

Capuchino High School Student & Family Handbook

2025-2026



Address: 1501 Magnolia Avenue, San Bruno, CA 94066
Telephone: (650) 558-2799 Fax: (650) 558-2752
Website: <http://www.smuhsd.org/capuchinohigh>

School Colors: Green and Gold ~ School Mascot: Mustangs

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Dear Capuchino Students and Families,

Dear Capuchino Students and Families,

I hope this message finds you and your family well. As we embark on the 2025-26 school year I am excited to welcome back our community of students and families. Our [administrative team](#) will work together to support your child during their high school journey. For our new families joining us this coming year, we will be working hard to support your students transitioning into high school and connecting them with resources and school activities. This will ensure that they have a sense of belonging while pushing them academically which has been a focus for us over the last 3 years. Last year we completed our WASC accreditation process and received a 6 year accreditation with a review midway through and this year we'll start working on our action plan through various stakeholder groups on campus to make CHS even a better place for our community.

Capuchino has served San Bruno youth and families for over 75 years, fostering learning, individual growth, and empowering our students to make a positive impact in their communities. Our student scholars are remarkable in every regard, and we thank you for entrusting us with this amazing responsibility. Our school goal is for all students to graduate demonstrating the knowledge and skills necessary to be prepared for college and career, which is anchored in our IB learner profile.

As an IB School, Capuchino is a unique, comprehensive high school. This includes a rigorous and coherent set of academic expectations, intentional social/emotional support, along with an immensely talented staff who will foster community in a variety of contexts, most importantly in each classroom on campus. It also means a commitment to [International Mindedness](#), anti-racist practices, and racial justice.

For the coming year, and beyond, we will continue to revise our curriculum, reflect on interactions, continue to build school connectedness with students/staff and challenge assumptions to ensure that each of our students are well supported for a successful future. There is no more important duty than providing each of our students with an equitable school experience. To learn more about our school and the IB Programme, [please click here](#). Finally, more information regarding our school values and the IB Learner Profile can be found in [our mission statement found here](#).

Our staff is rested and rejuvenated, and is excited to welcome back our community of students on August 14th. I am excited to continue learning about all the amazing things our students do here at Cap, and get to know our family community as well.

Go Mustangs!



Jose A. Gomez
Principal
650-558-2700

IB LEARNER PROFILE

The aim of the IB program is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience.

You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. You seek and evaluate a range of points of view, and you are willing to grow from the experience.



Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.



Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Caring

Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You take responsibility for your own actions and the consequences that accompany them.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

PERFIL DE LA COMUNIDAD DE APRENDIZAJE DEL IB

El objetivo del programa IB es desarrollar personas con mentalidad internacional que, reconociendo su humanidad común y la protección compartida del planeta, ayuden a crear un mundo mejor y más pacífico. Los alumnos del IB se esfuerzan por ser:

Reflexivos

Evaluamos detenidamente el mundo y nuestras propias ideas y experiencias. Nos esforzamos por comprender nuestras fortalezas y debilidades para, de este modo, contribuir a nuestro aprendizaje y desarrollo personal.

Equilibrados

Comprender la importancia del equilibrio intelectual, físico y emocional para lograr el bienestar personal propio y de los demás.

Informados e Instruidos

Explore conceptos, ideas y problemas que tienen importancia local y global. Al hacerlo, adquiere un conocimiento profundo y desarrolla la comprensión en una amplia y equilibrada gama de disciplinas.

De Mentalidad Abierta

Comprender y apreciar su propia cultura e historias personales, y estar abierto a las perspectivas, valores y tradiciones de otras personas y comunidades. Busca y evalúa una variedad de puntos de vista y está dispuesto a crecer a partir de la experiencia.



Indagadores

Tener una curiosidad natural y aprender a adquirir las habilidades necesarias para realizar indagaciones e investigaciones y mostrar independencia en el aprendizaje. Disfruta activamente aprendiendo y este amor por el aprendizaje se mantendrá a lo largo de sus vidas.

Audaces

Abordar situaciones desconocidas e incertidumbre con coraje y previsión, y tener la independencia de espíritu para explorar nuevos roles, ideas y estrategias. Eres valiente y elocuente al defender tus creencias.



Pensadores

Ejercer la iniciativa en la aplicación de habilidades de pensamiento de manera crítica y creativa para reconocer y abordar problemas complejos y tomar decisiones éticas y razonadas.

Íntegros

Actuar con integridad y honestidad, con un fuerte sentido de equidad, justicia y respeto por la dignidad del individuo, grupos y comunidades. Usted asume la responsabilidad de sus propias acciones y las consecuencias que las acompañan.

Solidarios

Mostrar empatía, compasión y respeto hacia las necesidades y sentimientos de los demás. Tiene un compromiso personal con el servicio y actúa para marcar una diferencia positiva en la vida de los demás y en el medio ambiente.

Buenos Comunicadores

Comprender y expresar ideas e información con confianza y creatividad en más de un idioma y en una variedad de modos de comunicación. Está dispuesto a trabajar en colaboración con otros.

Core Beliefs

AT CHS | Capuchino High School An IB World School WE BELIEVE... EN CHS | Capuchino High School An IB World School CREEMOS...

It is our obligation to provide a safe physical and emotional environment.

In identifying, disrupting, and eliminating institutional biases and barriers that prevent equitable outcomes.

The process of learning is personal and unique to each individual.

Es nuestra obligación proporcionar un entorno físico y emocional seguro.

En la identificación, interrupción y eliminación de sesgos y barreras institucionales que impiden resultados equitativos.

El proceso de aprendizaje es personal y único para cada individuo.

In using the IB approaches to teaching and learning to create meaningful learning experiences for all.

By developing the IB learner profile attributes in all community members, we will foster the growth of the whole person.

We must at the same time cultivate individual agency, ownership, and identity, and foster a collective culture of WE.

En el uso de los enfoques de enseñanza y aprendizaje del IB para crear experiencias de aprendizaje significativas para todos.

Al desarrollar los atributos del perfil de la comunidad de aprendizaje del IB en todos los miembros de la comunidad, fomentaremos el crecimiento de la persona en su totalidad.

Al mismo tiempo, debemos cultivar la agencia individual, la propiedad y la identidad, y fomentar una cultura colectiva de NOSOTROS.

School Goal: All students will graduate demonstrating the knowledge and the skills necessary to be prepared for college and career.

Meta Escolar: Todos los estudiantes se graduarán demostrando el conocimiento y las habilidades necesarias para estar preparados para la universidad y una carrera profesional.

Commitment to Racial Justice

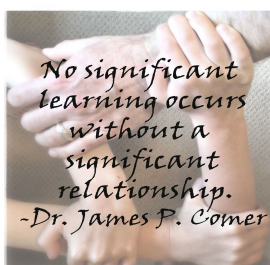


Learn more about our commitment to racial justice: <https://www.smuhsd.org/Page/13452>

SCHOOL CONNECTEDNESS

“School connectedness refers to an academic environment in which students believe that adults in the school care about their learning and about them as individuals.”

Capuchino faculty and staff know the importance of students feeling connected to school. School Connectedness includes participating in classes and extracurricular activities such as sports and clubs. More importantly, it involves building strong relationships with peers and adults on campus. Students are happier and more successful when they have at least one adult on campus whom they trust and feel have their best interest at heart. At Capuchino, we strive to build a strong, caring, and inclusive community together.



Staff Directory

MAIN OFFICE DIRECTORY

Principal	Jose Gomez	558-2700
Administrative Assistant	Sandra Rogge*	558-2701
Assistant Principal	Michalis Gordon	558-2703
Counseling/Student Svc. Assistant	Lisa Zepeda*	558-2705
Assistant Principal	Mauricio Rodriguez*	558-2706
Counseling/Student Svc. Assistant	Vicki Mahoney	558-2704
Assistant Principal	Deyango Harris	558-2728
Dean of Students	Tim Netane	558-2706
Counselor	Linh Linh Trinh	558-2712
Counselor	Faith Cabie-Ramil	558-2711
Counselor	Wendy Rivera*	558-2759
Counselor	Shannon Millard	558-2710
Counseling Aide	Kim Tsui	558-2714
Lead Wellness Counselor	Lucero Govea*	558-2776
Wellness Counselor	Gabby Gelb	558-2749
Wellness Counselor (ELD)	Octavio Leon*	558-2735
Activities Director	Drew Bywater	558-6425
Athletic Director	Jay Oca	558-2741
Athletic Trainer	Kristopher Rocha	558-2771
IB Coordinator	Martee Lopez-Schmitt	558-2721
IB Assistant	Angela Reinhardt-Mullins	558-2746
Attendance Clerk	Sandra Valenzuela*	558-2708
College, Career & Financial Aid Advisor	Michelle de Pilla*	558-2718
Career Coordinator/CTE Coordinator	Kim Koivisto*	558-2748
Data Analyst/Registrar	Faye Baltazar	558-2719
English Learner (EL) Specialist	Salvador Castillo*	558-2707
Family Engagement Coordinator	Fernanda Cely*	558-2762
Financial Assistant	Imelda Gomez*	558-2720
Health Aide	Renee McAuliffe	558-2722
Student Success Coordinator	Stefeny Peng	558-2783
Librarian	Anna Lapid	558-2727
Library Media Technician	Michaela Pisaro	558-2727
Facilities Manager	Don Ahuna	558-2725
Webmaster	Teang Kuy	558-2799
Yearbook Advisor	Martee Lopez-Schmitt	558-2721

*Spanish-Speaking/Habla Español

**Mandarin-Speaking/會說中文

For email and phone numbers of all staff members, please see:

<https://chs.smuhdsd.org/our-school/staff-directory>

CONTACT & COMMUNICATIONS GUIDE

We encourage you to contact us whenever you have a concern. The following chart may be helpful in connecting you to the person who can be most effective in meeting your needs. If you are unclear or need further clarification, please contact us at (650) 558-2799. Assistant Principal Grade Assignments are: Mr. Rodriguez - Grades 9, 11 and Mr. Gordon- Grades 10, 12

Flow of Contact	Contact Priority 1	Contact Priority 2	Contact Priority 3
Academic Progress in a Particular Class or Grading Questions	1st: Teacher of the class	2nd: Counselor	3rd: Student's AP
Alcohol/Other Substance Abuse Concerns	1st: Counselor	2nd Wellness Counselor or Dean	3rd: Student's AP
Attendance	1st: Attendance Clerk	2nd: Dean of Students	
Athletics	1st: Coach	2nd: Athletic Director, Jay Oca	3rd: AP Michalis Gordon
Behavior/Student Discipline	1st: Teacher of the Class	2nd: Dean of Students	3rd: Student's AP
School Calendar	1st: Assistant to AP- Lisa Zepeda	2nd: AP Michalis Gordon	
College Selection/Post-Secondary Plans	Counselor and/or College and Career Specialist		
Counseling for Personal Issues	Counselor or Wellness Counselor		
Course Selection/Placement	1st: Student's Counselor	2nd: Student's AP	
Facility Questions (repairs, suggestions, concerns)	1st: Facilities Manager	2nd: AP Mauricio Rodriguez	
<u>Facilities Rental Inquiries</u> (School related facilities reservations can be directed to Assistant to AP Gordon)	1st: Kevin Sanchez, kasanchez@smuhd.org (Non Theater Facilities) Or Josh Grush jgrush@smuhd.org (Handles: Performing Arts Centers and Theaters)	2nd: Assistant to AP- Lisa Zepeda	3rd: AP Michalis Gordon

IB Program	1st: IB Assistant	2nd: IB Coordinator, Martee Lopez-Schmitt	3rd: AP Michais Gordon
Naviance, Job Opportunities, Scholarships, Summer Programs	1st: College and Career Advisor	2nd: Student's Counselor	
Parent Involvement Organizations (Boosters)	1st: Main Office	2nd: Administrative Liaison	
Public Relations/Website	1st: Webmaster Karen Kuy	2nd: AP Mauricio Rodriguez	
Security (campus safety)	1st: Main Office	2nd: Assistant to AP	3rd: Dean or AP Gordon
Student Organizations/Co-curricular Activities	1st: Activities Director	2nd: AP Michalis Gordon	
Summer School	1st: Counselor/Case Manager		
Student Government/Leadership (ASB)	1st: Activities Director	2nd: AP Michalis Gordon	
Teacher Concerns	1st: Teacher of the Class	2nd: Counselor	3rd: Student's AP
Transcript/Student Records	1st: Data Analyst	2nd: Student's AP	

Learning Schedule (2025-26)



Capuchino High School Learning Schedule (2024-25)



1-7 Period Schedule (Mondays)

1-7 Schedule (Regular)		
Period 1	8:30	9:20
Period 2	9:27	10:17
Break	10:17	10:27
Period 3	10:34	11:24
Period 4	11:31	12:24
Lunch	12:24	12:54
Period 5	1:01	1:51
Period 6	1:58	2:48
Period 7	2:55	3:45

Final Assessment + 1-7 (12/17 & 5/23)

Final Assessment + 1-7 Schedule		
Period 7	8:30	9:00
Period 7 (Final)	9:05	11:05
Break	11:05	11:15
Period 1	11:25	11:55
Period 2	12:00	12:30
Lunch	12:30	1:00
Period 3	1:10	1:40
Period 4	1:45	2:15
Period 5	2:20	2:50
Period 6	2:55	3:25

Minimum 2, 4, 6 Schedule (9/13, 3/14)

2, 4, 6 Schedule Minimum Day		
Period 2	8:30	9:45
Period 4	9:52	11:07
Break	11:07	11:17
Period 6	11:24	12:39

