 to 12:45

*Includes five minutes for reading the daily bulletin.

ATTENDANCE

Students are required to attend classes in accordance with compulsory full-time education laws (Education Code 48200). Categories for attendance accountability include the following:

A. Excused (Absences must be excused within 24 hours. Call 458-3418)

An excused absence is defined under Board Policy 5113. The teacher is to allow a student to make up the work missed during absences, to the degree it is possible for such work to be completed. An excused absence shall be granted for the following reasons:

1. Personal illness
2. Quarantine under city or county direction
3. Medical, dental, optometry, or chiropractic services. Students are strongly urged to make appointments during non-school hours. The student has the right to leave campus without parental consent for confidential medical services (EC 46010.1).
4. Attending funeral services of an **immediate** family member (limited to one day if funeral is in California, three days if the service is conducted outside California.).
5. Exclusion for not having been properly immunized; such absence excused for not more than five school days.
6. Jury duty.
7. Participation in religious instruction or exercises in accordance with district policy.
8. Serving as a member of a precinct board for an election. (Election Code Section 12302)

The school may request medical verification when the student has ten or more medically excused absences per year. The school is required to document verification of the reason for an absence. In addition to a note or call, a school employee may visit the student's home or use any other reasonable method to establish the fact that the student was actually absent for the reason stated (Administrative Regulation 5113).

B. Warranted

According to BP/AR 5113, a warranted absence must be requested **in writing at least two days prior to the absence, must be approved by a site administrator, and, unless otherwise designated below, signed by the teachers of the classes missed.** Any absence that isn't requested in advance and in writing will be considered unexcused and will count toward loss of credit in classes. Prior approval may be waived by the principal or designee only under exceptional, unanticipated circumstances. The administrator will consider student attendance patterns, current academic performance and previous requests when approving a request for a warranted absence.

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

A warranted absence may be requested for justifiable personal reasons, including but not limited to the following:

1. Appearance in court.
2. Attendance at a funeral service for an aunt, uncle or cousin, or a person other than a member of the student's immediate family.
3. Observation of a holiday or ceremony of his/her religion (requires signature of principal or designee only, not signatures of student's teachers). Absence for personal, individual religious celebrations or ceremonies (e.g., Bar/Bat Mitzvah, Confirmation, etc.) shall be limited to one day and may be warranted only for members of the immediate family.
4. Attendance at religious retreats for no more than four hours during a semester.
5. Employment conference or interview.
6. College visits (limit of three days per year).
7. Bereavement beyond excused absence days.
8. Tending to an illness or a medical appointment of a student's custodial child during school hours.
9. Outdoor Education, or other educational programs sponsored by the school, district or county.
10. Partial day absences caused by circumstances beyond the student's control (bus breakdowns, highway flooding, etc.). These absences require approval by the principal or designee within one school day of the student's return to school.
11. Other justifiable personal reasons authorized by the school.

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

C. Unexcused

According to AR 5113, students may not make up work missed during an unexcused absence. Unexcused absences will lead to loss of credit under school credit loss policies (see Section E below). Unexcused absences include, but are not limited to, the following:

1. Oversleeping, car trouble, missing a ride, etc.
2. Cutting class or school.
3. Any absence which is not cleared within one day after the student returns to school.
4. **Extended weekends or family vacations.**
5. Detainment in juvenile hall.
6. Suspensions are unexcused absences and count toward the loss of credit.

D. Suspensions

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

E. Loss of Credit for Excessive Unexcused Absences

The staff and parent community of Drake High School are sending out a clear message about attendance expectations. The underlying philosophy behind the attendance policy is that maximum learning and achievement can occur only when students establish regular attendance and participation in their classes. The Drake High School attendance policy, authorized by the Board in September of 1993, attaches credits to time/participation in class. A student in any class may lose one semester unit for five unexcused absences in that class. Loss of credit in courses required for graduation necessitates retaking the course or enrolling in the Summer School One Credit Redemption Program. Beyond the loss of one credit due to excessive absences, students run the risk of failing and, therefore, receiving no credit. (See Section G below.) Second semester seniors need to be particularly mindful of this.

A student losing credit due to excessive unexcused absences may not be eligible for a parking permit the following semester.

If a student is in danger of losing credit, written notice to the parent/guardian shall be sent, which will provide an opportunity for a conference, during which the student or parent shall have an opportunity to explain the absences.

All credits lost due to poor attendance must be made up prior to the fall semester of the senior year. If a student loses a credit and is unable to make up lost credit during the senior year, the student will not graduate in June. A senior behind in credits for graduation will be able to make up the lost credit during the following Summer School.

F. Appeals

A student or parent/guardian may appeal loss of credit by written letter to an assistant principal. Within 30 days of the written appeal, the assistant principal shall convene a committee comprised of at least two district administrators or members of the local School Attendance Review Board in order to determine a judgment on the appeal. The committee shall sustain or deny the appeal, and its decision shall be final.

G. Grade Reduction for Unexcused Absences

According to BP/AR 5113, a teacher may lower a student's grade, or assign a failing grade, if there are four or more unexcused absences. The student's record will indicate that the failing grade was assigned due to excessive absences (Ed. Code 49067). If the student is in danger of failing for excessive unexcused absences, the teacher shall send written notice to the parent/guardian, which will provide an opportunity for a conference with the parent or student, during which the student or parent shall have an opportunity to explain the absences. Schools shall treat block or extended class periods as one period for grade reduction purposes. Warranted absences will not be cause for grade reduction or failures under this policy section.

A grade may be reduced to an F on the basis of *unexcused absences only* (tardies are not included), and only if the student has accumulated four or more unexcused absences. Otherwise, a grade may be reduced to no lower than a D-.

		UNEXCUSED ABSENCES					
		0	1	2	3	4	5
	0	0	0	-1/3	-2/3	-1	-1*
T	1	0	0	-1/3	-2/3	-1	-1*
A	2	0	0	-1/3	-2/3	-1	-1*
R	3	0	-1/3	-2/3	-2/3	-1	-1*
D	4	0	-1/3	-2/3	-2/3	-1	-1*
I	5	0	-1/3	-2/3	-2/3	-1	-1*
E	6	-1/3	-2/3	-2/3	-2/3	-1	-1*
S	7	-1/3	-2/3	-2/3	-2/3	-1	-1*
	8	-1/3	-2/3	-2/3	-2/3	-1	-1*
	9	-2/3	-2/3	-2/3	-2/3	-1	-1*

An unexcused absence is any absence from a class which has not been cleared by the Attendance Office within 24 hours.

Example of grade reduction: A 1/3 grade reduction would reduce a B+ to a B.

* = Loss of one credit.

H. Attendance Procedures

Students who have been absent must have their absence(s) cleared on or before the day of return. Students must also obtain a "Return to Class" pass from the Attendance Office and present it to the teacher when returning to class.

Absences not cleared on the day of return will be recorded as unexcused (Board Policy 5113). Parents are therefore urged to call the attendance office (458-3418) **every day of the student's absence**. This procedure will guarantee that absences are accurately cleared and will enable teachers to issue make-up work and support students who are legitimately absent.

If a student becomes ill or injured while at school, he/she is to report to the school health technician or the attendance secretary, who will immediately notify his/her parent or guardian and make arrangements for a **Permit to Leave School**, if necessary. **Any student who leaves school without clearing through the Attendance Office or health technician will be considered unexcused.**

In the event parents are out of the area and cannot be reached for medical or emergency reasons, they must contact the Attendance Office, providing the duration of the absence and the name, address and telephone number of the person(s) responsible for the care of their student(s) while they are away.

Students are expected to make routine medical appointments after school hours; in the event this is not possible, parents or guardians must phone or send a note to the Attendance Office before students may leave the school grounds. If a student leaves campus without checking out with the Attendance Clerk, the absence is considered a cut and cannot be excused.

A student is considered tardy when he/she is not in the classroom ready to work when the second bell has rung. A student is considered "unexcused" if he/she arrives in class excessively late (10 minutes or more).

Students who are 18 or older may provide their own excuses for absences (EC 46012). The school reserves the right to notify parents when excessive absences are excused by an adult student.

I. Homework Requests

Homework may be requested from the receptionist once a student has been ill for two full days. Teachers may be contacted by phone or e-mail.

J. Attendance Errors

Correction slips may be obtained from the Attendance Office and submitted to teachers for signature. This form must be returned to the Attendance Office within two school weeks in order to receive the requested correction.

K. Student Attendance Review Board

According to EC 48260, a student is considered truant "who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof." The formal procedure for dealing with truant students includes issuing letters of notification to parents of truant students, meeting with the Student Attendance Review Board as a means of intervention, and referring students to alternative classrooms or schools, as necessary. (AR 5113.1)

L. Open Campus at Lunch Time

The Board of Trustees establishes an open campus at all district high schools only during the lunch period (BP 5112.5). While off campus, students are expected to practice responsible behavior and to return to their next period classes on time. At times other than lunch, students shall not leave the school grounds without permission of school authorities. The principal is authorized to close the campus under the conditions of emergency or to ensure student health and safety.

M. Tardy/Unexcused Absence Policy

Attendance is an important factor in students' success at school. Because attendance affects grades, the Drake staff desires a consistent policy for relating attendance and grades. Effective January 28, 1997, school policy shall be that teachers will lower grades for tardies and unexcused absences as follows:

A student is tardy when not ready to immediately work or follow instructions when the bell begins to ring. For the first period of the day, a tardy becomes an unexcused absence 10 minutes after the bell rings. For all other periods, five minutes after the bell rings a tardy becomes an unexcused absence.

Tardies and unexcused absences *both count* toward lowered grades. (Refer to chart in Section G above.) For example, a student with six tardies *and* two unexcused absences in a class would have his/her grade in that class lowered by *two-thirds* (one-third for the tardies and one-third for the unexcused absences).

Tardies do NOT count toward *loss of credit* and may NOT result in a failing grade. Students whose tardies become an unexcused absence but who are present in class will receive credit for work completed during the period. No make-up work will be accepted from students who are unexcused and not present in class.

Every effort will be made to inform students of their ongoing attendance record. At any time a student or parent/guardian may check a student's attendance record in the attendance office. Also, the attendance office will maintain a procedure for correcting errors in attendance recording.

N. Student Residency/Inter-district Transfer Policy

Under the California Education Code, students are required to attend school in the district where their parent or guardian resides, unless they obtain an inter-district attendance transfer. Students who reside outside the boundaries of the Tam District may attend district schools only if they have an Inter-district Transfer Request approved by both the student's district of residence and the Tam District. Inter-district Transfer Requests must be approved annually for each student. The application process begins at the student's district of residence.

The Tamalpais Union High School District will approve an Inter-district Transfer Request into the District only if the transfer request meets the criteria set forth in BP/AR 5117-Interdistrict Attendance.

Student residency is carefully monitored by school and district staff. **When the District determines that a student residing outside the District boundaries is attending one of our schools without the legally required approved Inter-district Transfer, parents and student are notified and the student is dropped from the rolls within ten days.** Students are not permitted to remain in the District through the end of the semester, as they have no legal right to do so.

Students who become homeless or are placed in a foster home should meet with the school's Homeless Liaison to discuss residency provisions that are available to the student.