Odd Period Block (Tuesday/Thursday)

1/3/5/7 Block Periods		
Period 1	8:30	10:00
Break	10:00	10:10
Period 3	10:17	11:47
Lunch	11:47	12:17
Period 5	12:24	1:54
Period 7	2:01	3:31

Even Period Block (Wednesday/Friday)

2/4/6 Even Periods + Homeroom		
Period 2	8:30	10:00
Break	10:00	10:10
Homeroom	10:17	11:06
Period 4	11:13	12:43
Lunch	12:43	1:13
Period 6	1:20	2:50
Teacher Collab	2:55	3:45

Rally Schedule

Rally Schedule		
Period 2	8:30	10:00
Break	10:00	10:10
Period 4	10:17	11:47
Rally	11:54	12:43
Lunch	12:43	1:13
Period 6	1:20	2:50

Final Assessments (Minimum Day: 12/18 - 12/20 & 5/27 - 5/29)

Final Assessment		
Period 1,3,5	9:00	11:00
Break	11:00	11:23
Period 2,4,6	11:30	1:30



Capuchino High School

Learning Schedule (2024-25)



Schedule Color Key (1-7) (Odd Block) (Even Block) Final Assessment Even Minimum	8/12/24 - 8/16/24	8/12 (No School)	8/13 (No School)	8/14 (1-7)	8/15 (1-7)	8/16 (1-7)
	9/2/24 - 9/6/24	9/2 (No School)	9/3 (Odd Block)	9/4 (Even Block)	9/5 (Odd Block)	9/6 (Even Block)
	9/9/24 - 9/13/24	9/9 (1-7)	9/10 (Odd Block)	9/11 (Even Block)	9/12 (Odd Block)	9/13 (Even Minimum)
	10/14/24 - 10/18/24	10/14 (No School)	10/15 (Odd Block)	10/16 (Even Block)	10/17 (Odd Block)	10/18 (Even Block)
	11/11/24 - 11/15/24	11/11 (No School)	11/12 (Odd Block)	11/13 (Even Block)	11/14 (Odd Block)	11/15 (Even Block)
	11/25/24 - 11/29/24	11/25 (1-7)	11/26 (1-7)	11/27 (No School)	11/28 (No School)	11/29 (No School)
	12/16/24 - 12/20/24	12/16 (1-7)	12/17 (7*Final + 1-7)	12/18 (1st/2nd)	12/19 (3rd/4th)	12/20 (5th/6th)
	1/6/25 - 1/10/25	1/6 (No School)	1/7 (Odd Block)	1/8 (Even Block)	1/9 (Odd Block)	1/10 (Even Block)
	1/20/25 - 1/24/25	1/20 (No School)	1/21 (Odd Block)	1/22 (Even Block)	1/23 (Odd Block)	1/24 (Even Block)
	1/27/25 - 1/31/25	1/27 (No School)	1/28 (No School)	1/29 (1-7)	1/30 (Odd Block)	1/31 (Even Block)
	2/17/25 - 2/21/25	2/17 (No School)	2/18 (Odd Block)	2/19 (Even Block)	2/20 (Odd Block)	2/21 (Even Block)
	3/10/25 - 3/14/25	3/10 (1-7)	3/11 (Odd Block)	3/12 (Even Block)	3/13 (Odd Block)	3/14 (Even Minimum)
	5/19/25-5/23/25	5/19 (Even Block)	5/20 (Odd Block)	5/21 (Even Block)	5/22 (Odd Block)	5/23 (7* Final 1-7)
	5/26/25 - 5/30/25	5/26 (No School)	5/27 (1st/2nd)	5/28 (3rd/4th)	5/29 (5th/6th)	5/30 (No School) Graduation

Campus Map, Parking, and Access



Automobiles and Parking

Every vehicle driven to school must be registered at the Main Office with Ms. Mahoney and must display a Capuchino parking tag (orange for students, green for staff) on the rear view mirror. Motorcycles and mopeds must also be registered and have a Capuchino parking permit clearly visible.

Students may park in unmarked spaces at the upper and stadium parking lots. Students must obey all parking regulations or they may lose parking privileges. Students are subject to a parking violation by the San Bruno Department of Transportation and Parking or Capuchino HS for illegal parking or traffic violations. The speed limit on campus is 10 miles per hour. Parking on campus is a privilege

and may be lost by careless driving. Students may access their cars before and after school. Students may not loiter in parking lot areas.

How do students obtain a parking permit?

- The student must present: 1) a valid California Driver's License, 2) current auto registration, 3) proof of insurance. We will make copies of the documents for you.
- Student parking permit costs \$5.00 and can be purchased through Ms. Mahoney.

Where can students park?

- Any parking space **not** designated as "STAFF" or "VISITOR" parking.
- Upper and Stadium Parking Lots
- Students are **not allowed** to park on the fire lanes, access roads, or red zones.
- Street parking is available. Do not block driveways.

Scooters, Bikes and Skateboards

Scooters, bicycles, skateboards and other types of boards are forms of transportation that promote physical health and environmental friendliness. However, for the safety of students and staff on campus, **students are not allowed to ride these on campus**. Items are subject to confiscation if they are used on campus. Privileges may be taken away if students abuse policy. Bicycles and scooters must be chained to the rack provided on campus. Skateboards must be carried throughout the day and must not become a distraction or safety hazard, or it may be confiscated. Capuchino high school and the SMUHSD is not responsible for lost or stolen scooters, bikes, or skateboards.

Hall Passes

Students must have a hall pass (Physical or digital) when they are out of class, including Teacher Aides. During class time, students must obtain their teacher's permission and hall pass in order to see someone (e.g., counselor, dean, etc.) in the Main Office. Students without a pass will not be seen. Students with a free 1st and 7th period who wish to remain on campus must obtain a "NAS" (Not at School) sticker. **Students without an official hall pass may be subject to consequences.**

Students are not allowed to be issued a hall pass the first 10 minutes and last 10 minutes of every period.

Identification Cards and Digital ID

All students **must carry a Capuchino ID card or access to digital ID on their phone at all times** on campus and at school-related functions. Student ID pictures will be taken during orientation. The ID card is used for library material checkout, AST attendance, school dance ticket purchase, and for identification at school events such as games at Capuchino and on other campuses. ID cards will also be used to identify students who are enrolled in off-campus programs. Failure to show a proper ID when requested by any school staff may result in disciplinary action. The initial ID card is free; however, a replacement card is \$5.00.

Digital Hall Passes can be accessed through logging into minga.io throughout the year.

Closed Campus

Capuchino is a closed campus; students must remain on campus from the beginning of their first class to the end of their scheduled school day. Students must obtain a "Permit to Leave" from the Attendance Office to leave early for reasons such as doctor's appointments, illness, or a family emergency.

Out of Bounds Policy

The following areas are considered out-of-bounds to students during the school day, unless under the direct supervision of a faculty member:

- Main Parking Lot
- Lower Practice Field, Tennis Courts, Softball Field, Baseball Diamond, Football Stadium, Track, Basketball Courts and Swimming Pool, Upper Gym, Main Gym**
- Stadium Parking Lot
- Bus Loop
- Back Access Road
- Upper Track, behind the Main Theater and Music Room
- All Construction Zones (if applicable)

*Students found in these areas may be subject to disciplinary action.

**Exceptions for school-sanctioned supervised activities

Lost and Found

Students looking for lost possessions should check with the Attendance Clerk in the Main Office. Anyone who finds a lost or misplaced article should take it to the office as soon as possible. If lost articles are not claimed within a reasonable amount of time, they will be discarded or donated.

Telephones

Students may use the phones in the Main Office for emergency purposes only. Public phones are not available on campus. Students will not be called out of class unless it is an emergency, or an urgent message can be delivered to a student at the guardian's request.

Visitors

Any person visiting the campus must sign the guest register in the Main Office and obtain a visitor sticker. For insurance and safety reasons, student visitors to campus during school hours will not be allowed except in unusual circumstances. If a student guest pass is issued, it must be obtained in advance from the Main Office.

Non-Students/Trespassers

Non-students are not allowed on campus during the school day. Non-Capuchino students who visit without authorization will be subject to discipline. Other unauthorized visitors who fail to leave upon direction are subject to arrest by the police for trespassing/loitering on a school campus.

Mental Health Resources

The San Mateo Union High School District has implemented and expanded a mental health program. Each school has at least two Wellness Counselors to provide counseling, consultation, professional development, parent support and crisis intervention for all students on site. Our site is managed by a Lead Wellness Counselor who oversees the site's social emotional needs and works with the wellness team to ensure proper services are provided. In addition to the site lead CHS has three Health and Wellness Coordinators that serve our school each, providing an additional level of support, including supervision for the Wellness Counselors, participation on the site leadership teams and building capacity for various levels and types of interventions.

The San Mateo Union High School District's School Based Mental Health and Wellness Program provides prevention and short term intervention services for all students facing social and emotional challenges that impact academic performance, attendance, and behavior at school.

[Know Your Resources: English](#) | [Spanish](#) | [Chinese](#)

Wellness Counselors

In a safe and supportive environment students can meet with Wellness Counselors to discuss a variety of complex issues such as stress, trauma, suicide, depression, bullying, grief, self esteem, family life, drug and alcohol use, relationships, gender identity and LGBTQ+.

Students can learn positive, lifelong habits that contribute to their well-being and success.

The Mental Health and Wellness Program provides short-term individual, group and drop-in support in a confidential, non-judgmental space staffed with Wellness Counselors who are dedicated to improving the health, well-being and educational outcomes of all students.

Referral Process

Students can drop-in the Wellness Center or be referred by their Guidance Counselor or Teacher. Drop-in hours are published online and posted around campus.

Location

The Wellness Counselors are located in the Wellness Center (A303). Office hours will be announced.

Staff:

Name	Role	Email	Phone #	Availability
Lucero Govea*	Lead Wellness Counselor	Lgovea@smuhsd.org	(650) 558-2776	Mon-Fri
Gabby Gelb	Wellness Counselor	ggleb@smuhsd.org	(650) 558-2749	Mon -Fri
Octavio Leon*	Wellness Counselor	oleon@smuhsd.org	(650) 558-2709	Mon-Fri

*Spanish Speaking

Outreach/Community Education

Wellness Counselors also conduct a variety of activities to promote mental wellness at a school-wide level. Activities include: student/parent presentations, wellness promotions events, and mental health training for school staff.

Wellness Space

Stress is part of our daily lives but for our students, this stress, frustration, and academic worry is daunting. Capuchino High School has a beneficial resource to help students manage their stress in a healthy and safe place. The Wellness Center is a resource that we hope will support our students by giving them the tools to cope with challenging situations, navigate conflicts, and feel empathy and compassion for themselves and others.

The Wellness Space is a safe place where students can take a 15 minute break to ground themselves with mindfulness techniques, de-stress, or just simply have quiet time so they can return to class in a better mental space for learning. The intent of the space is to “unplug” and disconnect from electronics; therefore, **the Wellness Space is a NO Tech Zone and students will be expected to check in their phones or devices while taking a break.**

The Space is supervised by school staff and peer tutors during specified days/times. Students can attend the space with a teacher’s pass, participate in a breathing exercise, draw, write, listen to calming music, destress and get back to a place of inner peace and calm in order to return to class to continue benefiting from their studies. Every student is encouraged to utilize this resource to learn and practice coping techniques in order to thrive and achieve a more calming and positive school experience.

Student Behavior and Outcomes

Every student is an individual and therefore all actions are viewed individually, within the scope of established consequences, with the discretion to assign appropriate discipline as necessary. To ensure adherence to expectations, a school-wide discipline plan has been established.

Capuchino High School's progressive and restorative discipline plan is based on:

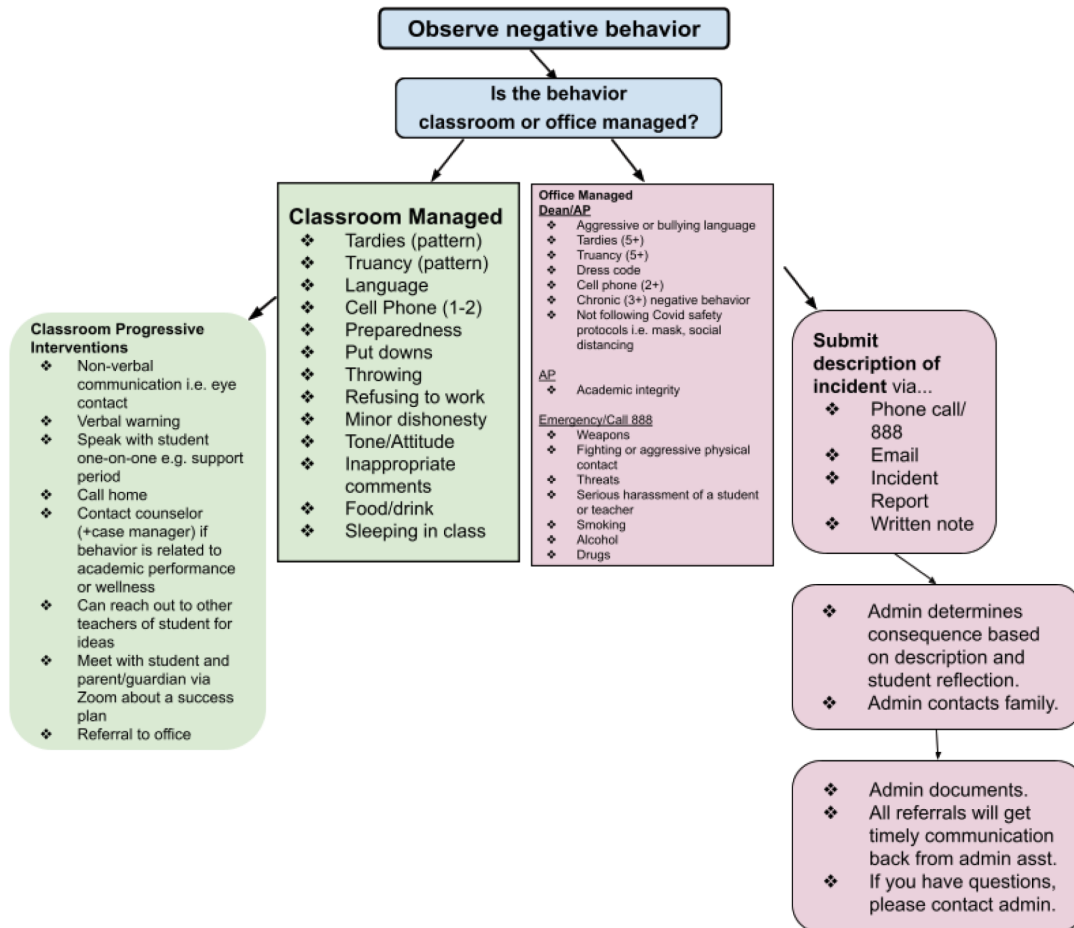
- The degree of the infraction committed by the student.
- Previous conduct of the student.
- Restoring harm and a sense of community

Important instructional practices to improve classroom culture while also minimizing classroom management issues.

Tier 1 Instruction

Classroom Community Building

- ❖ Communicate clear expectations and use gradual (progressive) intervention steps
- ❖ Get to know students
- ❖ Praise positive behavior
- ❖ Continue to strengthen the classroom community



Unacceptable behavior will be remedied through progressive discipline that becomes more rigorous as the behavior of the student becomes more serious and/or frequent.

Once the student has progressed through the classroom discipline plan and continues to exhibit unacceptable behavior, he or she will be referred to the counselor, dean, and/or assistant principal. The student will be dealt with based on the seriousness of the offense and his or her previous conduct. Please see the Progressive Behavior Flowchart that helps guide our discipline process. The chart is subject to updates as we continue to reflect on our practices. Infractions and misconduct are divided into three levels, each level having its own set of consequences. These levels will be used as guidelines by the administration in applying appropriate disciplinary consequences to students choosing to violate classroom and/or school rules. *(Please note the administration reserves the right to use discretion when assigning appropriate disciplinary measures).*

Level I	Level II	Level III
Classroom disruption, Off task, Cutting class, Tardy to class, Out of Bounds, Parking Violation, Using Bike, Skateboard/board or Scooter on campus, Violation of Computer use agreement, Unauthorized use of electronic devices during class time or passing period, Laser pointer, Littering (including birthday cake), Dress code violation	Repeat Level I violations, Disobeying school authority, Failure to serve Teacher's Detention, Forgery or alteration of school documents or official records, Gambling, Violation of Academic Integrity Policy, Committed an obscene act, used an obscene gesture, or engaged in profanity or vulgarity, Use profanity/vulgarity to intimidate others, Truancy, Possession or use of alcohol, tobacco, other drugs, or drug paraphernalia (e.g., vape pens, cartridges), School property damage, Fighting/play-fighting, Possession of stolen property, Vandalism, Tagging, Graffiti, Cyber-bullying (e.g., texts, Instagram, SnapChat, Facebook, etc.), Bullying, Pranks (e.g., intentionally making false reports, Senior Pranks)	Repeat Level II violations, Assault/battery, *Possession of controlled substance, *Possession of dangerous object, *Tampering with safety devices (e.g., fire alarm), *Explosive/firecrackers, Gang-related activity, *Possession of knife, Sexual harassment, *Stealing or possession of a stolen object, *Terrorist threats, Severe repetition of Level II, *Attempting or committing sexual assault, *Brandishing a knife, Use or under the influence of a controlled substance, *Possession or selling a firearm, *Robbery or extortion, *Stealing over \$100.00, Force or violence upon staff member *A police report will be filed.
Consequences/Interventions (subject but not limited to):		
Teacher Detention, Referral to the Dean, Parent phone call, Teacher Conference, Parent Conference, Referral to Wellness Counselor,	Teacher Detention, Referral to Dean/AP, Parent phone call/conference, Interventions (ATS, BI, SUP, VAPE), Suspension, After-School Detention, Thursday/Saturday	Referral to the AP, Parent Conference, District interventions (BI, VAPE, SUP, ATS), Suspension, Incident Review Conference, Formal

After-School Detention, Thursday/Saturday School, Campus Clean-Up, Suspension of School Activity Privileges, Community Service	School, Community Service, Restorative Circle/Conference, Suspension of School Activity Privileges, Restitution of Damages, Incident Review Conference, Behavior Contract, Formal Reprimand Contract	Reprimand Contract, Expulsion, Police Report, Suspension of School Activity Privileges.
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Interventions

San Mateo Union High School District has a bold, common district goal to reduce suspensions and expulsions throughout the district and to decrease disproportionality as it relates to discipline procedures. This is outlined within the SMUHSD *Safe and Connected Communities goal*.

Restorative Justice Practices

Restorative Justice is a practice derived from indigenous peacemaking traditions where a council of peers act as sounding board with the intention of healing harm and resolving conflict. The restorative justice team has three components:

- Community Circles: To ensure classrooms are socially, culturally and emotionally safe, restorative leaders will come into classrooms and hold community meetings to help students connect, talk about social issues, and build trust. These can be held in the beginning of the school year to create a closer community, after a whole-class conflict or if there is a lack of connection between students.
- Restorative Dialogue: After individual harm has been caused, restorative leaders meet one on one with students to help them reflect on the events and how the harm was a manifestation of their feelings, needs, or as an act of communication. This co-reflection process is not an alternative to administrative interventions but an addition and a way for students to be heard and understood
- Restorative Circles: After all parties have had the opportunity to have restorative dialogues and are willing to come together, restorative leadership will bring everyone together to hold a restorative circle. In this circle everyone harmed will have the chance to speak using nonviolent communication in a way to have all needs met- including the victim.

Academic Honesty

Capuchino High School upholds the San Mateo Union High School District's commitment to academic honesty and ethical behavior. According to Board Policy, all schoolwork submitted must represent the authentic effort of the individual student. Acts of academic dishonesty—including but not limited to cheating, plagiarism, unauthorized collaboration, or use of AI-generated content—are strictly prohibited. Students are expected to demonstrate integrity in all academic pursuits. Violations may result in disciplinary consequences such as a failing grade on the assignment, parent contact, loss of privileges, and further administrative action in cases of repeated or severe misconduct. Academic integrity is essential to building trust, responsibility, and a culture of learning at Capuchino.

At CHS we place great value on personal integrity and academic honesty. The administration, faculty, and staff strongly believe that integrity must be a significant component in the academic success of our students; therefore, we promote academic honesty by fostering the traits outlined in the IB Learner Profile and in particular the following:

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Reflective: We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.

Approaches to Learning:

- Self-management
- Social
- Communication
- Thinking
- Research

UNDERSTANDING AND PROMOTING ACADEMIC HONESTY AT CHS

Academic honesty is the foundation of any educational institution. The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment.

Promoting academic honesty is essential because a lack of academic integrity undermines the philosophy of any educational program. Students engaging in academic misconduct miss the opportunities to grow. Moreover, those who breach the regulations will find it easy to contravene the conventions in other fields.

All stakeholders in the CHS community believe that the principle of academic honesty should be considered by students as a learning experience and become part of their academic study during and beyond their time at Capuchino.

AT CHS ACADEMIC HONESTY REFERS TO

Research

Undertaking research honestly and producing authentic pieces of work

Intellectual Property

Always respecting intellectual property by acknowledging all ideas and work of others. Source materials may include along with written texts: visual, audio, graphics, artistic, letters, lectures, interviews, broadcasts, maps. Forms of intellectual property include patents, trademarks, moral rights, and copyrights.

Examinations

Exhibiting appropriate conduct during examinations

WHAT DO TEACHERS DO TO PROMOTE ACADEMIC HONESTY?

- The definition of academic honesty in course syllabi
- A review of the CHS Academic Honesty Policy in course syllabi
- Teachers provide examples of academic misconduct.
- Teachers review expectations (for example, in science courses, data is often shared but analysis is independent for lab reports).
- Several teachers give assessments on paper during class time.
- Teachers use a variety of plagiarism detection software/platforms.
- Teachers use multiple versions of tests; students also cannot keep their tests to discourage sharing.
- Teachers follow the school-wide cell phone policy, where students place phones in pockets.
- In classrooms where teachers have tables and not desks, there are dividers to discourage students from looking at peers' work during assessments.
- Some teachers discuss the use of AI. (Awaiting District guidelines)
- Some departments utilize project-based assignments to allow for informal assessment throughout project work time. Teacher assesses projects weekly as the students progress.
- Teachers give lessons on appropriate formatting including citing & referencing guidelines.
- Discussing with students when it is appropriate to collaborate on projects/tasks/assignments.

WHAT IS ACADEMIC MISCONDUCT?

"The IBO defines academic misconduct as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components".

Plagiarism

This is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Collusion

Supporting academic misconduct by another student or candidate, as in allowing one's work to be copied or submitted for assessment by another.

Duplication of work

The presentation of the same work for different assessment components and/or diploma requirements.

Paraphrasing

The restatement of someone's work in another form. In order for it to be allowed, the source needs to be acknowledged.

Fabrication of data

Manufacturing data for an experiment and for mathematical exploration/project

Disregarding the IB Examination Code of Conduct

An infraction or disregard of guidelines as established by the IBO with respect to examination conduct.

Disclosing information

Sharing information with another student/candidate, or receiving information from another student/candidate, about the content of an examination paper.

Inappropriate use of AI tools

Using any AI tool in a way that is not considered appropriate for the task/assignment. You can read the [district's guidance on Artificial Intelligence for further details](#).

EXAMPLES OF ACADEMIC MISCONDUCT

1. Submitting someone else's work
2. Submitting work that is created in part or in whole by AI
3. Copying the work of another student/candidate
4. Allowing a peer to copy your work
5. Not acknowledging sources
6. Asking another person to write your work
7. Falsifying data used in an assignment
8. Falsifying CAS records and journals
9. Stealing examination material and/or exam papers
10. Bringing unauthorized material into the examining room.
Examples: notes, unauthorized software on a graphic calculator, cell phones
11. Disruptive behavior during exams
12. Impersonating another student

Levels of Academic Misconduct

Misconduct is gaining advantage dishonestly. Multiple incidents over the course of a student's high school experience may increase the level of consequences.

Level I violations include, but are not limited to:

- Looking at, or allowing someone else to look at your own or another's paper during an exam, test, or quiz
- Using unauthorized "cheat" notes, including notes on a cell phone, desk or person

- Communicating or sharing unauthorized information with another student during an exam, test, or quiz
- Copying homework or class work assigned to be done independently, or allowing someone else to copy your own or another's work, including computer-generated information and programs
- Copying or closely paraphrasing sentences, phrases, passages, visuals, or other components from an un-cited source for a paper, or for research, including work submitted through turnitin.com.
- Submitting falsified information for assessments
- Submitting translations from internet translation programs
- Giving or receiving test information to or from students in other periods of the same teacher or same course

NOTE: Since individual teachers have differing expectations for homework (for instance, some teachers encourage students to work together, while others may expect students to complete assignments independently at home), it is the responsibility of teachers to clarify their expectations to students. We also expect where clarifications are needed students will seek out their teachers.

Level II violations include, but are not limited to:

- Submitting papers, projects, or other tasks taken from the internet, other publications, or other students, including papers submitted through turnitin.com
- Submitting a computer program developed by someone else

Level III violations include, but are not limited to:

- Stealing examinations, projects or assignments
- Distributing unauthorized papers or projects to other students
- Receiving payment or paying for unauthorized papers or projects
- Altering grades on a computer database, gradebook, or returned work

Consequences of Academic Misconduct

1st Offense at Level I

1. Student may receive a zero for the assignment, and make-up work may not be allowed.
2. Teacher notifies parent (via choice of email or phone call)
3. Teacher notifies administrator via referral
4. Administrator logs first offense in discipline file and advises students about adhering to the Academic Honesty Policy
5. Academic Honesty Contract is required
6. Parent/guardian meeting may be held
7. Academic support or detentions may be assigned

2nd Offense at Level I; or, 1st Offense at Level II

1. Student receives a zero for the assignment; no make-up work is allowed for assignment
2. Teacher notifies parent (via choice of email, phone call, or mail)
3. Teacher notifies administrator via referral
4. Administrator logs offense in discipline file and assigns possible detention or suspension
5. Meeting between AP, parent/guardian, and student is arranged
6. Academic Honesty Contract is required
7. Possible loss of school privileges (sports, dances, activities; ticket costs not refundable)
8. Student may become ineligible for California Scholarship Federation or other awards

9. Detention(s) and/or Saturday School will be assigned

3rd Offense at Level I; or a combination of a Level I and Level II offenses; or 1st offense at Level III

1. Student receives a zero for the assignment, if applicable
2. Teacher notifies parent (via choice of email, phone call, or mail)
3. Teacher notifies administrator via referral
4. Administrator logs offense in discipline file, and assigns suspension
5. Meeting between AP, parent/guardian and student is arranged
6. Academic Honesty Contract is required
7. Student becomes ineligible for California Scholarship Federation or other awards
8. Possible loss of school privileges (sports, dances/prom, activities; ticket costs not refundable)

In severe cases:

- Student may be dropped from the course with an “F”
- Suspension and cause may be reported to colleges in the student’s record
- Student may be ineligible to participate in awards and ceremonies, including graduation
- Where appropriate, Level III violations may also be referred to law enforcement.