O. Student Employment

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

GRADING

A. Grading Symbols

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

1. Under BP 5121, symbols used and the meaning of such symbols are as follows:

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

2. No Mark

- The NM mark is to be used for a student who for reasons beyond his/her control could not fulfill the requirements of a course.
- The NM mark may be used by Foreign Language and Introduction to Computer teachers for students who were unable to complete the course outcomes at the required level.
- The NM symbol is to be used to designate audit when a student has completed audit provisions as approved.
- Students and parents should refer to Marin County Athletic League/North Coast Section guidelines with reference to NM grades. (Please see Section D, Page 10.)

3. Incomplete

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

4. Credit / No-Credit

There are two ways to implement the credit/no credit basis for grading:

- The instructional departments will determine the courses in their programs to be offered on a credit/no-credit basis.
- This option is specified in a student's IEP or 504 plan. A student must have written parental consent in order to take a course on a credit/no-credit basis.

A student may take no more than two courses on a credit/no-credit basis in any one semester. Exception to this limit may be specified in a student's IEP or 504 plan.

Courses taken for credit/no credit are not computed in a student's grade point average but are entered on his/her transcript.

For purposes of athletic eligibility, a credit registers as a grade of "CR" -- a no credit as a grade of "F".

5. Withdrawal

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

B. Grading Policy and Procedures

If a student fails a course and in a subsequent semester **repeats the same course**, the student earns both the credit and the grade achieved during that subsequent semester. If the student repeats the course in order to earn a higher grade, the student cannot be given double credit for that course. The student's grade point average will reflect all courses attempted and all grades received. Since the student's transcript is a legal document reflecting all student work, all courses and grades should be recorded, including repeated courses. However, **for repeated courses only** five credits (not 10) are counted toward the total credits earned. (BP 5121 f)

Partial credit will be given if a student has excessive unexcused absences.

Whenever it becomes evident that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

At Drake report cards are issued three times per semester. They are designed to communicate with parents regarding student progress.

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

When school property has been damaged or not returned, the parent will be informed that reparation is due. The school may withhold grades, diploma or transcripts until reparation is made, in accordance with Administrative Regulation 5125.2(a).

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

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

Honor Points will only be awarded to those courses approved by the University of California for extra grade weighting. Honors and advanced placement courses that will receive the extra weighted grade are those designated as such on the annual UC/CSU "a-g" list. (EC 51220.3)

Classes taken outside Drake High School: Credit toward graduation may be awarded for completion of a college, community, or university course, but prior approval to take such a course is mandatory. An appropriate program must be approved by the counselor and recorded on the student's current schedule of classes. For credit, the student must submit a transcript of the completed work to the Records Clerk at Drake High School. Arrangement for transfer of this credit is the responsibility of the student. Students may receive high school credit only for courses not offered at Drake High School.

Cal State campuses: All grades except P.E. or P (Pass) grades from 10 through 12 are used. Grades in up to four AP courses taken in the last two years of high school are given extra weight: A = 5 points, B = 4 points, C = 3 points.

UC campuses: Grades in classes used to make up the a-g pattern required for admission from grades 10 through 12 are used. Grades in AP courses and Honors courses approved by the university are given extra weight: A = 5 points, B = 4 points, C = 3 points

Selection of valedictorian(s) and salutatorian(s):

- The valedictorian will be the student with the highest grade point average. Any transfer student will have their transcript evaluated and honors/AP credit will be equalized so that credit will be granted only for courses which are offered to students at Drake. If the top grade point averages are within five one-hundredths of a point of each other, these students are declared co-valedictorians.
- The salutatorian will be the student with the second highest grade point average.
- The grade point average will be based on all grades, including weighted grades.
For clarification, if a community college course is on the transcript, it is not a weighted course, but it shall be calculated into the grade point average. If and when the Tamalpais District changes its policy regarding weighted grades, the Drake Leadership Council will have to revisit the issue of weighted and unweighted grades.
- Additionally, special recognition will be given at graduation to all students who have earned a 3.8 or higher grade point average. This grade point average is also based on all grades, including weighted grades.

C. Program Changes (BP 5121 d)

- In order to allow class enrollments to be verified and necessary administrative changes to be made, no student-initiated changes will be made during the first two days of any semester.
- Student-initiated changes may be made only under unusual circumstances. All changes must be completed at the end of the fifth day of the new semester. **Teacher or time preference is not considered an unusual circumstance.**
- Teacher-initiated course or section changes which transfer a student within a department and from one ability level to another may be made at any time, providing the change involves no other disruption of the student's schedule.
- Within five days of the student's receipt of the first report card of each semester, a teacher, after consultation with the student, parent/guardian and counselor, may recommend "Audit". The student is still enrolled in the class and subject to all requirements of the course but without a letter grade. **If the Audit provisions are not fulfilled, the Audit reverts to D or F.**
- To make a program change after the second day of a new semester, approval signatures must be obtained from the student's parent/guardian and counselor. Acknowledgment signatures must be obtained from the teachers of both the original and requested classes. No course may be added after the 15th day of a semester.
- A withdrawal may be given under unusual circumstances. Administrative permission is required for a student to drop a class without penalty after the first week following the first grade report.

Other School Policies

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

D. Athletic/Activity Participation Eligibility Requirements

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

- Classes taken during summer school can be used to make a 9th grader eligible for athletic participation. However, if the student qualifies under his/her 8th grade GPA and attends summer school and performs poorly, s/he does not forfeit his/her eligibility. Summer school participation can only help.

E. Differential Standards for Special Education and Section 504 Eligible Students

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

Accommodations

Although accommodations are a component of good teaching practice, students may choose to take regular courses for regular credit with, if appropriate, reasonable accommodations that do not change course expectations and/or content. Examples of accommodations may include extended time, preferred seating, note taking or shortened homework assignments, among others. Students receiving accommodations will be graded based on established criteria.

Modifications

Students with significant special needs also have the opportunity to take courses in a modified form, if recommended by the education team and with parent notification and consent. Modifications that alter the course expectations and/or content (e.g., requiring the student to learn only a portion of the curriculum content or establishing altered performance standards based on a student's ability) shall be specified in the student's IEP or 504 plan. To the extent possible, a determination to modify a course to reflect a student's needs will be determined prior to the beginning of the course or as early in the semester as possible.

Course Expectations, Content, Grades

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

GRADUATION REQUIREMENTS

The California Education Code and the Rules & Regulations of the State Board of Education require instructions in certain specific fields in all California public schools. In addition, according to Board Policy 6146.1(a), students shall receive diplomas of graduation from high school only after completing the required course of study and meeting the standards of proficiency established by the district. To qualify for graduation and to participate in the ceremonies, a student must successfully meet these requirements. Computer Literacy is also a required competency for graduation, passed either by course or exam.

A. Outcomes Required for Graduation

The Tamalpais Union High School District, in collaboration with its K-8 elementary districts, has implemented new performance standards for reading, writing and mathematics that now are requirements for graduation. Several assessments are used. Students are required to meet the following outcome proficiency standards in order to graduate.

Outcome #1: Communicate articulately, effectively and persuasively when speaking and writing.

- Complete the Core Literacy Portfolio with a score of 4 or better on the 6-point rubric.
- Complete the Direct Writing Assessment with a score of 4 or better on the 6-point rubric OR complete the Senior Writing Assessment with a score of 4 or better on the 6-point rubric OR complete the Golden State Examination in Writing with a score of 4 or better on the 6-point rubric.
- Earn a score of "exempt" on the EAP English test.

Outcome #2: Read/view and analyze material in a variety of disciplines.

- Complete the Core Literacy Portfolio with a score of 4 or better on the 6-point rubric.
- Earn
 - a scale score of 709 or better on any grade level (9-11) of the STAR standardized Total Reading subtest OR
 - a score of 687 or better on any grade level (9-11) of the CAT-6 Total Reading subtest OR
 - a score of 350 on any grade level 9-11 on CST English/Language Arts test OR
 - a score of 4 or better on the Senior Reading Assessment OR
 - a score of 3 or better on the Golden State Exam Reading Exam OR
 - a passing score on the MET-8 open-ended reading assessment.
 - a score of "exempt" on the EAP English test.

Outcome #3: Technology: Use technology to access information, analyze, solve problems and communicate ideas.

- Pass all components of the Computer Proficiency Examination.
- Pass the introduction to Computers Course.

Outcome #5: Apply mathematical knowledge and skills to analyze and solve problems.

- Earn a scale score of 698 or better on any grade level (9-11) of the STAR standardized Total Mathematics subtest OR
- Earn a score of 707 or better on any grade level (9-11) of the CAT-6 Mathematics subtest OR
- Earn a score of 4 or better on the Golden State Examination in High School Mathematics OR
- Pass the California High School Exit Exam OR
- Pass the MET-8 Mathematics test.
- Earn a score of “exempt” or “conditionally exempt” on the EAP mathematics test.
- Earn a scale score of 350 on any CST mathematics test (excluding General Mathematics).

B. Subjects Required for Graduation

Competency Tests—minimum academic competency standards—required by state law and adopted by the Board of Trustees, must be met by students for graduation from high school. Standards have been adopted in the areas of reading, mathematics and written language skills. All students must pass all competency tests for graduation from this district.

Required Subjects	Credits	Course Provisions
English	40 credits	To include English 1 and 2, English 3 and 4. <i>Juniors and seniors select from a variety of English classes each semester.</i>
Social Studies	40 credits	To include World Cultures & Geography, Social Issues, World History 1 & 2, United States History 1 & 2, American Government, and Economics.
Mathematics	30 credits	Must include one year of Algebra
Science	20 credits	Integrated Science 1-4 is a prerequisite to all upper division science courses.
Physical Education	20 credits	
Fine Arts	10 credits	Art Exploration is required before taking any visual art elective.
Computer Proficiency Exam		
Elective Credits	60 credits	
Required Minimum	220 credits	

All students must pass the California State Exit Examination to be awarded a diploma. Tenth graders may take the CAHSEE once while in the tenth grade. This exam has two parts, English-Language Arts and Mathematics. Both sections must be passed to be eligible for a high school diploma. The CAHSEE is used to meet state and federal requirements for accountability. Students who do not pass the exam will have additional opportunities to take the test in the 11th and 12th grades. Students who do not pass this exam may be awarded a certification of completion according to BP 6146.1.

The Drake High School Instructional Guide, available in the Counseling Office and also on-line as part of Drake’s Internet web site, provides further information about graduation requirements and course descriptions.

C. The Graduation Ceremony

In order for a senior to participate in the graduation ceremony, he/she must be a senior in good standing. The Tamalpais Union High School District School Board recognizes the need for school sites to maintain high standards of student conduct and behavior, and therefore supports the practice of providing the traditional graduation program/ceremony for students in good standing. The graduation ceremony is held to recognize seniors who have successfully completed the required course of study and number of credits, passed minimum proficiency requirements in reading, writing, math and computer literacy, and demonstrated good attendance, academic achievement and appropriate behavior throughout their final semester.