The Role of Students

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned.

Student's responsibilities include:

- Read, understand and become familiar with the rules of the CHS Academic Honesty Policy and with all IBO rules and regulations documents
- Ensure that all work submitted is the student’s own work
- All sources are fully and correctly acknowledged including sources taken from websites, audio-visual, emails, CD.s, photographs, graphs and similar
- Students must submit their work through plagiarism detection service as indicated by the teacher.
- Make proper use of a citation style (MLA, APA, Chicago, etc.)
- When submitting work to IB examiners, the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.

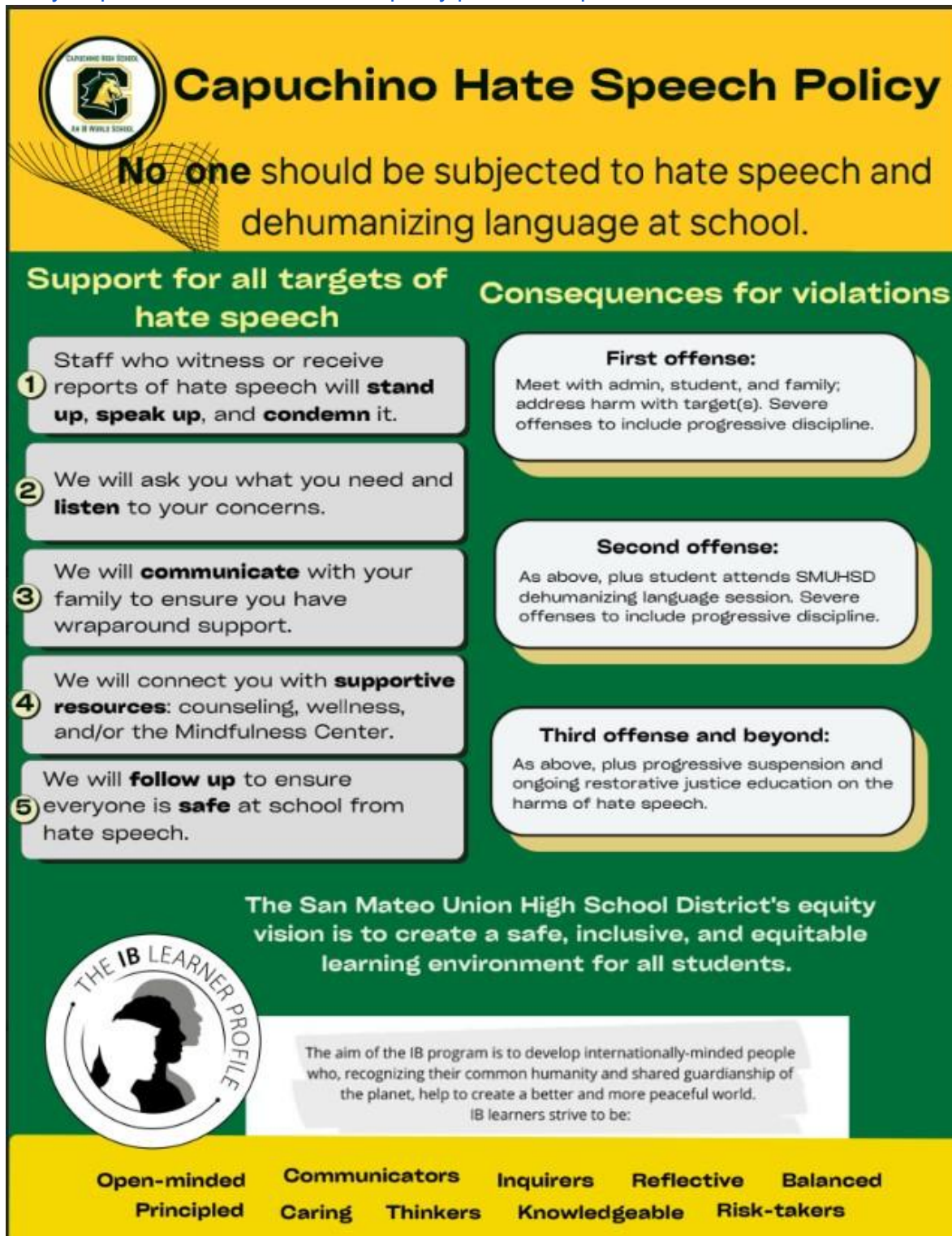
Policy on Hate Speech & Dehumanizing Language

The San Mateo Union High School District maintains a zero-tolerance stance on harassment and hate-motivated behavior such as slurs, threats, intimidation, or vandalism, driven by bias against a person’s real or perceived race, color, ancestry, national origin, religion, disability, sex, gender identity/expression, sexual orientation, age, marital or parental status, or any other characteristic protected by law. Similarly, dehumanizing language—words or actions that strip individuals or groups of their dignity or regard them as “less than human”—is explicitly prohibited. The district emphasizes respect, inclusion, and the free exchange of ideas; however, speech that is weaponized to degrade or harass is not tolerated. Any incidents of hate-motivated conduct must

be documented and reported, and will result in disciplinary measures that may include counseling, loss of privileges, suspension, and—if warranted—expulsion or administrative transfer

Capuchino has instituted a Hate Speech Policy that reinforces district and schoolwide values.

[Every Capuchino classroom has the policy posted in a prominent location.](#)



The poster is titled "Capuchino Hate Speech Policy" and features the Capuchino High School logo. It states that no one should be subjected to hate speech and dehumanizing language at school. The poster is divided into two main sections: "Support for all targets of hate speech" and "Consequences for violations". The support section lists five points: staff will stand up, speak up, and condemn it; staff will listen to concerns; staff will communicate with families for wraparound support; staff will connect students with supportive resources like counseling and the Mindfulness Center; and staff will follow up to ensure everyone is safe. The consequences section lists three levels of offense: first offense (meeting with admin, student, and family), second offense (plus a dehumanizing language session), and third offense and beyond (plus progressive suspension and restorative justice education). At the bottom, it features the IB Learner Profile logo and the district's equity vision statement, along with the aim of the IB program to develop internationally-minded people.

Capuchino Hate Speech Policy

No one should be subjected to hate speech and dehumanizing language at school.

Support for all targets of hate speech

- 1 Staff who witness or receive reports of hate speech will **stand up, speak up, and condemn** it.
- 2 We will ask you what you need and **listen** to your concerns.
- 3 We will **communicate** with your family to ensure you have wraparound support.
- 4 We will connect you with **supportive resources**: counseling, wellness, and/or the Mindfulness Center.
- 5 We will **follow up** to ensure everyone is **safe** at school from hate speech.

Consequences for violations

First offense:
Meet with admin, student, and family; address harm with target(s). Severe offenses to include progressive discipline.

Second offense:
As above, plus student attends SMUHSD dehumanizing language session. Severe offenses to include progressive discipline.

Third offense and beyond:
As above, plus progressive suspension and ongoing restorative justice education on the harms of hate speech.

The San Mateo Union High School District's equity vision is to create a safe, inclusive, and equitable learning environment for all students.

THE IB LEARNER PROFILE

The aim of the IB program is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.
IB learners strive to be:

Open-minded Principled Communicators Caring Thinkers Inquirers Knowledgeable Reflective Risk-takers Balanced

Electronic Device Policy

Students may have in their possession cell phones, laptops, tablets, and other electronic devices during the school day and during school-sponsored activities and events. However, except with the permission of the teacher or administrators, **all such devices must be turned off during instructional time (see Cell Phone Policy below)**, except during an emergency such as a natural disaster. Students may use devices during brunch or lunch, but must put away items when the bell rings. The use of electronic devices, laptops and tablets is at the teacher's discretion. Students are solely responsible for items.

Students who do not comply with this policy are subject to discipline, including the confiscation of the electronic device for the remainder of the school day or event.

*No student shall be 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 the pupil and use of which is limited to purposes related to the health of the pupil.

Acceptable Use Policy: <https://www.smuhsd.org/Page/4718>

The San Mateo Union High School District offers student access to the district computer network for electronic mail and the internet. To gain access to email and the internet all students under the age of 18 must obtain parental permission.

- [Acceptable Use Agreement](#)
- [Política de uso aceptable](#)
- [同意使用互聯網守則](#)

Responsible Use Policy: <https://www.smuhsd.org/Page/4718>

The responsible use policy directs all students in the San Mateo Union High School District to embrace a common set of guiding principles as they utilize technology to enhance their learning, collaborate, and communicate with school and community members. The Chromebook Agreement further outlines student expectations regarding the use of their district provided chromebooks.

- [Student Responsible Use Policy](#)
- [Política de uso responsable \(RUP\)](#)
- [負責任地使用政策 \(RUP\)](#)

Cell Phone Policy

Capuchino's Cell Phone Policy is largely managed at the discretion of each classroom teacher. Cell Phone Pockets or "Caddy's" are provided to each classroom as a safe storage spot during instruction. Students are advised to place their cell phones into the caddy or away into their backpacks during class time. Failure to comply with the schoolwide Cell Phone Policy can result in the following consequences:

First offense: Teacher warning - phone confiscated by teacher and contact parents. Phone is returned to the student at the end of class.

Second offense: The electronic device is confiscated and logged in with the AP Assistant. The device is returned to the student at the end of the school day.

Third offense: The Electronic device is confiscated and logged in with the AP Assistant. The device is returned to the parent/Guardian at the end of the school day. Students will serve a “restorative day” after school on Wednesday or Friday.

Fourth offense: The Electronic device is confiscated and logged in with the AP Assistant. Students will serve a “restorative day” after school on Wednesday or Friday. The device is returned after a parent/guardian conference and a student contract is signed. The Contract will require that the student drops off their cell phone every day before school and picks it up after school.

We believe that this policy ensures an emphasis on learning, limits distractions, promotes responsible use of technology, and encourages academic integrity.

District Intervention and Support Programs

Alternative to Suspension (ATS)

The purpose of the Alternative to Suspension Program is to provide an opportunity for students to contemplate, connect, to repair harm and to make positive decisions, reducing the time out of the classroom and focusing on increasing student academic success. Through this proactive intervention, students will be given tools to reduce negative behaviors by utilizing the Restorative Justice Practices Philosophy.

Suspended students engage in structured, therapeutic time during suspension to address underlying causes of suspension and increase engagement in school upon reentry. Students who receive 1-3 day suspensions are eligible for this On-Campus Suspension Program by referral by a school dean or site administrator. At the discretion of the dean or site administrator, students may serve the first day of suspension at home and then opt to attend the On-Campus Suspension program for one day in lieu of serving the remainder of the suspension. A licensed MFT facilitates the program in collaboration with a SMUHSD PPS credentialed certificated staff member. The program operates during regular school hours (8am-3pm) on the campus of the Adult School, 789 Poplar Street, San Mateo.

Dehumanizing Language: Alternative to Suspension Group

This therapeutic group will explore the student's choice to continue to use dehumanizing language in the context of the school setting, despite previous attempts by staff to interrupt behavior and discuss the impact of that choice.

Substance Use Program (SUP)

This program is designed to help students turn their suspension into an opportunity for learning and growth. This six-week program will help students have an in-depth understanding of the dangers of drug/alcohol/substance use, increase self-awareness and emotional control, optimize decision-making skills, and develop better communication skills. This program may be used in-lieu of other discipline such as suspension and/or expulsion from school.

Vape Awareness, Prevention, and Education (VAPE)

This program is designed to help your student turn their suspension into an opportunity for learning and growth. This two-week program will help students have an in-depth understanding of the dangers of vaping, increase self-awareness and emotional control, optimize decision-making skills, and develop better communication skills. This program may be used in-lieu of other discipline such as suspension and/or expulsion from school.

Recycling and Litter Control

Capuchino High School believes it is everyone's responsibility for maintaining a clean school. Students should dispose of trash and garbage in the proper receptacle. Students should also recycle bottles, cans, and paper products in Green Waste Bins. There are receptacles in classrooms and throughout campus. Failure to clean up personal litter may result in detention/campus cleanup.

Search of Students and Properties

[Board Policy 5145.12](#) School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

SMUHSD Suspension and Alternatives to Suspension for Ed. Code Violations

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. A principal or the principal's designee may suspend a pupil from the school (not more than five consecutive school days) for any of the reasons in the Educational Code, Section 48900, upon a first offense if the principal or designee determines that the pupil violated Educational Code 48900, or that pupil's presence causes a danger to persons or property, or threatens to disrupt the educational process. A student may be suspended or expelled for any of the acts listed below if the act is related to a school activity or occurs during school attendance occurring at any District school under the jurisdiction of the Superintendent or principal or within any other school District, including but not limited to the following circumstances:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period, whether on or off the school campus;
4. During, going to, or coming from a school-sponsored activity; and/or
5. With a nexus or connection to the campus with impact on the school campus.

Suspensions

OFFENSE ED. CODE	Ed. Code	POSSIBLE CONSEQUENCE(S)
Caused, attempted to cause, or threatened to cause physical injury to another person.	48900(a)(1)	• Alternative To Suspension Class • Mediation • No Contact Contract • Restorative Meeting • Suspension up to 5 days • Expulsion recommendation Possible • Admin transfer recommendation possible • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract • Possible Threat Assessment Level I
Willfully used force or violence upon the person of another, except in self-defense.	48900(a)(2)	• Title IX investigation ◦ Title IX Complaint Form • Alternative To Suspension Class • Mediation • No Contact Contract • Restorative Meeting • Suspension up to 5 days • Expulsion recommendation Possible Note: mandatory if serious injuries took place • Admin transfer recommendation possible • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract • Possible Threat Assessment Level I
Possessed, sold, or furnished a firearm, knife, explosive, or other dangerous object.	48900(b)	• Suspension for up to 5 days • Referral for expulsion, depending on type of weapon - see Admin Handbook for description of weapons • Restorative Meeting • Restorative Practices • Alternative To Suspension Class • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract • Possible Threat Assessment Level I
Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of a controlled substance.	48900(c)	• Substance Use Program (SUP) in lieu of suspension - first offense • Vaping Awareness Prevention Education (VAPE) • Brief Intervention (BI) Counseling • Suspension for up to 5 days • Expulsion recommendation Possible - sales, multiple incidents of possession, or hard core drugs • Restorative Meeting

		• Admin transfer recommendation possible • Referral to outside counseling as needed including PD diversion programs • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract
Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.	48900(d)	• Substance Use Program (SUP) in lieu of suspension - first offense • Vaping Awareness Prevention Education (VAPE) • Brief Intervention (BI) Counseling • Suspension for up to 5 days • Expulsion recommendation Possible - sales, multiple incidents of possession, or hard core drugs • Restorative Meeting • Admin transfer recommendation possible • Referral to outside counseling as needed including PD diversion programs • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract
Committed or attempted to commit robbery or extortion.	48900(e)	• Suspension up to 5 days • Restorative Meeting • Admin transfer recommendation possible • Expulsion recommendation Possible • Alternative To Suspension Class • Mediation • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract
Caused or attempted to cause damage to school property or private property.	48900(f)	• Suspension up to 5 days • Restorative Meeting • Admin transfer recommendation possible • Expulsion recommendation Possible • Alternative To Suspension Class • Mediation • Referral to law enforcement authorities • Restitution • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract
Stole or attempted to steal school property or private property.	48900(g)	• Suspension up to 5 days • Restorative Meeting • Admin transfer recommendation possible • Expulsion recommendation Possible • Alternative To Suspension Class

		• Mediation • Referral to law enforcement authorities • Restitution • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract
Possessed or used tobacco or products containing tobacco or nicotine.	48900(h)	• Vaping Awareness Prevention Education (VAPE) • Brief Intervention (BI) Counseling • Suspension for up to 1 day • If more appropriate, Substance Use Program (SUP) in lieu of suspension - first offense • Citation
Committed an obscene act or engaged in habitual profanity or vulgarity.	48900(i)	• Title IX investigation ◦ Title IX Complaint Form • Alternative To Suspension Class • Mediation • No Contact Contract • Restorative Meeting • Suspension up to 5 days • Admin transfer recommendation possible • Possible Formal Reprimand Contract
Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.	48900(j)	• Substance Use Program (SUP) in lieu of suspension - first offense • Vaping Awareness Prevention Education (VAPE) • Brief Intervention (BI) • Suspension for up to 5 days • Expulsion recommendation Possible - sales, multiple incidents of possession, or hard core drugs • Restorative Meeting • Admin transfer recommendation possible • Referral to outside counseling as needed including PD diversion programs • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract
Disrupted school activities or otherwise willfully defied the valid authority of school personnel.	48900(k)	• Alternative To Suspension Class • Mediation • No Contact Contract • Restorative Meeting • Admin transfer recommendation possible
Knowingly received stolen school property or private property.	48900(l)	• Suspension upto 5 days • Restorative Meeting • Admin transfer recommendation possible • Alternative To Suspension Class

		• Mediation • Referral to law enforcement authorities • Restitution • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract
Possessed an imitation firearm.	48900(m)	• Suspension for up to 5 days • Referral for expulsion, depending on type of weapon - see Admin Handbook for description of weapons • Restorative Meeting • Restorative Practices • Alternative To Suspension- depending on weapon type • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract • Possible Threat Assessment Level I
Committed or attempted to commit a sexual assault.	48900(n)	• Title IX investigation (Possible) ◦ Title IX Complaint Form • Alternative To Suspension Class • Mediation • No Contact Contract • Restorative Meeting • Suspension up to 5 days • Expulsion recommendation Possible • Admin transfer recommendation possible • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract • Possible Threat Assessment Level I
Harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding.	48900(o)	• Title IX investigation (Possible) ◦ Title IX Complaint Form • Alternative To Suspension Class on Bullying and Multimedia • Mediation • No Contact Contract • Restorative Meeting • Suspension up to 5 days • Expulsion recommendation Possible • Admin transfer recommendation possible • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract • Possible Threat Assessment Level I
Unlawfully offered, arranged to sell, negotiated to sell, or sold	48900(p)	• Substance Use Program (SUP) in lieu of suspension - first offense • Vaping Awareness Prevention Education

the prescription drug Soma.		(VAPE) Sessions - Brief Intervention (BI) Counseling - Suspension for up to 5 days - Expulsion recommendation Possible - sales, multiple incidents of possession, or hard core drugs - Restorative Meeting - Admin transfer recommendation possible - Referral to outside counseling as needed including PD diversion programs - Referral to law enforcement authorities - Possible Incident Review Conference (IRC) - Possible Formal Reprimand Contract
Engaged in or attempted to engage in hazing.	48900(q)	- Title IX investigation (Possible) Title IX Complaint Form - Alternative To Suspension Class on Bullying and Multimedia - Mediation - No Contact Contract - Restorative Meeting - Suspension up to 5 days - Expulsion recommendation Possible - Admin transfer recommendation possible - Referral to law enforcement authorities - Possible Incident Review Conference (IRC) - Possible Formal Reprimand Contract
Engaged in an act of bullying, including bullying committed by means of an electronic act, directed specifically toward a student or school personnel.	48900(r) Must include 48900.2, 48900.3, & 48900.4	- Title IX investigation (Possible) Title IX Complaint Form - Alternative To Suspension Class on Bullying and Multimedia - Mediation - No Contact Contract - Restorative Meeting - Suspension up to 5 days - Expulsion recommendation Possible - Admin transfer recommendation possible - Referral to law enforcement authorities - Possible Incident Review Conference (IRC) - Possible Formal Reprimand Contract - Possible Threat Assessment Level I
Aided or abetted the infliction of physical injury to another person.	48900(s)	- Alternative To Suspension - Mediation - No Contact Contract - Restorative Meeting - Suspension up to 5 days - Expulsion recommendation Possible - Admin transfer recommendation possible - Referral to law enforcement authorities

		• Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract • Possible Threat Assessment Level I
Committed sexual harassment	48900.2	• Title IX investigation (Possible) ◦ Title IX Complaint Form • Cyber-bullying and Media Awareness Classes • Alternative To Suspension • Training & Education related to sexual harassment • Mediation • No Contact Contract • Restorative Meeting • Suspension up to 5 days • Expulsion recommendation Possible • Admin transfer recommendation possible • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract • Possible Threat Assessment Level I
Caused, attempted to cause, threatened to cause or participated in an act of hate violence.	48900.3	• Title IX investigation (Possible) ◦ Title IX Complaint Form • Cyber-bullying and Media Awareness Classes • Alternative To Suspension • Mediation • No Contact Contract • Restorative Meeting • Suspension up to 5 days • Expulsion recommendation Possible • Admin transfer recommendation possible • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract • Possible Threat Assessment Level I
Intentionally engaged in harassment, threats, or intimidation	48900.4	• Title IX investigation (Possible) ◦ Title IX Complaint Form • Cyber-bullying and Media Awareness Classes • Alternative To Suspension Class • Mediation • No Contact Contract • Restorative Meeting • Suspension up to 5 days • Expulsion recommendation Possible • Admin transfer recommendation possible • Referral to law enforcement authorities • Possible Incident Review Conference (IRC)

		• Possible Formal Reprimand Contract • Possible Threat Assessment Level I
Making terroristic threats	48900.7	• Title IX investigation (Possible) ◦ Title IX Complaint Form • Alternative To Suspension Class on Bullying and Multimedia • Mediation • No Contact Contract • Restorative Meeting • Suspension up to 5 days • Expulsion recommendation Possible • Admin transfer recommendation possible • Referral to law enforcement authorities • Possible Incident Review Conference (IRC) • Possible Formal Reprimand Contract • Possible Threat Assessment Level I

Alternatives to Suspension and Education Code related

48900.5	(a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons. (b) Other means of correction include, but are not limited to, the following: (1) A conference between school personnel, the pupil's parent or guardian, and the pupil. (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling. (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents. (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)). (5) Enrollment in a program for teaching prosocial behavior or anger management.
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	(6) Participation in a restorative justice program. (7) A positive behavior support approach with tiered interventions that occur during the school day on campus. (8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups. (9) Any of the alternatives described in Section 48900.6.
48900.6.	As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's nonschool hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

Reporting Safety Concerns

Visit the below resources regarding safety concerns:

Responding to and Reporting Hate-Motivated Incidents and Crimes (October 2020)

The San Mateo Union High School District (District) is committed to providing a safe learning and working environment that is free from discrimination and harassment. Hate-motivated incidents and crimes jeopardize both the safety and well-being of all students and staff. Current law requires school districts to document and report any and all hate-motivated incidents and crimes to permit the development of effective programs and techniques to combat crime on school campuses.

The District will not tolerate hate-motivated incidents/crimes based on race, color, national origin, religion, disability, sex, sexual orientation, gender identity, or retaliation in any form for reporting such incidents/crimes.

[This bulletin](#) is aligned with [District policy](#) on Bullying and the Federal Law [Title IX](#) for the documentation and reporting of hate-motivated incidents/ that manifests evidence of hostility toward the target because of his or her actual or perceived race, color, national origin, religion, disability, sex, sexual orientation or gender identity. Such action includes, but is not limited to, threatening telephone calls, hate mail, physical assault, vandalism, cross burning, destruction of religious symbols, symbols of hate, or fire bombings. This also includes threats or hate mail sent by electronic communication.

Responding to and Reporting Bullying, Hazing, and Hate-Motivated Incidents and Crimes (June 2021)

The San Mateo Union High School District (District) is committed to providing a safe learning and working environment that is free from discrimination and harassment. The District takes a strong position against bullying, hazing, hate-motivated acts, or any behavior that infringes on the safety or well-being of students, employees, or any person within the District's jurisdiction.

Current law requires school districts to document and report any and all hate-motivated incidents and crimes to permit the development of effective programs and techniques to combat crime on school campuses. District policy requires all schools and all personnel to promote mutual respect, tolerance, and acceptance among students and staff. Article 1, Section 28(c) of the California State Constitution states: "All students and staff of public, primary, elementary, junior high and senior high have the inalienable right to attend campuses which are safe, secure and peaceful." Schools' compliance with ensuring "safe, secure and peaceful" campuses shall also be referenced and reflected in the development of each school's Safe School Plan.

[This policy bulletin](#) shall encompass behaviors or actions that occur among students, District employees, and associated adults. This policy is applicable to all areas of the District's jurisdiction, including school and District-related activities, events, programs, and traveling to and from school. [This bulletin](#) is aligned with District policy and procedures for the documentation and reporting of hate-motivated incidents/ that manifests evidence of hostility toward the target because of his or her actual or perceived race, color, national origin, religion, disability, sex, sexual orientation or gender identity. Such action includes, but is not limited to, threatening telephone calls, hate mail, physical assault, vandalism, cross burning, destruction of religious symbols, or fire bombings. This also includes threats or hate mail sent by electronic communication.

Anonymous Alerts via STOPit App

SMUHSD uses the countywide STOPit App for its anonymous anti-bullying and safety reporting system helps combat bullying and other negative activity in schools by empowering students to speak up.

The system allows for 1 way or 2 way anonymous encrypted communications between submitters (students, parents or community members) and district administration and/or school staff. Users of the system have the option to remain anonymous or reveal their identity when submitting a report.

[Report a Safety Issue using the STOPit app or website](#)

To send a report from your phone:

- Download the STOPit® app for free from the Apple Store, Google Play store, or the Chrome store
- Start the App, search for Capuchino High School or use the Access Code: chsmustangs
- Send important reports to school officials
- Add a screenshot, photo or video about the incident

[Learn more.](#)

Title IX

Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance.

Title IX states that: No person in the United States shall, on the basis of sex, be excluded from

participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Learn more about [Title IX and Sex Discrimination](#) enforced by the Office for Civil Rights (OCR) at U.S. Department of Education.

All of this information can be found on the District website: www.smuhsd.org/TitleIX.

[How to file a Title IX Complaint with the District](#)

Title IX Training Materials: [2020 Presentation](#)

Title IX Complaint Form: [English](#) | [Spanish](#)

To learn more, read about [Uniform Complaint Procedures \(BP-AR 1312.3\)](#)

Williams Uniform Complaint Forms: [English](#) | [Spanish](#) | [Chinese](#)

[Learn more](#).

Anti-Bullying

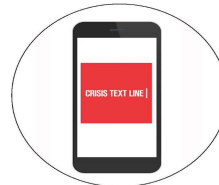
The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

[View the Anti-Bullying Policy](#).

KNOW YOUR RESOURCES



**NATIONAL SUICIDE
PREVENTION LIFELINE**
1-800-273-8255



CRISIS TEXT LINE
Text HOME to 741741 from
anywhere in the U.S., anytime, about
any type of crisis.