The Seniors in Good Standing Policy: The following school policy has been the practice at Drake High School for several years. Designed by parents, teachers and administrators, the policy holds second semester seniors to continued academic and behavioral expectations commensurate with Drake's high standards. Participation in the ceremony is voluntary and considered a privilege. Under the policy, a student may qualify to earn a graduation diploma, yet still be restricted from participation in the ceremony. Eligibility to participate in the graduation ceremony includes:

- Meeting Tamalpais District graduation requirements.
- Grades of F or Incomplete in any course will prevent students from participating in the graduation ceremony.
- Attending classes. Students who receive partial credit as a result of excessive unexcused absences in any class, including advisory/tutorial, during their final semester will be restricted from the ceremony. **Important note to parents and students:** The Drake staff and administration do not encourage or condone cutting classes at any time for any reason. Any attempt to legitimize cutting as a senior privilege is unacceptable.
- Behaving appropriately. Suspensions as a result of serious offenses such as vandalism of school property, fighting, or being under the influence of or in possession of a controlled substance at a school sponsored activity are examples of incidents that are likely to exclude a senior's participation in the ceremony.
- Paying all outstanding bills.

A graduation list of qualified students will be available to students and their parents beginning with the first report card of the second semester and will be updated at each subsequent grading period. Students enrolled in concurrent programs such as Tamiscal Independent Study will be excluded from the graduation roster until passing grades are submitted.

D. Golden State Seal Merit Diplomas

Through AB3488, the California Legislature recently established the Golden State Seal Merit Diploma to recognize outstanding academic achievements of graduating seniors. The Golden State Exams (GSE) and Content Standards Tests (CST) are used to determine eligibility for this honor. Graduating seniors who have attained High Honors, Honors, or Recognition on six Golden State Examinations during their high school career or who received a score of 370 or better on Content Standard Tests are eligible for the diploma. Currently, these achievement levels must be reached on the GSE in:

- One English-Language Arts Exam
- U. S. History
- One Mathematics Exam (may not be CSTs in General Mathematics, Algebra I, or Integrated Mathematics I)
- One Science Exam
- **Plus:** Two remaining exams chosen from the following: Economics, Government/Civics, Reading/Literature, First-year Algebra, Geometry, High School Mathematics, Biology, Physics, Chemistry, Second-year Integrated Science, Second Year Spanish.

Students may not use both GSEs and CST in the same course of study to demonstrate mastery.

E. College Entrance Requirements

Preparation for college during the high school years is important and necessary. Any student who anticipates college attendance should plan a program of studies beginning the first day of entrance into high school. A written four-year plan will be developed with the counselor and parents.

A student's scholastic record during the four years of high school will be one of the single greatest factors in admission to college. A poor scholastic record will close the doors to many institutions while a good record may open the way to unexpected opportunities. Colleges are interested in a student's work in the community. Good citizenship, including participation in school activities, as well as volunteer and service work, will result in good recommendations and will increase the chances of the student being accepted by the college the student has selected. *Some colleges ask counselors to report if students have been suspended from school for any reason. Colleges sometimes alert students to last-minute rejections, based on a drop in final semester grades and/or attendance problems. Students should understand that counselors must respond honestly to all such requests.*

University of California Subject Requirements

A student applying for admission as a freshman to the University of California must have completed a minimum of fifteen units of high school work during grades 9 through 12. (A one-year course is equal to one unit; a one-semester course is equal to one-half unit.) Seven of these required units must have been earned in courses taken during the last two years of high school. Additional information is also available at www.ucop.edu/path/infoctr/. Specific "a-g" course requirements:

- a. History: (2 years required) Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures and geography.
- b. English: (4 years required) Four years of college preparatory English—composition and literature. All English courses must require frequent and regular practice in writing expository prose compositions of some length. Also, not more than two semesters of ninth grade English will be accepted for this requirement.

- c. Mathematics: (3 years required, 4 recommended) Three years of college preparatory mathematics which include the topics in elementary and advanced algebra and two- and three-dimensional geometry.
- d. Laboratory Science: (2 years required—1 life lab, 1 physical lab—3 recommended) Two years of lab science providing basic knowledge in at least two of the fundamental disciplines of biology, chemistry and physics.
- e. Foreign Language: (2 years required, 3 recommended) Two years of one foreign language in courses that provide instruction in grammar, vocabulary, reading and composition, and that emphasize the development of aural and oral skills. Foreign language courses taken in grades 7 and 8 may be used to meet this requirement if they are accepted by the high school as equivalent to its own courses.
- f. Visual/Performing Arts (1 year required). One year of visual or performing arts chosen from the following: dance, music, theater, and/or visual arts.
- g. College Preparatory Electives: (2 years required) Four semesters in addition to those required in a. through f. above, to be chosen from at least two of the following subject areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and languages other than English.

Courses meeting the above requirements are specified by the high school. Freshman applicants are required to submit scores from the Scholastic Assessment Test or American College Test and two SAT Subject Tests. The Subject Tests include mathematics, social studies, science, English literature, or foreign language. See your counselor for more detailed information.

Students are required to take either the ACT along with a new writing component or SAT Reasoning Test that includes a writing exam, plus two SAT Subject Tests in the areas such as history/social science, English, mathematics, laboratory science, or a language other than English.

University of California System Admissions Requirements

Students' GPA plus either SAT Reasoning Tests or ACT and SAT Subject Tests scores determine admission. (The higher the GPA, the lower the test score required.) Students must obtain C or better in all classes used to meet the subject requirement ("a-g" list). A student must complete the following requirements:

- a. 2 years of U.S. History/Government/Social Science
- b. 4 years of English
- c. 3 years of Mathematics
- d. 2 years of Laboratory Science (1 lifelab/1 physical lab)
- e. 2 years of Foreign Language (same language)
- f. 1 year (10 units) of Visual/Performing Arts (1 year required)
- g. 1 year (10 units) of college prep electives

In addition to the specific "a to g" requirements, students must complete one year of the "g" requirements selected from courses in English, advanced math, social studies, foreign language, laboratory science, and selected courses in visual arts, drama, music, and computer programming.

California State Colleges/Universities Admissions Requirements

Student's GPA plus either SAT Reasoning Tests or ACT score determines admission. (The higher the GPA, the lower the test score required.) Students must obtain C or better in all classes used to meet the subject requirement ("a-g" list).

- a. 4 years of English
- b. 3 years of Mathematics (Algebra, Geometry, and Second Year Algebra)
- c. 2 years of Social Science including at least one year of U.S. History and American Government.
The second year of Social Science may be approved elective courses in Social Science.
- d. 2 years of Laboratory Science (life and physical)
- e. 2 years of Foreign Language (same language)
- f. 1 year of Visual/Performing Arts
- g. 1 year of college prep electives

A student's GPA will be compiled using the grades earned in the "a" – "g" courses. More information is available at <http://www.calstate.edu> or at <http://www.csumentor.edu>.

Community College Requirements

- a. Open admission to all high school graduates.
- b. Non-grads 18 or older are admitted on probation.
- c. Non-grads who have passed the California State Proficiency Examination are admitted.
- d. Testing is required in certain courses for placement purposes.

F. College Entrance Exams

The University of California requires that a student take either the SAT Reasoning Tests or ACT and, in addition, two SAT Subject Tests. A student needs to check which tests the college of choice requires. Some private colleges require various combinations of SAT/Subject Tests.

SAT - Reasoning Tests - verbal and mathematics assessment tests. Scores on these tests are used by colleges to determine a student's probable success in college. Preparation classes are available through the Tamalpais District Community Education program. For test dates go to *collegeboard.com* or check with the Drake Counseling Center.

SAT - Subject Tests - available in foreign language, social science, English composition and literature, science, and mathematics. For test dates go to *collegeboard.com* or check with the Drake Counseling Center.

PSAT - Preliminary Scholastic Assessment Test—taken normally by juniors as a “warm-up” for the SAT. Scores on this test are used to determine eligibility for the National Merit Scholar competition. For tests date go to *collegeboard.com* or check with the Drake Counseling Center.

ACT - American College Test—four (4) sub-tests in English, mathematics, social studies and natural science. The ACT is accepted by some colleges in lieu of SAT Subject Tests, by almost all in lieu of the SAT Reasoning Tests. For test dates go to *www.act.org*. or check with the Drake Counseling Center.

Advanced Placement Exams are available for students who have exceptional talent in particular areas in which they may earn college credits. Students generally take a related advanced placement course before taking the exam, although students may take the exams without having taken the course. Colleges vary in the credit they give for scores on AP exams. For testing dates, check with the assistant principals' office at Drake.

CLEP - College Level Examination Program—testing program similar to the AP program that some colleges use to grant credit or advanced placement.

Community College Tests: College of Marin and other community colleges require that students take placement tests in English and mathematics.

California State University and College Tests:

EAP - The Early Assessment Program is designed to determine students' readiness to do college work and consists of three tests – multiple choice tests in English and Mathematics and an essay – that are included as part of California's annual content standards tests in the STAR tests. Participation is voluntary. Juniors who take the EAP may be exempt from CSU placement exams depending on the score received. More information is available at <http://www.cde.ca.gov/ci/gs/ps/eapindex.asp>

EPT - English Placement Test—Entering freshmen are required to take this placement test in English unless they receive a 550 or higher on the SAT Critical Reading, a score of 24 or higher on the English part of the ACT, a score of 680 or higher on the College Board SAT II Writing Test, or a score of 3, 4, or 5 on either Languages and Composition or Literature and Composition examination of the College Board AP Program, A score of “exempt” on the augmented California Standards Test (CST) English taken in grade 11. A college course that satisfies the requirement in English Composition with a C or better that is completed and transferred to the CSU also exempts the student from this test.

ELM - Entry Level Mathematics Placement Examination—Entering freshmen are required to take this test in math unless they receive a 550 or higher on the math part of the SAT, Reasoning Test, a 23 on the math part of the ACT, or 550 or higher on Mathematics Level IC or IIC of the SAT II or a 3 or above on the College Board AP Statistics or Calculus (AB or BC) exams, or a score of “exempt” on the augmented mathematics CST taken in grade 11.

University of California Tests:

Subject A Exam - Some University of California campuses require entering freshmen to take the Subject A Exam if they score below 680 on the English Composition Subject Exam or a 3 or higher on an English AP exam. Students failing the Subject A exam are registered for an appropriate English course.

G. Alternatives to the High School Diploma

California Proficiency Test

The California High School Proficiency Test is offered twice a year to students who have finished their sophomore year or are sixteen years of age and are seeking an alternative to the standard high school diploma. Students who pass the test are awarded a proficiency certificate by the California State Department of Education. Applications and more information may be obtained at the Drake Counseling Office. Parent permission to drop out of high school (if Proficiency Test is passed) is required.

Adult High School Diploma

A Tamalpais Adult Education diploma is an option for students not graduating with their class at school. Tamalpais Adult education specializes in an instructional format that is personalized, paced at the student's rate of learning and also permits students to accomplish as much as they can at home through independent study.

Graduation Equivalency Diploma (GED)

Students who are 17-1/2 or older may take the Graduation Equivalency Exam. The Tamiscal Adult School program offers classes in GED preparation for students who elect to pursue this alternative to a District diploma. More information is available at <http://www.cde.ca.gov/ged/index.html>.

Regional Occupational Program (ROP)

ROP offers tuition-free occupational training to Marin County residents 16 years of age and over. Information about the program may be obtained from the Marin County Office of Education (472-4110) or the Career Center (458-3481). Credits count toward graduation as elective credits.