SMUHSD ANONYMOUS ALERTS
[www.anonymousalerts.com/
sanmateouhdsd](http://www.anonymousalerts.com/sanmateouhdsd)



STARVISTA CRISIS HOTLINE
650-579-0350

In Case of an Emergency, Dial 911, or visit your nearest emergency room.

Dress Code

In 2020, the San Mateo Union High School District Board of Trustees adopted a revised dress code. The basic principles include:

- The student dress code should serve to support all students to develop a body-positive self-image.
- All students are encouraged to dress in a manner that is comfortable and conducive to an active school day and allows them to express their self-identified gender.
- Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

The following guidelines shall apply to all regular school activities:

1. Clothes shall be sufficient to conceal undergarments. Shirts or tops must be worn at all times and must cover the back, front and sides of the torso.
2. Shoes must be worn at all times.
3. Hats, caps and other head coverings shall not cover the face unless for religious purposes. Masks are not allowed unless for a medical purpose.
4. Students CANNOT Wear Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) that depict:
 - a. Violent language or images
 - b. Images or language depicting drugs, alcohol, tobacco, nicotine, e-cigarette or vaping, hate speech, profanity, pornography (or any illegal item or activity) or the use of the same
 - c. Images or language that create a hostile or intimidating environment based on any protected class (defined as race, ethnicity, country of origin, religion).

Additional information can be found in the policy and admin regulations which can be found on the District's website: www.smuhsd.org/dresscode

All Capuchino-wear and college gear are encouraged and acceptable.

Capuchino apparel can be purchased online:

www.theloyalist.com/capuchino

Wear Green & Gold every FRIDAY!

Technology

Communications/Online Portal

All schools within our district will use the online portals, Canvas and Aeries, to communicate with families regarding important school events, resources, attendance, and academic progress.

- **Canvas Parent App:** allows parents/guardians to view current grades, assignments and homework. Parents/guardians can also receive course announcements.
- **Aeries Parent Portal:** view student attendance, 6-week grades at reporting periods, transcripts, and teacher email addresses.

Please following these steps to sign up for Canvas and Aeries access:

Step 1:

Go to our District website at www.smuhsd.org

Step 2:

Go to: **Family > Family Portal at the top of the web page.**



Step 3:

Find and Click on the **AERIES** Icon to access the web portal to see attendance and 6 week grades.

- Click on **"Create New Account"** and you will need these 3 pieces of information to login:
- Student ID:**
- Primary Phone:**
- Aeries Verification Code:**
- Aeries Setup Directions:** bit.ly/smuhsdaeries



BONUS: Get the Aeries Mobile App @ bit.ly/smuhsdfamilyapps

Step 4:

Click on **Canvas Parent App** to access current grades and assignments.

- Download the **Canvas Parent App** @ bit.ly/smuhsdfamilyapps
- Create an account with your personal email
- Use Your Student's Email and Password to Link to your Student
- Student's School Email:**
- Password:** Combine Last 6 Digits of Student ID and 2 Digit Birthday
Example: Student ID: 1234567 and Student Birth Date: 12/01/18
Password= 23456701



Congratulations on connecting to your school and teachers!

Bark for Schools

Monitoring of District issued devices and accounts for student safety is critically important to SMUHSD, which is why we use Bark for Schools to help us protect our students both online and in real life while using our school-issued accounts. Bark monitors for signs of potential issues like: cyberbullying, suicidal ideation, sexual predators, threats of violence, and more. When possible dangers arise on school-issued accounts, Bark for Schools sends SMUHSD alerts so we can address the situation in a timely manner. These alerts also give us insights that help us promote the wellness of the entire student body. We strive to help keep our students safe online.

For more information please visit Bark for Schools website: <https://www.bark.us/schools>, your site administrators, or contact the Director of Student Services, Don Scatena at dscatena@smuhsd.org.

Student Nutrition

During the 2024-2025 school year the state of California is providing 1 complimentary breakfast meal and 1 lunch complimentary lunch meal daily to **ALL** San Mateo Union High School District students, Breakfast is service before school or at brunch, and lunch is served daily. Please visit www.smuhsd.org/nutrition for more information.

Health Services

The health and welfare of our students is of the utmost importance to us. The San Mateo Union High School District commits to providing a clean and safe environment for our students, and strives to keep parents and family members informed about medical practices and any potential hazards to your child.

For information or for questions regarding [health forms](#) or district requirements, please contact the Health Services Manager Sara Devaney at sdevaney@smuhsd.org. For students in need of health services at the school sites, please contact the health aide at your school.

Health Office

The Health Aide assists students who become ill or injured during the school day. The Health Aide will contact a parent/guardian if it is necessary for the student to go home. The Health Aide will then issue the student a "Permit to Leave" for illness reasons and update the student's attendance. All students that visit the Health Office must have a hall pass from their teacher or a summons pass and sign-in on the office computer before coming to the Health Office. Students are to stay in the Health Office for a maximum of 10 minutes before determining if the student needs to go home or back to class.

The Health Office does not dispense any medication to students without a Medication Authorization Form on file. The form must be completed by both guardian and physician and submitted to the Health Aide for review.

Can students bring over-the-counter medications to school?

- Students cannot carry any medications on school grounds.

- Medications must be kept in the Health Aide's office along with a guardian or doctor's note on file.
- Students may carry certain medications if they have a doctor's note on file.

Athletic Clearance

Prior to participating in sports activities (e.g., conditioning, practices, contests), student athletes must complete their medical clearance through the Health Office. Please see the [Athletics](#) section for details.

Capuchino Health Aide: Ms. McAuliffe
Email: rmcauliffe@smuhdsd.org
Phone: (650) 558-2722

Related Information

[Teen Health Van](http://www.smuhdsd.org/teen-health-van): www.smuhdsd.org/teen-health-van

[Information for uninsured students](https://www.smuhdsd.org/Page/4718#insurance): <https://www.smuhdsd.org/Page/4718#insurance>

Emergency Procedures

The San Mateo Union High School District is a member of the San Mateo County Coalition for Safe Schools and Communities. Through this collaborative process, the Coalition produced the Big Five, a common emergency plan adopted by all San Mateo County school districts and law enforcement agencies. The Big Five protocol supports high-quality training for school staff and community members and ensures clear channels of communication among schools, first responders, parents, and community members should an emergency occur.

Additional information can be found on the San Mateo County Office of Education's [website](https://www.smcoe.org/for-communities/initiatives/safe-schools-and-communities.html): <https://www.smcoe.org/for-communities/initiatives/safe-schools-and-communities.html>

Emergency Contact Information

Parents/guardians are required to provide an **accurate and current record** which includes home address, telephone number, business address and telephone number of the parent/guardian, and the name, address and telephone number of a relative or friend who is authorized to care for the student in case of an emergency situation if the parent/guardian cannot be reached.

How can a parent/guardian add emergency contact information?

- To add an emergency contact or change the family's phone contacts, please notify the school immediately by calling Data Analyst at 558-2719.
- All address changes require a new Verification of Residence form to be completed at the District Office (See [Student Services](#)).
- Changes to a student's Educational Rights Holder (e.g., guardian with whom the school can share student information) must also be done at the District Office's [Student Services](#) Office.

Big Five Emergency Safety Plan

Capuchino High School administration works closely with the San Mateo Union High School District and the San Mateo County Office of Education in the implementation of the Big Five

Emergency Response protocol. Staff at Capuchino High School have been trained in these elements and stages periodic emergency drills to practice these protocols.

For more information about the Big Five, please refer to the San Mateo County Office of Education's [Big Five Initial Response Website](#).

CHS Safety Plan

Understanding Emergency Terminology

ACTION	DESCRIPTION
	Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents, and shut down air conditioning/heating units.
	Implement during an earthquake or explosion to protect building occupants from flying and falling debris.
	Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked, and all students and staff remain inside until otherwise directed. Instruction continues as planned.
	Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement.
	Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.

Academics

SAN MATEO UNION HIGH SCHOOL DISTRICT GRADUATION REQUIREMENTS

English	40 credits	Mathematics	30 credits (<i>Including Algebra & Geometry</i>)
Social Science	35 credits		
Physical Education	20 credits	World Language	10 credits
Science	20 credits (<i>10 credits must meet the D or F required in the UC "a-g" list</i>)	Fine and Performing Arts	10 credits
		Health	5 credits
		CTE	10 credits
		Elective Credits	40 credits

All graduates must complete a minimum of 220 credits of coursework.

Learn about [Graduation Requirements](#), including approved A-G Courses.

Course offerings at Capuchino can be found on our website: <https://www.smuhsd.org/domain/104>

Homework

Students should expect to receive homework on a daily basis per academic subject. Expectations are greater in terms of quality and quantity for AS and IB courses. For absences of more than one day, **please contact teachers to request missing assignments** or the Attendance office at 558-2708. Please allow 24 hours for the assignments to be gathered.

The San Mateo Union High School District Board of Trustees has adopted policy BP 6154 regarding homework practices in support of equity and access, student health and wellness, school/life balance, and the quality of instruction. The full policy document can be accessed on our school website under "Academics." Some of the policy requirements include:

- Homework-free breaks
- Homework comprising no more than 15% of a student's grade
- Communication of the due date and the amount of time expected for homework completion
- Communication of students' roles in project-based assignments.

Library

The library will be open from 8:15 a.m. –3:45 p.m. each school day unless the Student Success Coordinator has extended hours for the After School Tutorial Center. Please bring your ID card to check out books and technology. Students are encouraged to use the library in a quiet and studious manner. Library books circulate for two weeks, and chromebook loaners must be returned by the end of school day. Computers and Wi-Fi are available in the library for school work. No food or drinks are permitted in the library. The library can be reached at 558-2727. **After school tutoring is available in the Library.**

After School Tutorial Center

Students are encouraged to come to our library to work with a peer tutor or staff to enhance their study, time management, and organization skills. Our trained qualified peer tutors and staff also work with students either one-on-one or in a small group setting to deepen their understanding of a topic covered in class. This is a free service available to all students. Students can also work independently in the library after school hours. For more information and opening hours, please check our website: <https://www.smuhsd.org/Page/10066>

Progress Reports

Teachers assign the grade, which the student earns according to the criteria established for that class. Typically, “A”, “B”, “C”, “D”, and “F” are used to indicate student progress. Teachers will inform students at the beginning of each semester how grades will be computed. Progress Reports are mailed approximately one week after the grading period ends. Grades are also available online on Canvas (on Aeries for marking periods only).

AVID Program

Advancement via Individual Determination (AVID) is a nationwide program that targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID at Capuchino has become a bridge to the IB program. At the 9th & 10th grade levels, we focus on the skills needed to succeed in high school (note-taking, time management, organization, etc.) & provide students an environment where they are comfortable & confident to enroll in IB classes for their junior & senior years.

At the 11th & 12th grade levels, the focus shifts to preparing students for college. Besides learning about what it takes to be accepted to a four-year university, the class emphasizes the skills necessary to actually graduate from college. The AVID curriculum was developed by high school teachers working together with college professors.

The class is an academic “G” elective course. Students are recruited for the class based on family, teacher, & counselor recommendations, along with student interest. Please contact your counselor with any questions or if you would like to recommend your student for AVID.

Career Technical Education (CTE)

Career Technical Education gives students the opportunity to explore career pathways in Arts, Media & Entertainment, in Hospitality, Tourism & Recreation, and in Information & Communication Technologies. Students gain practical experience through hands-on projects that combine rigorous academics with industry-specific technical skills. Work-based learning opportunities such as guest speakers, field trips, and job shadowing expose students to a variety of career options.

Capuchino offers Career and Technical Education pathways in:

- [Foods & Nutrition](#)
- [Culinary Arts](#)
- Publications (Yearbook)
- [Art of Video](#)
- [Art of Video Adv](#)
- [Digital Photography](#)
- [Digital Photography Adv](#)

College Entrance Requirements

It is Capuchino’s goal that every student is prepared to go to college upon graduation, and making plans as early as their freshman year is critical to be eligible for many colleges that are selective and competitive. The following guidelines pertain to students seeking college admission.

The [University of California/California State University](#) Subject (A-G) Requirements

To meet minimum admission requirements, students must complete 15 yearlong approved high school courses with a letter grade of C or better. (Note: For courses completed during Winter 2020 through summer 2021, UC/CSU will also accept a grade of CR (credit) and P (pass). Refer to websites for updated information.

- **Subject Area A:** 2 years of history/social studies (1 year of world or European history, cultures and geography-may be a single yearlong course or 2 one-semester courses, **AND** 1 year of U.S. history or 1 semester of U.S. history and 1 semester of civics or American government)
- **Subject Area B:** 4 years of English (Students may only use 1 year of ELD English)
- **Subject Area C:** 3 years of college preparatory mathematics, 4 years recommended (Algebra, Geometry, Pre-Calculus, Calculus, or equivalent Integrated Math courses). UC requires a geometry course or an integrated math course with a sufficient amount of geometry content .
- **Subject Area D:** 2 years of science, 3 years recommended for UC (including integrated topics that provide fundamental knowledge in 2 of the 3 subjects: biology, chemistry, or physics). CSU requires 1 year of biological science and 1 year of physical science. 1 year of approved interdisciplinary or earth and space sciences coursework can meet 1 year of the requirement for UC. Computer science, engineering, applied science courses can be used in area D as additional science (i.e., 3rd year and beyond).
- **Subject Area E:** 2 years of language other than English, 3 years recommended for UC
- **Subject Area F:** 1 yearlong course of visual or performing arts chosen from the following disciplines: dance, drama/theater, music, interdisciplinary arts or visual arts. Two-one semester courses from the same discipline is also acceptable.
- **Subject Area G:** 1 year or 2 semesters of an elective (College elective course work chosen from any area on approved A-G course list)

Examination Requirements (Note: Both CSU's and UC's no longer require nor will consider SAT/ACT scores for admission purposes or awarding scholarships.)

- [California State University](#)
- [University of California](#)

Private Colleges or Universities (e.g., Stanford, USC, St. Mary's College, Columbia)

These schools vary widely in their admission policies, with some being extremely competitive and others being less so. Students should go online, see their counselor or visit the Career Center for specific information. Many times the financial packages at private colleges or universities are more generous.

The Community College System (e.g., Skyline, College of San Mateo)

These colleges are a good choice if you wish to attend for one or two years to prepare for a vocation, if you are not sure of your academic field of study, if for financial reasons you want to stay near home, or if you wish to prepare for a 4-year college by transfer.

The requirements include:

- A high school diploma, a certificate of proficiency, or the age of 18.
- No admission tests are required

Financial Aid

- Apply for financial aid beginning October 1 of 12th grade using [FAFSA](#) or [CA Dream Act Application](#)
- 12th Grade Families: Be sure to Opt in for [Cal Grant consideration](#) and apply no later than March 2 of 12th grade.

Counselors

All students are assigned to a counselor by last name, except students in special programs. Students with IEPs should check with their case manager regarding their assigned counselor. For contact information, please see the Main Office Directory on page 7.

Counselors help students plan their high school pathway, prepare college plans, and address social/emotional health. Students having difficulty with a subject or who are experiencing social/emotional or personal problems are encouraged to speak with a counselor in working out possible solutions. To make an appointment to see the counselor, email or call them directly.

Counselors meet one-on-one every spring semester to plan students' courses for the following year. Families are encouraged to call counselors if they have any questions or concerns. Assistance with Spanish/English translation is readily available. The Counseling department also holds annual grade level parent nights, where students and families will have the opportunity to learn about college and career paths after high school.

Course Drop Policy

San Mateo Union Board Policy - AR 5121:

A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the grading period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

- Student-Initiated Drops will be considered after the 2nd week of school and reviewed by the Counseling Committee. Final decisions made by the start of the 3rd week of school.
- Teacher-initiated drops from a course can occur up to 6 weeks into the course. Conferencing will occur between teacher, counselor, parent and student before a final decision is made.
- Mid-Semester changes and Semester schedule changes are discouraged. Exceptions will be provided for students in Support Classes or in need of Support Classes.
- Student initiated class changes will not be considered after the 2nd week of the 1st semester.

Dropping Classes for 2nd Semester will not be considered. (Level change requests by students or teachers should be discussed 1st semester for 2nd semester implementation, space permitting).

Note: These stated guidelines provide structure to class placement procedures, yet the administration reserves the right to consider unique and individual cases as needed.

International Baccalaureate Programme (IB)

The International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum for Junior and Senior students. It leads to a qualification that is widely recognized by the world's

leading universities. Students learn more than a collection of facts; they are also practiced in skills to help the The Diploma Programme prepares students for university and encourages them to:

- Ask challenging questions
- Learn how to learn
- Develop a strong sense of their identity and culture
- Develop the ability to communicate with and understand people from other countries and cultures.

Students entering the 9th grade with an interest in the IB Program should speak with a Counselor and enroll in Pre-IB courses.

IB Program Coursework:

Juniors and Seniors take IB courses in following six subject areas:

- English
- World Languages (French or Spanish offered)
- Individuals and Society (Social Studies sequence and Psychology)
- Mathematics
- Experimental Sciences
- Electives and or Arts

*These course requirements can be fulfilled at the most rigorous level over two years called "Higher Level" or can be taken as a one-year course called "Standard Level." *All IB courses are college-level work and upon an acceptable exam score can earn college credit.*

IB Essentials

- College-level work (noted as the best college-preparatory program anywhere) with the ability to earn "advanced standing" to the college of your choice.
- Students are working to international standards with their assessments being scored externally by the international office as well as by site teacher.
- The curriculum is interrelated and therefore, integrated as the IB team works for cross-purpose projects for students.
- Globalism and international understanding is the focus of all courses.
- Projecting well-rounded students and able learners who serve the community are physically active, and enjoy the arts (CAS requirement).
- The IB Philosophy is to "show what you know" and allows for individualization and choice for students vs. traditional testing methods.

The IB Diploma vs. the IB Certificate:

The IB Diploma Candidate satisfies the following requirements:

- Three Higher Level Courses (exams to be taken in the senior year)
- Three Standard Level Courses (two exams may be taken in the junior year) - The course work sequence is noted above and aligns with our district graduation as well as college entrance requirements.
- Exams in these six courses with a cumulative score of 24
- 150 hours of CAS (community, action, and service)
- 4000 word Extended Essay (a faculty advisor will be selected to assist)
- Theory of Knowledge Seminar Class (TOK: how we know what we know)

The IB Certificate Candidate can take any course singularly and the accompanying exam to earn college credit for that course alone. This allows students to choose to participate fully or modify their program as they enter their senior year.

For more information, contact the IB Coordinator Martee Lopez-Schmitt at 558-2721 or mlopezschmitt@smuhsd.org or the IB Assistant Daniella Franco at 558-2746.

Testing Fees

Please note that end-of-year testing fees are required for both IB and AP courses. For the 2024–25 school year, the IB exam fee was \$123, and the AP exam fee was approximately \$90. If you require financial assistance, please contact us, as you may qualify for support.

Textbooks

Textbooks are signed out to students in each class and become the responsibility of the student. Some classes will hold a class set of books in the classroom so that students may leave their own book at home. Students are financially liable for any damage to books or materials. Any student not returning textbooks or other materials will be charged replacement costs. Final report cards, transcripts or diplomas will not be issued to any student with outstanding books or other debts. Fines and bills are paid to the Site Accounting Technician. For questions, please call 558-2720.

School Year Calendar

EVENT CALENDAR

AUGUST

- 7 11th Grade Registration (9-11 AM)
- 12th Grade Registration (12-2 PM)
- 8 9th Grade Registration (9-11 AM)
- 10th Grade Registration (12-2 PM)

- 9 Registration Makeups (8-11 AM)
- 7 Athletic Fall Season Begins
- 12-13 Staff Dev. Day/Teacher Work Day
- 14 First Day of School

SEPTEMBER

- 2 Labor Day – School Holiday
- 3 Sports Boosters Meeting-Tent (7 PM)
- 12 Back to School Night
- 13 Minimum Day Schedule
- 20 Six Week Marking Period
- 19 Latino Parent Organization (LPO) Meeting (6:30 PM)
- 16 School Site Council (4 PM)

OCTOBER

- 14 Staff Dev. Day – No Classes
- 15 Sports Boosters Meeting (7 PM)
- 12 English Learner Advisory Committee (ELAC) (6:30 PM)
- 21 School Site Council (4 PM)
- 16 PTO Meeting (6:30PM)
- 16 District College Fair - TBD

NOVEMBER

- 1 6 Week Marking Period
- 5 Sports Boosters Meeting (7 PM)
- 7 PTO Spotlight on Curriculum (6:30 PM, Zoom)
- 11 Veterans Day- No school
- 12 Athletic Winter Season Begins
- 14 LPO Meeting (6:30 PM)
- 18 School Site Council (4 PM)
- 27-29 Thanksgiving Holiday

DECEMBER

- 3 Sports Boosters Meeting (7 PM)
- 5 LPO Posada (7 PM)
- 6 PTO Staff Holiday Breakfast
- 9 - 13 Review Week
- 16 School Site Council (4 PM)
- 18-20 Finals (Minimum Day Schedule)
- 20 End of Fall Semester
- 12/21- 1/7 Winter Recess

JANUARY

- 6 Teacher Work Day – No School
- 7 Spring Semester Begins
- 8 Sports Boosters Meeting (7:30 PM)

- 13 School Site Council (4 PM)
- 16 LPO Meeting (6:30 PM)
- 20 Martin Luther King Jr. Day – School Holiday
- 27 & 28 Staff Dev. Day – No Classes
- 27 Athletic Spring Season Begins

FEBRUARY

- 4 Sports Boosters Meeting (7 PM)
- 10 School Site Council (4 PM)
- 17 Presidents' Day - School Holiday
- 21 Six Week Marking Period

MARCH

- 4 Sports Boosters Meeting (7 PM)
- 10 LPO Meeting (6:30 PM)
- 13 Open House (6:30 PM)
- 14 Minimum Day (8 AM-12:30 PM)
- 17 School Site Council (4 PM)
- 3/31-4/4 Spring Recess – No School

APRIL

- 3/31-4/4 Spring Recess – No School
- 8 Sports Boosters Meeting (7 PM)
- 7-18 CAASPP/CAST Assessments for 11th & 12th
- 21 School Site Council (4 PM)

MAY

- 7 Sports Boosters Meeting (7 PM)
- 9 Thespian Award Ceremony (7 PM)
- 2-17 IB Testing
- 12 Athletic Awards Banquet (6:30 PM)
- 16 LPO Celebration (6:30 PM)
- 19 School Site Council (4 PM)
- 19-23 Senior Finals
- 21 IB Reception (5:30 PM) & Senior Awards (7 PM)
- 27 Senior Activity Day; Senior Send-Off Breakfast & Video
- 26 Memorial Day
- 27- 29 Finals (Minimum Day Schedule)
- 29 End of Spring Semester
- 28- 29 Graduation Rehearsals (1-2:30 PM)
- 30 Graduation (10 AM)/Grad Night (7:30 PM)

*** Winter Formal and Prom dates are to be determined**

****PIQE dates are to be determined**

San Mateo Union High School District

School Calendar 2024-2025

Fall Semester 2024

August	M	T	W	Th	F
8/12 Fall Semester begins (T)					
8/14 Fall Semester begins (S)					
PD Day	PD	W	14	15	16
	19	20	21	22	23
	26	27	28	29	30

September	M	T	W	Th	F
9/12 Back to School	2	3	4	5	6
9/13 Minimum Day	9	10	11	12	13*
9/20 6-week marking period	16	17	18	19	20
	23	24	25	26	27
	30				

October	M	T	W	Th	F
		1	2	3	4
	7	8	9	10	11
PD Day	PD	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

November	M	T	W	Th	F
11/1 6-week marking period					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
11/27 Staff Recess	25	26	SR	28	29

December	M	T	W	Th	F
12/18,12/19,12/20 Minimum Day	2	3	4	5	6
12/20 6-week marking period	9	10	11	12	13
12/23-1/6/25 Winter Recess (S)	16	17	18*	19*	20*
12/20 Fall Semester ends (S)	23	24	25	26	27
1/6/2025 Fall Semester Ends (T)	30	31			

Key:

* - Minimum Day

W - Workshop/Scheduling days for all teachers

SR - Staff Recess

	Inst. Days	PD Days	Workdays	Total Contract Days
Fall	87	2	2	91
Spring	93	2	1	96
Total Days	180	4	3	187

School Holidays

August 12.....Professional Development Day
 September 2.....Labor Day
 October 14.....Professional Development Day
 November 11.....Veterans Day (Observance)
 November 28 & 29.....Thanksgiving Days
 December 23, 2024 - January 6, 2025.....Winter Recess

Spring Semester 2025

January	M	T	W	Th	F
1/7 Spring Semester begins (T)			1	2	3
1/7 Spring Semester begins (S)	W	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
PD Day	PD	PD	29	30	31

February	M	T	W	Th	F
	3	4	5	6	7
	10	11	12	13	14
2/21 6-week marking period	17	18	19	20	21
	24	25	26	27	28

March	M	T	W	Th	F
	3	4	5	6	7
3/13 Open House	10	11	12	13	14*
3/14 Minimum Day	17	18	19	20	21
	24	25	26	27	28
3/31-4/4 Spring Recess	31				

April	M	T	W	Th	F
		1	2	3	4
4/11 6-week marking period	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		

May	M	T	W	Th	F
				1	2
	5	6	7	8	9
5/27,5/28,5/29 Minimum Day	12	13	14	15	16
5/29 Spring Semester Ends (S)	19	20	21	22	23
5/30 Spring Semester Ends (T)	26	27*	28*	29*	W

January 20.....Martin Luther King Jr. Day
 January 27 & 28.....Professional Development Day
 February 17.....Presidents' Day
 March 31 - April 4, 2025Spring Recess
 May 26, 2025.....Memorial Day

Attendance

According to our district policy, there are legal excused reasons for a student to be absent from school, which are:

1. Personal illness (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205) (cf. 5112.2 - Exclusions from Attendance)
3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)
4. Attendance at funeral services for a member of the student's immediate family (Education Code 48205)

Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

5. Jury duty in the manner provided by law (Education Code 48205)
6. Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205) (cf. 5146 - Married/Pregnant/Parenting Students)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)

a. Appearance in court

b. Attendance at a funeral service

c. Observance of a religious holiday or ceremony

d. Attendance at religious retreats for no more than four hours per semester

e. Attendance at an employment conference

f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205) (cf. 6142.3 - Civic Education)

9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

(cf. 6173.2 - Education of Children of Military Families)

10. Attendance at a naturalization ceremony to become a United States citizen (Education Code 48205)

11. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (Education Code 46014) (cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least

the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)
(cf. 6112 - School Day)

12. Work in the entertainment or allied industry (Education Code 48225.5)

Such absence shall be excused provided that the student holds a work permit authorizing such work and is absent for a period of not more than five consecutive days and up to five absences per school year. (Education Code 48225.5)

13. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

14. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

*If a student needs to leave school during the day, they must obtain a permit to leave from the Attendance Office prior to departure.