H. Scholarships and Financial Aid

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

Students who may need financial aid to attend college should check application deadline dates with their counselor. Recommended reading material about scholarships and financial aid is available in the Counseling Office and in the College & Career Center. There are many different sources that give various kinds of scholarships.

Scholarships and awards are available to Drake students each year. Counselors can provide more information about these.

The Marin Education Fund provides a wealth of free financial aid and scholarship information to county residents. They provide workshops for parents and students. Contact them at 459-4240.

STUDENT RIGHTS AND PROTECTIONS

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

A. Constitutional Rights

A student's education in high school is more than just a responsibility. The California Supreme Court has held that both education and attendance at a public school are fundamental rights of all people in the state and are both guaranteed and protected by the California Constitution.

That document states that all students have the responsibility to "comply with the regulations, pursue the required course of study, and submit to the authority of the school", under the limitations of students' rights.

B. Compulsory Education

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

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

C. Access to Records (AR 5125)

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

- Natural parents, adoptive parents, or legal guardians of students younger than age 18. Upon request, qualified certificated staff will be available to interpret records (EC 49076)
- Adult students (age 18 or older) (EC 49061).
- Those so authorized in compliance with a court order and lawfully issued subpoenas (EC 49077). If lawfully possible, the District shall first give the parent or adult student three days' notice, telling who is requesting what records (Title 5, Section 435).

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

- Natural parents, adoptive parents, or legal guardians of a dependent student age 18 or older (EC 49076).
- Student 16 or older or who has completed the 10th grade (EC 49076).
- School officials and employees (EC 49076).

- School Attendance and Review Board members and involved school officials and employees (EC 49076).
- Officials or employees of other public schools or school systems where education programs leading to high school education are provided (EC 49076).
- Federal, state and local officials, as needed for program audits or compliance with law (EC 49076).
- County child welfare services workers responsible for the case plan of a minor who is being placed in foster care (Welfare and Institutions Code 16010).
- Representatives of agencies with whom the District has contracted for support services (e.g., Full Circle, Bay Area Community Resources, Healthy Start).

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

D. Release of Directory Information (BP/AR 5125.1):

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

1. Unless prohibited by the parent/guardian in accordance with law, directory information which school officials may disclose consists of the following: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent school attended.
2. The following entities may receive directory information:
 - a. Current or potential employers. (Education Code §49073)
 - b. News media (newspapers, magazines, radio and television stations). (Education Code §49073)
 - c. Private schools or colleges under certain conditions. (Education Code §49073)
 - d. Military service representatives. (Education Code §49073.5)
 - e. Authorized representatives of the Comptroller General, the Secretary of Health, Education and Welfare, United States Office of Civil Rights, and other state or county educational agencies under certain conditions. (Education Code §49076(3)).
 - f. Local law enforcement officers under certain conditions. (Education Code §49076(7), (8), and (9))
 - g. Individuals or agencies identified in §49076(b) (1) - (6).
 - h. Peace Officer under certain conditions. (Education Code §49076.5)
 - i. Elementary school districts in the TUHSD attendance area.
 - j. College of Marin
 - k. One approved alumni association at each site.
3. Under no circumstances shall directory information be disclosed to a private profit-making entity other than employers, prospective employers, and representatives of the news media. (Education Code §49073)

E. Child Abuse and Neglect

With the concern for the total well-being of each student, District employees shall report known or suspected instances of child abuse in accordance with state law and district regulations (AR 5141.4a). Employees will cooperate with child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

F. Student Expression

According to BP 5145.2, free inquiry and exchange of ideas are essential parts of a democratic education. The Board of Trustees respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

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

G. Nondiscrimination in Employment and Title IX

The Board of Trustees designates the following person as Coordinator for Nondiscrimination in Employment and for Title IX:
 Director of Instructional Services (415) 945-3727
 Tamalpais Union High School District
 P. O. Box 605, Larkspur, CA 94977

Full text of district procedures can be found in the District Office.

Discrimination: The Tamalpais Union High School District, in strict accordance with state and federal laws, does not discriminate against any person on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characterizations.

Title IX: Discrimination on the basis of sex in any program or activity of this district is not to be permitted. All district employees are required to comply with all provisions of this policy and the Title IX amendments of 1972.

H. Complaints

When a student has a problem...

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

The following procedures can be used by students concerning issues of personnel.

How to File a Complaint Against an Employee

In order to promote fair and constructive communication, there are procedures which govern the resolution of complaints against District employees. These procedures are described in detail in AR 1312.1. A brief summary:

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

The following procedures can be used by students concerning complaints concerning instructional materials.

How to File a Complaint Concerning Instructional Materials

In order to promote fair and constructive communication, there are procedures which govern the resolution of complaints against the use of any instructional materials, including textbooks, supplementary textbooks, library books, and another instructional material and equipment. These procedures are described in detail in AR 1312.2. A brief summary:

- Complaints must be presented in writing to the principal. The complaint must name the author, title and publisher, and identify the objection by page and item number. If the complaint is against non-printed material, written information must state the precise nature of the objection. The complaint must be signed and identified so a proper reply will be possible.
- An individual student may be excused from using challenged materials after the parent/guardian has presented a written complaint. The teacher will assign alternate materials of equal merit.
- The principal shall notify the superintendent or designee, who will determine whether the complaint should be considered on an individual basis or whether a review committee should be convened.
- The review committee shall determine the extent to which the challenged material supports the curriculum, the educational appropriateness of the material, and its suitability for the age level of the student.
- The review committee shall summarize its findings within 30 days and submit it to the superintendent or designee for final action. The superintendent or designee shall notify the complainant of his/her action no later than 60 days after the complaint was filed. The report of the review committee with the superintendent or designee's recommendation may be brought to the Board of Trustees for consideration and final decision.

The following procedures can be used for complaints concern the District's violation of federal or state laws or regulations.

How to File a Complaint Against the District

The following Uniform Complaint procedures are used to address complaints which allege that the District has violated federal or state laws or regulations governing educational programs. These procedures are described in detail in AR 1312.3. A brief summary:

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

The following procedures may be used by students in situations perceived as sexual harassment:

- The members of the Drake community are united in the belief that sexual harassment (or any other kind of harassment) should not be tolerated in or out of school. In an effort to address the problem of sexual harassment, the Tam District has adopted a policy and procedures to deal with harassment when it occurs (BP 5145.7).
- Sexual harassment can interfere with a student's ability to develop and maintain self esteem, form relationships, and perform well in school. It is important that students feel safe and supported at school; sexual harassment can undermine this essential feeling of security.

What exactly is sexual harassment?

In accordance with AR 5145.7, prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when :

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's employment, academic status, or progress.
- Submission to or rejection of the conduct by the student is used as the basis for academic or employment decisions affecting the student.
- The conduct has the purpose or effect of having a negative impact on the student's academic work performance, or of creating an intimidating, hostile or offensive educational or work environment.
- Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through the school. (EC 212.5)

Other types of conduct which are prohibited and which may constitute sexual harassment include, but are not limited to the following:

- Unwelcome leering, sexual flirtations or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, or overly personal conversation.
- Sexual jokes, stories, drawings, pictures, or gestures.
- Spreading sexual rumors.
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
- Touching an individual's body or clothes in a sexual way.
- Purposely limiting a student's access to educational tools.
- Cornering or blocking of normal movements.
- Displaying sexually suggestive objects in the educational environment.
- Any act of retaliation against a student who reports a violation of the District's sexual harassment policy or who participates in the investigation of the sexual harassment complaint.

What can a student do when he or she feels sexually harassed?

Informal Resolution

- The student is not required to do this, but he or she may directly inform the person engaged in such conduct that such conduct is offensive and must stop. The student may ask for help in representation to speak with the alleged harasser.
- The student may ask a teacher, counselor or school administrator to mediate a resolution to the problem before attempting to engage in a formal process.

Formal Complaint

- The student may file a written complaint with the principal or designee regarding the harassment. The student may ask any school employee to assist him or her. A formal complaint form will be provided.
- A complaint policy procedure is available by asking the principal's secretary.

- The principal or designee shall review the complaint, commence a thorough and complete investigation of the complaint, and make a written report available to the complainant and to the alleged harasser. Disposition of the complaint may include, but is not limited to, disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action.
- If a complainant or the alleged harasser is dissatisfied with the investigation and/or its disposition, he or she may file a written appeal to the Superintendent of Schools.

I. Infectious Diseases

According to BP 5141.22, the Board of Trustees recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the right of students to a free and appropriate education. The District requires all staff to routinely observe universal precautions to prevent exposure to blood-borne pathogens and prevent the spread of all infectious diseases.

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

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

I. Legal Rights of Students and Parents

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

K. Special Education

The Individuals with Disabilities Education Act ensures that all children with disabilities will have a free, appropriate education available to them that meets their unique needs. Through federal and state laws, special education programs and services are provided to students whose disabling conditions interfere with their education. Nearly 10% of Drake's population receives special education services. For more information, see the Assistant Principal of Student Services or a school counselor.

L. Section 504

Under Section 504 of the Rehabilitation Act, a student qualifies for recommended services related to a disabling condition when there exists a physical or mental impairment that **substantially** limits one or more major life activities (breathing, walking, seeing, hearing, working, and learning). Section 504 is a federal law enforced by the Office of Civil Rights. It is an anti-discrimination law. It is the intent of the Tamalpais Union High School District to ensure that students who are disabled within the meaning of Section 504 are identified, evaluated, and provided with appropriate access to education. For more information, see the Assistant Principal of Student Services or a school counselor (BP/AR 6164.6).



STUDENT CONDUCT

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

Disciplinary matters are handled by the assistant principals. You are urged to consult with the appropriate assistant principal when you have questions and/or concerns about disciplinary matters.

Drake Community Behavioral Expectations

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

- Referral to assistant principal
- Incident recorded in discipline file
- Phone call to parents
- Written notification to parents
- Informal/formal conference
- Detention before/after school or during lunch
- Behavior contracts. The contracts, signed by an administrator, student and parent/guardian include expected behavior and steps that will be taken by the school if the behavior doesn't improve.
- Reduced or failing grade
- School service or community service hours. These hours must be completed during non school hours.
- Suspension
- Referral to Summer School Credit Redemption Program
- Referral to Student Study Team (SST)
- Referral to Student Attendance Review Board (SARB)
- Referral to support agency
- Referral to alternative school or County Community School
- Police notification or referral
- Expulsion

A. Grounds for Suspension or Expulsion

According to BP/AR 5144III A and EC 48900, administrators may suspend students and, in some cases, recommend them for expulsion. The California Education Code limits the grounds of suspension to:

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

projectile by the force of any explosion or other form of combustion. Examples of “dangerous object” include, but are not limited to: B.B. guns, pellet guns, air rifles, pepper spray, razors, laser pointers, brass knuckles, fist packs, nunchaku, and any object likely to cause injury to person or property that has no reasonable use at school.

3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school property or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a student of his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. As used in this subsection, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code section 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
16. Committed sexual harassment as defined in the Education Code. The sexual harassment must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
17. Caused, attempted to cause, threatened to cause, or participated in an act of hate or violence as defined in subdivision (e) of Section 233. (Education Code § 48900.3)
18. Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of that pupil or groups of pupils by creating an intimidating or hostile education environment (Education Code § 48900.4).
19. Made a terrorist threat against school official(s) or school property, or both. (EC § 48900.7). “Terrorist threats” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand (\$1,000) dollars, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it was made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
20. Aids or abets, as defined in Penal Code section 31, the infliction or attempted infliction of physical injury to another person. For this offense, a student may be suspended, but not expelled, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to III.A.1. above and Education Code § 48900, subdivision (a). (§ 48900(q).)
21. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA. (§ 48900(p).)
22. Hazing. Engaged in, or attempted to engage in, hazing as defined in Education Code § 32050. Hazing includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school.

Additionally, students may not possess or use any electronic signaling device that operates through the transmission or receipt of radio waves including, but not limited to, paging and signaling equipment, provided that student is not prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of a student and use of which is limited for purposes related to the health of the student.

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

1. Forgery or falsification of school documents
2. Violation of conditions for appropriate use of school computer, Internet or other technological equipment, to include breach of privacy or security, transmission of copyrighted materials, threatening, harassing or obscene material, altering or removing of computer files not belonging to the user, disconnecting equipment or vandalism of any kind
3. Verbal abuse and/or defiance of a district employee engaged in the performance of his or her duties
4. Gambling
5. Hazing
6. Immoral behavior, possession/possession for sale of pornographic materials
7. Leaving school without permission of school authority or being in a restricted area
8. Violation of a government statute, ordinance or regulation
9. Violation of the dress code, closed campus, or any other District Governing Board Policy and/or school regulation
10. Engaging in any form of communication that is obscene, libelous or slanderous
11. Challenging, provoking, or engaging in unlawful fighting
12. Violations of regulations regarding possession of an electronic signaling device
13. Sexual harassment
14. Cheating
15. An act of hate-motivated behavior
16. Violation of laws or ordinances (e.g. speeding, reckless driving or campus parking violations)_
17. Continued use of cell phone after warnings

Hate-motivated Behavior: The following are examples of hate-motivated behavior per BP/AR 5144:

- Hate-motivated behavior is defined as any act or attempted act to cause physical injury, emotional suffering, or property damage through intimidation, harassment, bigoted slurs or epithets, vandalism, force, or threat of force motivated in part or in whole by hostility toward the victim's real or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.
- Acts of hate-motivated behavior include, but are not limited to, criminal acts that are statutory violations and 1) posting or circulating demeaning jokes, leaflets, or caricatures; 2) defacing, removing, or destroying posted materials, announcements, or memorials, and the like; 3) distributing or posting hate-group literature and/or posters; 4) using bigoted insults, taunts, or slurs; and 5) possession of hate-group literature, caricatures, and the like.

A student may be suspended or expelled for any of the acts enumerated if that act is related to school activity or school attendance that occurs at any time, including, but not limited to, any of the following:

1. While on school grounds;
 2. While going to and from school;
 3. During the lunch period, whether on or off campus;
 4. During or while going to or coming from a school-sponsored activity, whether on or off campus (BP/AR 5144); or
 5. While on another school district's grounds (BP/AR 5144).
- If a student commits a crime during other than the hours mentioned above, and a connection is made between the crime, its planning, its aftermath and the school, the student may be subject to school/district disciplinary measures.
 - The teacher of any class from which a student is suspended shall provide to the student all assignments and tests the student would otherwise miss while suspended. The teacher may require the suspended student to complete any assignments and tests missed during the suspension (AR 5144). Suspension days are considered unexcused absences and accumulate in accordance with the partial-credit policy.
 - A student who commits an action enumerated in AR 5144 and EC 48900, or has been habitually truant or irregular in attendance through instruction upon which he or she is lawfully required to attend may be involuntarily transferred to a continuation school (AR 5144).
 - A student who has been suspended during the second semester of his or her senior year and determined not to be a senior in good standing may be denied participation in the graduation ceremony or graduation-related activities (AR 5144).

B. Expulsion (AR 5144 IV and EC 48915)

1. The principal or superintendent shall immediately suspend and shall recommend to the Board to expel a student that he or she determines has committed any of the following acts:
 - a. Possessing, selling or otherwise furnishing a firearm;
 - b. Brandishing a knife at another person;
 - c. Unlawfully selling a controlled substance;
 - d. Committing or attempting to commit a sexual assault as defined in AR 5144 or committing a sexual battery as defined in AR 5144.

- e. Possession of an explosive. Explosive means “destructive device” as described in Section 921 of Title 18 of the United States Code.

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

2. The principal or superintendent shall recommend a student’s expulsion for any of the following acts, unless the principal or superintendent finds that expulsion is inappropriate due to the particular circumstance:
 - a. Causing serious physical injury to another person, except in self-defense;
 - b. Possessing any knife, explosive, or other dangerous object of no reasonable use to the student;
 - c. Unlawful possession of any controlled substance except for the first offense of the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
 - d. Robbery or extortion;
 - e. Assault or battery, as defined in Penal Code sections 240 and 242, upon any school employee.
3. Except as provided in 1 and 2 above, the principal or superintendent may recommend a student’s expulsion for the student’s commission of any of the acts listed as grounds for suspension or expulsion.

For disabled students, refer to Conditions for Expulsion according to AR5144 and EC48915.5. The procedures for expulsion of disabled students are set forth in AR 5144.IV.C.

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

C. Removal of Suspension Record

According to AR 5144 III, a student (or parent/guardian thereof) with senior standing, with a record of one prior suspension, may submit a written request to the superintendent to remove from that student’s official school file the record of that suspension, unless that student was suspended for any of the following acts:

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

D. Classroom Exclusion—Teacher’s Right to Suspend Students from Class

A teacher may exclude a student from class for acts such as defiance or disruption for a total of one block period (AR 5144). The teacher shall inform the student of what he/she is accused of doing and what the basis of the accusation is. The student will be given the opportunity to explain his/her version of the facts. The teacher will send the student to an assistant principal and call the parent/guardian to arrange a conference.

E. Attendance of Suspended Student’s Parent for Portion of School Day

According to AR 5144, a teacher who suspends a student for committing an obscene act, engaging in habitual profanity, disrupting school activities or otherwise willfully defying the valid authority of the teacher or other school personnel, may require the parent to attend a portion of a school day in his or her child’s classroom. The attendance of the parent shall be limited to the class from which the student was suspended.

F. Questioning and Apprehension

According to BP 5145.11, peace officers have the right to interview students on school premises as suspects or witnesses. When such an interview is requested, the principal or designee shall accommodate the questioning in a way that causes the least disruption to the school process, gives the student appropriate privacy, and models exemplary cooperation with community law enforcement authorities.

The principal or designee shall make every reasonable effort to notify the student’s parent/guardian when a peace officer requests an interview on school premises, except in cases of child abuse or neglect or other situations in which the principal or designee determines that notification would be inappropriate.

Students shall be informed that they are not required to give information to peace officers, but students shall be encouraged to cooperate.

If the peace officer finds it necessary to remove the student from school, the principal or designee shall first ascertain the reason for such action. Upon releasing the student, the principal or designee shall immediately take steps to inform the student’s parent/guardian, except in cases of suspected child abuse.

G. Gangs

The Board of Trustees desires to keep District schools and students free from the threats or harmful influence of any groups or gangs which advocate drug use, violence, or disruptive behavior. For the purpose of this policy, a gang is two or more people who form an allegiance for a common purpose to engage in acts which are threatening or criminal, and which include such behavior as intimidation, threats or violence. The Drake administration will work with local law enforcement agencies to share information and prevent gang activity (BP 5136).

H. Recognition of School Authority

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

I. Search and Seizure

According to BP 5145.12, school officials may conduct searches when there are reasonable grounds or suspicion that the search will uncover evidence that the student may have violated the law or school rules, or placed the health and safety of students or school employees in jeopardy. In all such cases of search, the search must be within the school personnel's regular scope of duties, and any property seized must be reported to the student immediately.

J. Vandalism

Vandalism includes negligent, willful, or unlawful damaging or taking of any District-owned real or personal property, including the writing of graffiti. The parent/guardian having custody or control of a minor who commits an act of vandalism against the school or district will be held financially liable (BP 5131.5).

K. Electronic Devices

Teachers may allow use of walkmen according to their classroom policy. Headphones must be used. Walkmen may be used on campus during break and lunch.

Electronic paging devices are not allowed on school campuses, according to AR 5144. Stereo "boxes", laser pointers, pagers, cell phones, and electronic games are considered educational disruptions. Consequences for using such devices at school may include the following:

- First time—confiscate and return at the end of the day;
- Second time: confiscate and require parent/guardian to pick up;
- Third time—confiscate for designated time (i.e., quarter, semester, until end of school year) at principal's or designee's discretion and require parent/guardian to pick up;
- Fourth time—suspension, student demonstrating defiance and disregard of policy; inclusion of letter in file of letter in cum file.

L. Alcohol and Other Drugs

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

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

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

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

One of the elements to be included in the health education activity is communication of the stance of the district's Board of Trustees toward drug and alcohol activities on campus, as set forth in this policy (BP 5131.6).

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

Enforcement/Discipline

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

First Offense for possession, use/furnishing/being under the influence of any controlled substance, including one or more ounces of marijuana:

1. The following actions shall be taken by the principal or designee:
 - a. Parent/guardian notification.
 - b. Law enforcement authority contact within one school day of the suspension, with possibility of citation being issued.
 - c. Suspension from school and school activities for up to five days.
 - d. Conference with parent/guardian.
 - e. Suspension from team/sports participation (games and practices) and extra curricular activities for a total of 10 school days.
 - f. Recommendation for expulsion (in which case the suspension may be extended pending the completion of the expulsion hearing), unless inappropriate due to the particular circumstances of the incident.
 - g. Development of a written intervention plan.
 - h. Immediate notification of superintendent and designee if expulsion is being considered.
2. In addition, the following actions may be taken, whether or not the student is recommended for expulsion:
 - a. School service contract, community service, volunteer work.
 - b. Referral to appropriate community counseling program.
 - c. Transfer/alternative placement.
 - d. Police citation issued.
 - e. Restriction from school extra-curricular and athletic activities.
 - f. Parent/guardian required to attend school with the student.
 - g. Assignment of extra academic work, activities, essays.
 - h. Restriction to campus.
 - i. Other actions as deemed appropriate by school administrators.
3. The following activities/measures may be appropriate components of an intervention plan:
 - a. Referral for assessment of alcohol/drug use behavior.
 - b. Referral to an appropriate community counseling program for family counseling.
 - c. Attendance at a 12-Step or other substance abuse program.
 - d. Community service.
 - e. Restriction to campus.
 - f. Behavioral /academic contract.
 - g. Restriction from school activities.
 - h. Transfer to another school or county program.
 - i. Urine analysis.

First Offense (possession, use/furnishing/being under the influence) involving alcohol, less than one ounce of marijuana, and drug paraphernalia:

1. The following actions shall be taken by the principal or designee:
 - a. Parent/guardian notification.
 - b. Law enforcement authority contact within one school day of the suspension, with possibility of citation being issued.
 - c. Suspension from school and school activities for up to five days.
 - d. Conference with parent/guardian.
 - e. Suspension from team/sports participation (games and practices) and extracurricular activities for up to 10 days.
 - f. Development of a written intervention plan.
2. In addition, the following actions may be taken, whether or not the student is recommended for expulsion:
 - a. Recommendation for expulsion, in which case the suspension may be extended pending the completion of the expulsion hearing.
 - b. School service contract, community service, volunteer work.
 - c. Referral to appropriate community counseling program.
 - d. Transfer/alternative placement.
 - e. Police citation issued.
 - f. Restriction from school extra-curricular and athletic activities.
 - g. Parents required to attend school with their student.

- h. Assignment of extra academic work, activities, essays.
- i. Restriction to campus.
- j. Other actions as deemed appropriate by school administrators.

Second and Subsequent Offenses

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

1. The following actions shall be taken by the principal or designee:
 - a. Parent/guardian notification.
 - b. Law enforcement authority contact within one school day of the suspension, with possibility of citation being issued.
 - c. Suspension from school and school activities for up to five days.
 - d. Conference with parent/guardian.
 - e. Suspension from team/sports participation (games and practices) and extra curricular activities (e.g., ASB offices, clubs, intramural sports) for the remainder of the year.
 - f. Development of a written intervention plan.
2. In addition, the following actions may be taken, whether or not the student is recommended for expulsion:
 - a. Recommendation for expulsion, in which case the suspension may be extended pending the completion of the expulsion hearing.
 - b. School service contract, community service, volunteer work.
 - c. Referral to appropriate community counseling program.
 - d. Transfer/alternative placement.
 - e. Police citation issued.
 - f. Restriction from school extra-curricular and athletic activities.
 - g. Parent/guardian required to attend school with their student.
 - h. Assignment of extra academic work, activities, essays.
 - i. Restriction to campus.
 - j. Other actions as deemed appropriate by school administrators.

Sale of Controlled Substances

When a student sells or provides alcohol or illegal drugs at school or while under school jurisdiction, the following actions shall be taken by the superintendent, principal or designee:

1. Parent/guardian contact and conference.
2. Law enforcement contact with possibility of citation issued or removal to juvenile hall or police station.
3. Suspension from school and school activities for up to five days.
4. Recommendation for expulsion, with immediate notification of superintendent and designee.
5. Suspension from team/sport participation and participation in extra-curricular activities for the remainder of the year, unless otherwise determined by the Board during the expulsion process.
6. In the event that the student is allowed to return to campus pending the expulsion hearing, an intervention plan and behavior contract will be developed and implemented.

Sale of Look-Alike Substances

When a student offers, arranges or negotiates to sell a controlled substance, alcohol or an intoxicant, and instead delivers a look-alike substance, the following actions shall be taken by the principal or designee:

1. Parent/guardian contact and conference.
2. Law enforcement contact with possibility of citation issued or removal to juvenile hall or police station.
3. Suspension from school and school activities for up to five days.
4. Conference with parent/guardian.
5. Suspension from team/sports participation (games and practices) for the remainder of the season; suspension from extra curricular activities (e.g., ASB offices, clubs, intramural sports) for the remainder of the semester.
6. Development of a written intervention plan.

In addition, the following actions may be taken:

1. Recommendation for expulsion, in which case the suspension may be extended pending the completion of the expulsion hearing.
2. School service contract, community service, volunteer work.
3. Referral to appropriate community counseling program.
4. Transfer/alternative placement.
5. Police citation issued.
6. Restriction from school extra-curricular and athletic activities.
7. Parent/guardian required to attend school with their student.
8. Assignment of extra academic work, activities, essays.
9. Restriction to campus.
10. Other actions as deemed appropriate by school administrators.

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

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

Drug Counseling

School administrators will work with, and make appropriate student referrals to, agencies which specialize in counseling young people in dealing with substance abuse.

Parent Education

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

Publicity Concerning Drug Policy and Procedures

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

Education Program

Education-identifying risk factors such as characteristics and stages of chemical dependency, alternatives and co-dependency are included in the Social Issues class.

School Support Groups

At Drake High School there is a support group, comprised of parents/guardians, students and staff, whose purpose is to increase awareness about drug and alcohol activities and to help develop strategies to achieve the goal of the Board's policy on drugs and alcohol.

M. Tobacco Use

Penal Code Section 308b proscribes possession of tobacco, cigarettes or cigarette papers by persons under the age of 18 years. The punishment is \$75.00 or 30 hours of community service. A violation of this section is an infraction.

Smoking presents a health hazard which can have serious consequences both for the smoker and the nonsmoker. Students shall not be allowed to smoke, chew or possess tobacco or nicotine on school property or during school hours, at school-sponsored events, or under the supervision of District employees (Board Policy 5131.62). Students who violate this policy shall be subject to disciplinary procedures. Consequences for smoking and/or chewing tobacco on campus include the following:

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

N. Contract Agreement for Student and Parent for Tamalpais Union High Schools Educational Computer Use and Internet Privileges

With respect to Internet access, our labs are designed for educational purposes. Violation of conditions for appropriate use of school computers, Internet or other technological equipment, including breach of privacy or security, transmission of copyrighted materials, threatening, harassing or obscene material, altering or removing computer files not belonging to user, transmission of material promoting illegal activities, disconnecting equipment, or vandalism of any kind shall be subject to the following consequences:

Referral to staff assistant or assistant principal, parent contact, temporary exclusion from computer use, suspension, incident recorded in discipline file, formal conference, revocation of computer privileges, possible police referral, possible expulsion.

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

O. Academic Honesty: Statement of Philosophy

Tamalpais Union High School District is committed to encouraging students to experience the joy of accomplishment in school and in their personal lives, to discover their full potential, to value an atmosphere of trust and respect, to assume responsibility for their own ethical behavior, and to foster ethical behavior in others.

In pursuit of this ideal, the Drake High School Leadership Class, with the approval of administrators and the ASB, developed a policy for Drake High School which reflects this commitment and acknowledges that:

- Academic honesty and mutual respect are shared responsibilities among students, parents and school staff.
- The many students who do not participate in unethical behavior are adversely affected by those who do.
- High school students are under more pressure than ever to achieve high grades.
- Teachers must create conditions that discourage unethical behavior in the classroom setting.
- There is a need for students to experience rewards for good ethics.

Academic Dishonesty includes, but is not limited to, the following:

- Claiming credit for work which is not one's own (copying homework, copying test answers, etc.).
- Allowing others to claim credit for the work (allowing others to view your homework or assignments, etc.).
- Using notes or other unauthorized material, or being involved in unauthorized communication during a test.
- Being involved in unauthorized communication during a test or other assessment.
- Plagiarism: Copying published works without proper source attribution (including the downloading of computer files), either directly or with only minor editing.
- Deceptive submission of work for one class that had already been accepted for credit, in its present form, in another class.
- Submitting work substantially done by someone else (parent, tutor, sibling, etc.).
- Unauthorized use of translation program in World Languages.
- Forgery.

Consequences

Students who violate the academic dishonesty policy will be subject to the following consequences:

First Incident:

- a. A zero grade on submitted work.
- b. Notification of the assistant principal and counselor.
- c. Notification of parent/guardian.
- d. A written contract in which the student commits to ethical practices and is informed of further consequences.

Second Incident:

- a. A zero grade on submitted work.
- b. Conference with the assistant principal, teacher, parent/guardian.
- c. A two-day school suspension.

Third Incident:

- a. A three-day school suspension.
- b. Semester failure in the class in which cheating occurs.
- c. Referral to SARB, which may result in a transfer to the community continuation school.

In the case of more serious dishonesty (violation on a culminating semester project, final exam, or standardized test), the student will immediately fail the course.

P. Harmful or Disrespectful Activities

Activities that result in harm or disrespect to others in school or school-related activities include but are not limited to:

- throwing of unauthorized items during school related activities
- "canning" other Drake students or staff
- any verbal harassment
- any actions that create distress or pain for others at Drake
- written harassment, such as derogatory posters, T-shirts, tagging and other paraphernalia.

Students who participate in any of these activities at Drake will be subject to the following consequences.

- First Incident:
- written, signed apology to victim(s)
 - written contract in which the student commits to moral practices
 - payment for damages ensued as a result of these actions
 - parent notification
 - community service hours
 - possible suspension (unexcused absence) from school

- Second Incident:
- parents notified
 - meeting with parents and administration
 - community service hours
 - pay for any damages ensued as a result of student's actions
 - written apology
 - two day suspension from school (unexcused absence)
 - inclusion of the incident in the student's cumulative file

- Third Incident: Referral to assistant principal with the following recommendations:
- payment for any damages ensued as a result of the action(s)
 - written apology
 - meeting with parents
 - three day suspension from school (unexcused absence)

Q. Dress and Grooming

According to BP 5132, the Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.

Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction which would interfere with the education process as determined by the school site administration.

- Shoes and shirts must be worn at all times.
- Short-cropped and low-cut tops which expose one's stomach or chest and extremely short shorts/skirts are not appropriate.
- Underwear should be covered with outerwear.
- Clothing and jewelry shall be free of writing, pictures, or any other insignia that are obscene, libelous or slanderous, vulgar, profane or which advocate racial, ethnic or religious prejudice or the use of drugs or alcohol or which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the school, as determined by the school site administration. When gangs constitute a danger to students, the superintendent or designee may restrict student dress and grooming as necessary to comply with Board Policy related to gang activity (BP 5136).

School administrators have the right to send home any student who is not dressed or groomed accordingly.

Consequences for inappropriate attire include but are not limited to:

- Warning: shirt turned inside out or exchanged for a clean "loaner"; jewelry removed
- Parent notification
- Student sent home to change
- Suspension, inclusion of letter in cumulative file

R. Parking on Campus

Schools may restrict student visits to their cars before school, after school, and during lunch. Students in violation of driving or parking regulations are subject to school disciplinary action which may include the suspension or termination of parking privileges or suspension from school. Students may also be ticketed by local law enforcement agencies (BP 5131.3).

A growing student population has strained parking on campus beyond its capacity. On-campus parking cannot accommodate all who wish to drive to school. To address this issue the Board of Trustees of the Tamalpais Union High School District has adopted board policy outlining parking guidelines and priorities for schools to follow to meet the needs of the school and the community. In accordance with that policy, the following is a description of the parking policy.

The purpose of the policy is to secure parking for staff, accommodate special needs, and strongly encourage carpooling. Walking or riding bikes to school is the best way to decrease the demand for parking on campus. The next best alternative is carpooling.

Parking Permit Eligibility and Priority

- Permits will be allocated to students according to the number of available spaces.
- Permits will be available to students in the following order:
 - Registered Carpools
 - Student Hardship
 - Seniors
 - Juniors
 - Sophomores

Registered Carpools

Students who register in the office to drive a carpool must present a valid driver's license, current registration, and current insurance. The carpool driver must also identify the other students in his/her carpool. A carpool requires a minimum of two additional passengers (for a total of at least three people in the car).

Student Hardship

Students who can make a case for a hardship that necessitates driving to school can receive a parking permit by submitting a written explanation of their hardship as well as a valid driver's license, current registration, and current insurance. Examples of hardship may include work requirements or living a great distance with no available public transportation. Requests will be evaluated by the assistant principals' office.

Remaining Permit Allocation

After allocating permits for carpools and hardship cases, permits for remaining spaces will be available for seniors, juniors, and sophomores, in that order. In order to be eligible students must complete the application form and present a valid driver's license, current registration, and current insurance. Those who submit the application on time will be eligible for a lottery, beginning with seniors.

Parking Permit Requirements

In order to retain a parking permit, students must obey driving and parking regulations. Any violation may result in loss of permit. Students must also maintain satisfactory attendance. A student who loses a unit of credit due to unexcused absences in any class (including Advisory) will lose his/her parking permit. Permits are free. The lost permit fee is \$5.00.

Parking Off Campus

Students who do not receive permits and park on local streets must obey parking laws and follow common sense. Do not park on both sides of narrow streets and do not block driveways or intersections. Failure to park appropriately off campus may result in disciplinary action at school.

S. Litter

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

T. Skateboards, Roller Blades, Roller Shoes, Bicycles & Scooters

Skateboards, roller blades, roller shoes, bicycles and scooters may be used as a means of transportation to school. They may not be ridden to and from class or in the corridors or the paths on campus. Areas to the west of Drake have been designated as non skateboard areas by the Town of San Anselmo.

- First time violation results in confiscation for one day
- Second time = detention and possible suspension and parent must pick up the item
- Third time = parent notified

U. Students on Other Campuses

District students may not be present at a school site other than their own during the school day (30 minutes before or after school, lunch, breaks, and at school-related events) without prior approval of the school of residence and the home school administrator (AR 5142).

V. Student Identification

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

All students shall be required to carry their identification cards while at school and school-sponsored activities. Failure to show the identification card when asked by a school official in the course of his/her duties may be considered defiance and may be grounds for suspension. (BP/AR 5142)

STUDENT SERVICES

A. Clubs

Students with special interests are encouraged to form a club. Each club must have a staff advisor and must be approved by the ASB Executive Committee. All financial activities must be channeled through ASB accounts.

B. Athletics

Drake competes in the Marin County Athletic League (MCAL) of the California Interscholastic Federation (CIF). Other MCAL teams include Branson, Justin Siena, Marin Catholic, Novato, San Marin, San Rafael, Redwood, Tamalpais, and Terra Linda High Schools. League regulations specify that students must pass twenty credits of work at the last grading period in order to participate in athletics and must maintain a "C" (2.0) average in order to participate in extracurricular activities. All students participating in any sport must complete an **Athletic Participation Form**. This form must be completed and turned in before a student may participate in practice. Students must attend four full periods the day of a game to be eligible to play.

If there is a concern or issue that needs to be heard, contact the following: coach, Athletic Director, Assistant Principal in charge of athletics, Principal, District Athletic Coordinator, Superintendent.

Fall Sports:	Boys Football (V, JV, F)	Boys/Girls Water Polo (V, JV)
	Boys Soccer (V, F/S)	Girls Volleyball (V, JV)
	Boys/Girls Cross Country (V, JV)	Girls Tennis (V)
	Cheerleading (V, JV)	Girls Golf (V)_

Winter Sports:	Boys Basketball (V, JV, F) Girls Basketball (V, JV, F)	Wrestling (co-ed) Cheerleading (V)
Spring Sports:	Boys Baseball (V, F/S) Boys/Girls Track & Field (V, JV) Boys Tennis (V) Boys/Girls Swimming & Diving (V) Boys/Girls Lacrosse (V)	Girls Soccer (V, F/S) Girls Softball (V, JV) Boys Volleyball (V, JV) Boys Golf (V)

Excerpts from the Tamalpais Union High School District's Athletic Code of Conduct (Administrative Regulation 6145.21):

Athletes will:

- Show respect for yourself, teammates, coach, opponents and officials. Always attempt to play your best. Never get down on yourself or your teammates.
- Recognize and appreciate good performance and skill from your opponents.
- Use no foul language, trash talk, negative gestures or actions to provoke a negative response or fighting.
- Always keep up your academic work and follow training rules.
- Remember that you are a representative of your school and a role model for many. Be a positive model and avoid drinking, drugs, all tobacco use, and negative behavior at all times. You have the unique opportunity and privilege of setting positive standards for others, especially the young.
- Attend school a minimum of four periods before you will be allowed to practice or play on any given day. Unexcused absences will prevent participation the following day. Continued unexcused absences will jeopardize your placement on the team.
- Be on time for all practices and contests.

Cheerleaders will:

- Be good hosts. Greet opponents and introduce yourself. Treat opponents as guests.
- Make positive signs and posters prior to games, and do not lead or encourage negative yells during games.

Fans will:

- Behave in a positive manner and follow guidelines for good sportsmanship. Poor behavior may result in school intervention and/or loss of attendance privileges for school events.
- Be a positive force for our teams, not a negative force against our opponents and game officials.
- MCAL Regulations state:
 1. No costumes.
 2. No face painting.
 3. Appropriate music; control the volume.
 4. Keep traditions, such as flags, in assigned seating. (This should prevent racing across to the other team's side).
 5. No artificial noisemakers of any kinds (megaphones, etc.).
 6. Spirit leaders and would-be spirit leaders should encourage positive fan behavior.
 7. Pep bands cannot play while game is in progress.
 - 8.

Ejection Policy

If a player or coach is ejected from a contest for unsportsmanlike or dangerous conduct, or one or more players leave the bench to begin or participate in an altercation, the player/coach shall be ineligible for the next contest. The second ejection of a player/coach from a contest during one season shall result in that player /coach being ineligible for the remainder of the season.

Unsportsmanlike Actions/Behaviors

Players exhibiting unsportsmanlike actions/behaviors will be reprimanded/counseled by the coach or appropriate school officials. Further actions of this nature may lead to benching or suspension, up to withdrawal of athletic privileges and school intervention if school rules/policies are violated.

Consequences for Athletes Regarding Drinking/Drugs (at school-related events):

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

Second Offense: School disciplinary action: suspension of athletic privileges for remainder of school year. It should be noted that school policies regarding the use of alcohol and other drugs will be in effect for all athletic events.

Transportation for Athletes

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

C. Canteen/Food Service

The canteen is open for students before school, during break and lunch. A variety of sandwiches, beverages, and other packaged goods is available. Students are urged to help in every way possible to keep the canteen area clean. Students at Drake take pride in their clean campus.

D. Daily Bulletin

The daily bulletin includes announcements about clubs, class activities, athletic events and general information of interest to students. Copies are available in each classroom, posted around school, and on the Drake web site. Notices to be included in the bulletin must have a staff signature and be delivered to the Service Center by 12:30 p.m. on the day before the notice is to be published. To ensure that students are well informed, the bulletin is broadcast over the public address system.

E. Dances

All on-campus dances are from 8:00 – 11:00 p.m. Students will not be admitted to on-campus dances after 9:00 p.m. unless prior arrangements are made with an assistant principal. Once students have entered a dance, they may leave only if they plan not to return. Drake students wishing to bring a guest who does not attend Drake High School must submit a completed guest pass to the assistant principal at least three days prior to the dance. Guests in “poor standing” at their school will not be admitted to Drake dances.

F. Decision Making Bodies

Student Government

The Executive Council is made up of elected officers and appointed commissioners. The Council works on ASB desired projects. Elected officers of the Associated Student Body Executive Council are:

- President
- Vice President
- Secretary
- Treasurer
- Student Affairs

- Student Trustee

The student member of the Board of Trustees has all the rights and responsibilities of the five adult trustees, with the exceptions that 1) Student Trustee votes are advisory, and that 2) the Student Trustee may not legally attend closed sessions, have access to confidential materials or vote on matters of collective bargaining. Comments by students are carefully considered by the voting Board members.

The commissioners elected by the ASB are:

- Campus Commissioner
- Spirit Commissioner
- Student Activities Commissioner
- Clubs Commissioner
- Staff Relations Commissioner
- Commerce Commissioner
- Ignition Commissioner
- Student Recognition Commissioner

Class Officers

Each class (grade level) elects its own class officers. Freshman officers are elected at the end of eighth grade at White Hill and Lagunitas Schools. Sophomore, junior and senior class officers are elected in the spring for the following school year. Each class has:

- President
- Vice President
- Secretary/Treasurer

Class officers organize and execute all class activities, which range from fund raising to grand productions such as the Junior/Senior Prom. Any person who has leadership ability or who wants to become involved should run for a class office. All students are encouraged to attend class meetings which are announced in the daily bulletin.

Requirements

- Class officers must have a 2.0 or higher grade point average to run for office and maintain a 2.0 or higher grade point average to stay in leadership class.
- Class officers must perform community service.
- Class officers who are suspended will no longer be officers.

Elections

- Intent-to-Run Forms: Prior to elections, the bulletin will announce the time, dates, and location of where Intent-to-Run forms may be picked up. Usually the Director of Elections will allow one week for the forms to be turned in at the Student Center.
- Eligibility of Officers: All ASB and class officers are required to enroll in the leadership class during their term in office.
- Statements: Candidates will be asked to write a paragraph from a list of questions. All statements will be duplicated and posted throughout the school.
- Speeches: Candidates have the opportunity to present themselves to the voters during the general election.

Site Governance:

The Drake Leadership Council (DLC) is the major decision making body at Drake. Members of the Council include the administrators, department chairs, other teacher leaders, two classified leaders, student representatives and parent representatives. The DLC guides school improvement and site policies and procedures. Meetings are held on two Wednesdays each month and are open to students, parents and staff.

DLC allows for eight student reps to represent the student body and participate in school governance. Five of the student reps come from the Leadership class and three positions are voted on by the student body to be their representatives as DLC Students-At-Large.

G. Library Card/Student Body Card/Activity Sticker

When you purchase an Activity Sticker for your student identification card, you are contributing directly to the activities program at Drake. Your money goes to supporting athletic events as well as the myriad of other school activities sponsored by the ASB. The purchase of an Activity Sticker gives you savings on the cost of a yearbook, reduced admissions at all dances, free admission to all MCAL athletic events held at home, and reduced prices for away games. Your identification card is also a validated library card. If you take advantage of a variety of school events, your savings will be in excess of \$50.

H. Library

The library opens at 7:30 each weekday morning and closes at 4pm on Mondays, Tuesdays, Thursdays and Fridays, and at 2:40pm on Wednesdays. A full time Library Media Teacher and Library Specialist are available to assist students. Included in the library collection and services are books, magazines, newspapers, CD-ROM databases, and Internet access, plus computers and laser printers for word processing.

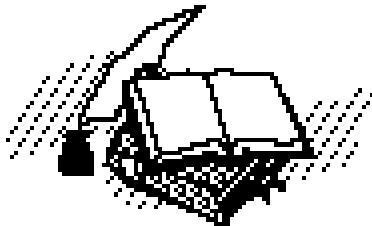
I. Messages and Phones

To avoid unnecessary classroom disruptions, we do not deliver messages to students except in emergencies. The nature of all such emergencies must be established prior to the delivery. The same holds true for phone usage. School phones are to facilitate the conducting of school, not personal business. Except for emergencies, students must use the pay phones on campus. Students are not permitted to use school phones to make transportation arrangements, etc. Student use of cell phones on campus is allowed only before school, during passing periods, breaks, at lunch and after school. All other times during the instructional day are considered instructional time and the use of cell phones is prohibited anywhere on campus. An offense for cell phone use will be considered a visible and/or turned on cell phone in use during instructional time.

J. Protection of Personal Property

Reports of Vandalism and Theft

- The Drake community would like to assume that all students will respect other people's property, but unfortunately, that is not always the case. Occasionally, property is stolen or vandalized. Students are responsible for protecting their personal property from theft and vandalism. While the campus is well supervised, school officials can't be everywhere at all times. *The school is not responsible for the security of personal property.*
- Backpacks and personal belongings should not be left unattended. Lockers and bikes should be secured at all times. Students are responsible for providing their own locks for bicycles and lockers.
- Reports of theft or vandalism should be reported immediately to the Staff Assistant or Campus Supervisor. The school will investigate all reports of theft. Students are encouraged to file police reports if a bike or car has been vandalized. Recovered goods will be returned to their rightful owner.
- Students caught stealing or vandalizing school or personal property will be subject to the appropriate disciplinary consequences and restitution. A police report will be made.



Lockers

At the beginning of the school year students can request individual hall lockers. Lockers are considered school property and are provided for students as a convenience. Although school officials provide campus supervision, they *take no responsibility for the security of these lockers*. Students will be issued combination locks for hall lockers. Students must supply their own locks for P.E. lockers. (Board Policy 5145.12)

Lost and Found

The Lost and Found is located in the Main Office. After providing proper identification, students may claim articles from the office personnel.

K. Drake Publications

- *The Buccaneer* - Yearbooks will be sold as part of the Pirate Package (the best rate). Prices will rise as the school year progresses.
- *The Jolly Roger* - The school newspaper, published approximately every three weeks during the school year.
- A creative writing magazine published once a year.
- The Daily Bulletin - It is students' responsibility to listen to daily announcements and read the bulletin, posted in each classroom.
- *Drake News* - The Parent Club newsletter mailed to parents seven times each year.

L. Scholastic Organizations

Drake Honor Crew requires twelve points from classes and activities in the previous semester. Ten points must be from grades (A=3, B=2, C=1). One point must come from ten hours of an extracurricular activity, one for which the student did not receive school credit or pay. Examples of this are after-school sports, student government, helping with a class activity or community service. The remaining one point may come from either a class or from ten more hours of an activity. Two Cs, one D or one F disqualify a candidate, including a NC in Advisory. Repeated courses do not count toward membership. Life membership in Honor Crew is achieved by being a member for six out of eight semesters, including one from grades earned in the senior year. **Students must apply each semester.**

Students should check the daily bulletin for announcements about when applications are ready and due. Late applications will not be accepted.

California Scholarship Federation (CSF) is a state regulated organization. Students must earn a minimum of ten points from no more than five courses taken in the previous semester, seven of the points coming from classes which CSF considers the more rigorous academic subjects. Lists of these courses are printed on the application form. No CSF points are given for PE, subjects repeated to improve a grade, IWE (being a "TA") or courses taken on a pass/fail basis. CSF points are granted as follows: A=3, B=1, C=0. (Note: A grade of B in an AP or Honors course earns two CSF points.) A grade of D, F or NC in any course, even in one that cannot be used to qualify, disqualifies a student from membership. This includes Advisory. Also, more points are given for courses taken under the auspices of a college and, under very limited circumstances, summer school grades may also be used. Life membership is obtained by earning membership four of the last six semesters in school, one semester of which must be based on senior grades. Freshmen in their first semester may be granted courtesy membership if they graduated from middle school as an honor member of JCSF, as evidenced by the gold seal on their diploma.

Students must apply each semester and should check the daily bulletin for deadline information. Late applications will not be accepted. Approximately two weeks after the application deadline lists will be posted in the windows of the library and Service Center with the names of the Honor Crew and CSF members. Further questions should be addressed to Sheila Bennett-Newton, Honor Crew/CSF Advisor.

M. Student Activities Office/Student Store

The Student Activities Office is located in the Student Center. It serves as the center for student government and all student activities. Student Store sales take place during lunch and break ONLY. The following services and information are available in the Student Center:

- daily bulletin
- class finances
- student body budget
- dances
- Executive Council
 - student calendar
 - student government
 - clubs
- officers—class and student body
- financial standings of classes
- elections

N. Community and Parent Involvement

All Drake parents and other interested adults are encouraged to become involved in any of the school's support groups. Please call the principal's secretary for additional information.

- **Drake Fund** - A non-profit organization of parents, alumni and friends that raises and allocates funds for Drake educational programs.
- **Parent Club** - Parents whose common goal is to serve Drake in a variety of capacities. The group recruits and coordinates volunteers and provides parent education on current topics. Volunteers are welcome throughout Drake for short-term and long-term projects.
- **Benchwarmers** - A group of parents and friends who support Drake athletics with fund raising. The group provides extra equipment, uniforms, and awards, and assists with athletic scholarships.
- **Drake Scholarship Foundation** - A nonprofit organization established to assist Drake graduates with financial aid for higher education. Assistance is granted to students planning to attend four-year colleges, vocational, business and professional schools.

- **Volunteers** share their time and talents with students and staff by working in the library and counseling center, serving as test proctors or members of site governance councils. Volunteer staff members make significant contributions to the overall success of the total Drake program.

O. Support Services at School

School support groups have been formed in response to students' needs.

Academic Workshop: Students are referred to this classroom for academic and emotional support. The purpose is to keep students connected with school and, therefore, attending and performing successfully in classes. It is a one semester class that may be repeated.

Advisory: Every student is assigned to an advisor. Each advisor has approximately 16 students of various grade levels. Including advisories in the daily schedule provides an opportunity for advisors and students to connect on a personal level and get to know each other. Advisories meet three times a week. Discussions may be held about current issues at Drake, in the community and in the world. At other times discussions center around personal and social issues.

College & Career Center: The College & Career Center (Room 211) offers daily programs, services and information for college planning and career exploration. Students can avail themselves of college resources, meet college representatives and explore information about scholarships and financial aid. Job training can take the form of interest inventories, job shadowing and listening to career speakers.

Work permits are required for all employed students under the age of 18 years. Students, not parents, are responsible for obtaining a work permit for each employer. Permits are valid for one school year and expire at the beginning of each new school year. This is a two-step process, and both forms are issued through the College & Career Center in Room 211.

Counselors: Drake counselors guide students through their four years at Drake. They provide information and support with scheduling, academic issues, school problems, personal concerns, and school-to-career choices. On-line access to the many questions parents and students may have regarding counseling services can be accessed through <http://drake.marin.k12.ca.us/>. In-depth information about courses offered in the Tamalpais District is available on the Tam District web site at www.TamDistrict.org.

Students are randomly assigned a counselor when they enroll. In most cases a student will have the same counselor for four years. Students may go to the Counseling Center during break, lunch, before school or after school to sign up for an appointment. Counselors will send for students at their earliest convenience. In cases of personal emergencies, however, students should report directly to the counseling secretary, who will find someone to help them immediately.

School counselors and other authorized personnel occasionally provide individual, as well as small group counseling. The focus of small group support will change according to the needs of students. Examples of groups are those that may address problems such as eating disorders, alcoholism in the family, stress management, grief management, anger management, female concerns or male concerns. Groups may be formed by special needs or interests of students. Individual counseling for drug and alcohol problems is provided by Bay Area Community Resources counselors as time allows. Individual counseling for personal problems is also provided by Bay Area Community Resources on a limited basis. Counselors can also direct students and families to appropriate resources, both inside and outside of school.

Drake's counseling services are outlined in detail on the Drake web site <<http://drake.marin.k12.ca.us/>> and in the first issue of the parent newsletter each year.

Bay Area Community Resources Staff: The BACR staff provides support to numerous students by providing group counseling, peer mediation services and individual counseling services.

Health Technician: Drake employs a part-time health technician to assist students during school hours. This staff member is a valuable resource for those occasional illnesses and health topics of special interest to adolescents.

Peer Resource: Peer counselors are students with special training in listening to and referring students who have issues to air in a confidential environment. Students can learn the skills to be a peer counselor by enrolling in the Peer Resource class. Students may request to speak with a peer counselor by visiting the Counseling Center before school, during break or lunch, or after school.

Special Education: The Marin County Office of Education provides a variety of programs to serve the many different needs of the special education community, from the mildly learning disabled to the severely handicapped. For more information about special education programs, contact the Director of Instructional Services at the Tamalpais Union High School District Office (945-3727).

Student Attendance Review Board (SARB): The SARB is a committee of administrators, teachers, a probation officer, juvenile officers, a county school official and school counselors. During regularly held formal hearings, members of the SARB recommend interventions, legal avenues or change of placement for certain students with poor attendance patterns and/or behavior problems.

Student Study Teams: Teachers, counselors, the student and his/her parent meet to discuss concerns about academics and/or behaviors. Any one of the above may request that an administrator attend the meeting.

Support/Counseling Groups: A variety of groups is available to interested students. Groups provide a confidential setting for students to share ideas and concerns with other students. Community volunteers act as facilitators. Interested students should see their counselor. All student participants must have a signed parent release form on file prior to participating in a group.

P. Textbooks

Textbooks are distributed and collected by classroom teachers, and students are responsible for returning these books to the teacher who issued them. Students are responsible for loss or damage done to books. Damaged or lost book charges can be paid for in the Service Center, Room 113.

Q. Visitors to School

Persons who are not students at Drake, nor school employees, and who do not have official business at school, are not to be present on campus during school hours, including lunch and breaks. Visitors from other schools are welcome only when they have made arrangements at least 24 hours in advance by contacting the assistant principals' secretary. Drake students must obtain this permission for other students who wish to visit the school with them. No visitors are permitted on campus during the first two weeks or the last two weeks of any semester or at any time when local schools have holidays that do not coincide with the Drake calendar.

SCHOOL EMERGENCY PLAN

Emergency Information

A district-wide Emergency Action Plan governs what happens in the schools in the event of an emergency. The objective of the plan is "to provide effective action to minimize injuries and loss of life among students and school personnel in case of disaster during school hours." The school principal, working in cooperation with county disaster officials, will make decisions and determine actions within the framework of student and employee safety.

What Will Happen

All students are to remain on campus. Based on the nature of the emergency, they will be instructed to:

1. Stand by (stay where they are),
2. Take cover, or
3. Evacuate buildings and assemble, with instructors, in prearranged areas. Evacuation routes are posted in each classroom. Under no circumstances will teachers release their students unless given directions to do so by the principal. Any adult calling for a student will be required to identify him/herself to an assigned staff member before being allowed to take a student out of school.

How to Obtain Information

Phone lines may be down. Normal campus communication may be affected by an emergency. The following are valuable numbers to keep available:

Drake High School	453-8770	San Anselmo Police Department	258-4610
Tamalpais District Office	945-3721	Sheriff's Office	499-6584
County Superintendent of Schools	472-4110	Marin County Emergency Services	499-6584
Ross Valley Fire Department	258-4686		

If, however, telephone communication is ineffective, please tune in to one of the following radio stations or television channels for applicable emergency announcements.

KGO 810	KPIX-TV Channel 5	KCBS 740	KGO-TV Channel 7
1610 Local Ross Valley Emergency Radio			

(map of school)