When must a student provide a doctor's note?

- When a student has had 3 or more consecutive absences due to illness
- When a student has had a total of 14 or more absences in a school year for illness, the school site administration (designee) may require that any further absences for illness be verified by a physician. Absences do not need to be consecutive.
- Please contact the Health Office (558-2722) if your student has a serious illness.

How to report an excused absence?

1. On the absent days, please contact the Attendance Office using [the online form](#) -- in order to clear an absence. The form is also available in Spanish and Chinese.
2. Notify the Attendance Office by phone at 558-2708 and speak to the Attendance Clerk or leave a message with the following information:
3. Your message or written note [in ink] includes --
 - Student's name
 - Student's ID Number (if possible)
 - Number of days
 - Dates of absence
 - Reason for absence
 - Parent signature
 - Work and home phone numbers
4. If a guardian is unable to report an excused absence on the day of, please submit a message to the Attendance Office on the day of the student's return to school, between 7:30 - 7:55 am.
5. Parents/guardians of 18-year-old students who wish to allow adult students to verify attendance must meet with the Dean to go over agreement details.

How does one clear an absence?

- Students are expected to clear an absence within three school days (72 hours). Parent/Guardian must clear an absence by contacting the Attendance Clerk to explain the absence.
- Absences not cleared after three school days (72 hours) will be considered unexcused and marked as a “cut.” The office cannot correct attendance records after 72 hours.

How does the school notify parents/guardians about absences?

The school uses an automated communications system, to notify parents/guardians on all period absences. When a student is absent, a parent/guardian must **call 558-2708 or provide the attendance clerk with a note within 72 hours** of the absence.

Attendance Policy

Attending class regularly and being on time have a direct effect on a student's success in meeting course requirements for high school graduation. Attendance in school is **legally mandatory** for all students under the age of 18 and also required in order to be successful in district courses.

- It is the student's responsibility to see that a parent or guardian telephones the attendance office on the morning of each absence.
- If the absence is not excused by the end of the school day, parents/guardians will be contacted at home or at work via our auto-dialer system
- Students and guardians **have 72 hours to clear an absence**, otherwise it will be recorded as a truancy (families should check Aeries for daily attendance updates.)
- **Students who are considered truant from school during the day of an activity or athletic contest may not be allowed to participate in that event.**
- Students with 14 or more unexcused absences will receive a truancy letter.

Attendance Referral Process

A student is considered truant after having more than 14 unexcused absences. A routine attendance report is evaluated to identify students early on and provide the necessary intervention. The goal is to decrease the number of absences and identify the reasons behind those absences in order to provide the student and family with support.

Permit to Leave During School Hours

Parents/guardians and students should make every effort to schedule non-school appointments outside school hours. If this is unavoidable, **the student must obtain a Permit to Leave from the Attendance Clerk prior to leaving**. Students who leave campus without a “Permit to Leave” will receive a permanent cut/truancy absence – even if a parent calls to clear the absence afterward. The student will also be assigned an appropriate consequence for leaving school without permission. The San Bruno and Millbrae Police Departments are authorized to return students back to the school campus when students leave without a Permit to Leave.

How does one obtain a Permit to Leave Campus?

- Parent/guardian communicate with the Attendance Clerk by
 - Calling (650) 558-2708 before 9:30 am, or
 - Sending a note **before** school begins, stating the reason and requested dismissal time along with a phone number where the parent/guardian may be reached. These notes will gladly be accepted in Spanish.

- The student **MUST check-out with the Attendance Clerk** prior to leaving campus to excuse absences.

Tardy Policy

Students are tardy if they are **not in the classroom when the bell rings**. Arriving late to class 5 or more times in a grading period may result in detention. The tardy policy has been implemented to assist students getting to class on time.

Consequences for Unexcused Tardies/Absences

The office creates reports on unexcused tardies/absences. Students with 5 or more unverified absences in a grading period will result in consequences.

School Attendance Review Board

The District School Attendance Review Board (SARB) attempts to understand why students experience attendance problems and makes every effort to assist in correcting the problem(s).

Learn more: <https://www.smuhsd.org/Page/4685>

Chronically Absent Students

SMUHSD contracts with SchoolStatus Attend to help provide proven interventions to reduce chronic absenteeism by 10–15% districtwide through proactive, personalized outreach paired with inbound support for families in their home language. The unique approach requires no change in school-level practices. Intervention is rigorous in its evidence basis, research, and design—but thoughtful and supportive in its delivery. We monitor attendance data and target our families. When students become at risk of learning loss, supportive nudges are sent by text and mail that provide access to support. The personalized, consistent outreach, in families' home language, district-wide has proven to help improve attendance of students.

Attendance Policy regarding Extra Curricular Activities

Students who participate in extracurricular activities must adhere to Capuchino High School's Attendance and Behavior Policies in order to participate in athletic practices, contests, and as spectators, as well as in all other schoolwide activities, including Drama and Music events, where participation is not tied to a course grade.

[Refer to the link for details on the progressive outcomes associated with violations of the extracurricular attendance and participation policy.](#)

Student Services

For questions and more information about the following items, visit the Student Services section of the District website: <https://www.smuhsd.org/student-services>, email enrollment@smuhsd.org or call 650-558-2251:

- Address changes and / or contact info changes
- Wellness counseling
- Attendance issues
- Transferring students
- Data Confirmation - Summer Census
- Preferred Name Changes
- Alternatives to Suspension programs

Athletics

To be eligible* to participate in Athletics and Extracurricular activities, which includes student government, drama productions, clubs and/or to serve as class representatives, a student must:

- Meet minimum academic standards
- Have passed 20 units of coursework the previous grading period
- Have a minimum GPA of 2.00 in all enrolled courses during the previous grading period
- Have 90% Attendance (if applicable, a site attendance contract will be placed to support student eligibility)
- Not have more than 1 failing grade

*Eligibility is recalculated each six-week grading period.

Athletic Clearance

To be eligible to participate in athletic activities, a student must do the following:

1. Student's parent/guardian must complete the athletic clearance forms on SportsNet: <https://sportsnethost.com/capuchino/index.php?page=sign-in>. Clearance forms must be completed once every school year.
2. Students must have a [current physical form](#) (signed and stamped by their physician) on file at the Health Office. Physical forms expire one year from the date of examination. They can be found be picked up in the health office or downloaded from SportsNet.
3. [Assumptions of Liability relating to Coronavirus/COVID-19 form](#)

*The above items must be completed and on file prior to the start of the season of participation before a student will be permitted to participate.

Fall Season (September through mid November)

Girls': Frosh/Soph and Varsity: Cross-Country, Tennis, Volleyball, Golf, Water Polo

Boys': Frosh/Soph and Varsity: Cross-Country, Football, Water Polo

Winter Season (Mid November through mid February)

Girls': Frosh/Soph and Varsity: Basketball, Soccer, and Wrestling.

Boys': Frosh/Soph and Varsity: Basketball, Soccer, and Wrestling.

Spring Season (Mid February through May)

Girls': Frosh/Soph and Varsity: Track & Field, Badminton, Softball and Swimming.

Boys': Frosh/Soph and Varsity: Track & Field, Badminton, Baseball, Golf, Tennis, Volleyball, and Swimming.

Spirit Squad is a year-round sport and requires eligibility each grading period.

Clubs, Activities

Student Leadership and Clubs

Leadership is an opportunity for students to reach out to the student body and show their school spirit. The class is divided into different commissions and councils, which are responsible for organizing events such as dances, rallies, lunch time games, student recognition programs, and

activities to help unite each class. All students are encouraged to participate in clubs and organizations. For details, please visit our website.

School Activities/PAL Discount

In an effort to broaden access for all students to programs and services, all SMUHSD students with a valid student ID may receive **free admission** and attend any football or basketball game on SMUHSD campuses. Also, a limited number of free tickets for Capuchino plays, dance shows, and musicals may be made available to Capuchino students..

ID cards become student body cards with the purchase of PAL (Peninsula Athletic League) Discount for \$15. The PAL card can be used to save money on dance tickets and school spirit gear. Proceeds finance athletic and student government activity programs.

Work Permits

Almost all minors under the age of 18 are subject to [California's child labor protections](#) and should obtain a work permit. Students may apply for a work permit through the College and Career Center. Students must have a 2.0 GPA and satisfactory attendance in order to be granted a work permit. Students should limit hours to no more than 12 to 15 per week. Work hours should be planned to allow ample study time. Research shows that students who work longer than 20 hours a week average lower grades.

Dance Policy

Dances are an opportunity for students to socialize in a safe, supervised, and appropriate environment. Student behavior must reflect the district's mutual respect policy. To ensure a safe and memorable event, the following guidelines apply to all dances. *For complete policy, refer to Dance Contract.*

- Tickets must be purchased in advance. Dance Contracts must be signed and completed prior to purchasing tickets. No refunds will be given for any reason.
- Students with fines or trancies may not purchase tickets. No students on suspension or expulsion are admitted.
- All students, including guests, must bring a photo ID card and present it at check-in.
- Guest passes must be submitted no later than one week prior event. No middle school/junior high school students or guests who are 21 or over.
- Students' bags, clothing, and pockets will be checked at the door.
- Doors close one hour after the dance begins.
- Students who leave the dance may not re-enter.
- Inappropriate or dangerous dancing is not allowed.
- Inappropriate clothing/dress is not allowed.
- Selling, possession of alcohol, controlled substance, or drug paraphernalia (e.g., vape pens), or being under the influence of alcohol or a controlled substance will result in immediate removal from the dance and suspension from school along with possible legal consequences.
- Breathalyzers will be used in and out of dance at the discretion of the administration.

Failure to comply with the rules will result in removal from the dance and notification of parents/guardians, and other disciplinary action as determined by the school administration.

All students must have prior permission from the Dean or an Administrator to attend

Homecoming, Winter Formal, or the Prom. Students may not attend if they have more than 5 unexcused absences within the 6-week grading period.

Field Trips

Field trips are optional and organized by teachers, program leaders, club advisors, or coaches. All trips leave from and return to the school. In order to be eligible for a field trip, we strongly encourage students to maintain positive attendance and behavior records. Students are responsible for their own transportation from the school to their homes after the trip. Students will return on the bus or in the car with the faculty member or approved school volunteer aide. Under NO circumstances are students allowed to drive other students to or from the field trip location. All students will remain with the group at all times. Students will observe all school rules and regulations concerning behavior, as well as expectations established by supervising faculty member. Parent/guardian approval is required for the student to participate in the trip. The student is responsible for submitting the Field Trip Permission form one week in advance of the field trip. Students should make arrangements with teachers for makeup assignments and assessments (if applicable) at the time this form is completed.

Senior Costs

12th grade can be challenging in terms of fees and costs for extracurricular items associated with graduating high school. Capuchino is not responsible for fees associated with optional extracurricular activities. The following list of some of the senior events or items and the range of costs associated with them can help you to plan accordingly. If you are experiencing financial hardship, please contact your counselor (or the IB office for IB-related fees) for possible support:

Events/items	Approximate Costs	Details
Senior Panoramic Photo	\$17-25	Last year's laminated photo was \$17, framed photo was \$23
Yearbook	\$85-\$100	Less expensive if purchased early in the school year
Senior Portraits	\$50-\$200	No sitting fee (on campus).
IB Exam	\$120 each	The IB registration fee of \$172 per student is paid for by Capuchino High School.
Winter Formal & other dances	\$70-\$100 for Winter Formal, \$35 for Homecoming Dance	Can vary from year to year depending on location and number of attendees (TBD)
Senior Prom	\$120	In addition to the ticket price, costs for dresses, tuxedo rentals, and transportation vary
Senior Activity	\$0-\$60	This leadership sponsored event varies in price depending on the activity.
Graduation Extras	Varies	May include invitations/announcements, class rings, clothing or other items. Cap & Gown sets are provided at no cost)
Grad Night	\$90-\$165	Grad Night is a safe and sober event that is held the evening of graduation and sponsored by senior parents

Appendix of School Item Orders & Family Organizations

School Item Orders

Instructions:

1. Write a separate check for each item purchased. Cash is preferred.
 2. Make checks payable to **Capuchino High School**. Write item in the subject line.
 3. For each item purchased, enclose a check or cash in a separate envelope and write the student's name, grade, and item purchased on the front of the envelope.
-

Physical Education Uniform

- All students are expected to wear a uniform to their physical education class every day.
 - Students must wear a green shirt and black shorts or athletic pants such as leggings or sweatpants. The Capuchino PE uniform may be purchased from any PE teacher.
 - Proper and appropriate athletic shoes are also required. Flip-flops, sandals, Uggs and Toms are examples of shoes not suitable for PE.
 - Students are assigned a combination lock and locker for the year. Unreturned locks will result in a \$5 fine. Students are responsible for locking up their belongings.
 - Capuchino T-shirts and shorts may be purchased during PE class from their teacher. Uniforms are handed out during the first week of school in class.
 - \$8 shorts (size S – 3X)
 - \$8 t-shirt (size S – 3X)
 - Write checks payable to “Capuchino HS” – subject line “PE”
-

Yearbook - \$85

- Don't wait for the price to go up in December!
- Purchase your 2022-2023 Yearbook early!
- How to order early:
 1. On Registration Day... **\$85** cash or check payable to “Capuchino HS” – subject line “Yearbook”
 2. Online Order? Please visit [this link](#).

PARENT/FAMILY ORGANIZATIONS

Capuchino's many family groups support students, teachers, and programs. Now that your students are teens, reaching their independence and making their own decisions, they need just as much support, if not more. They still need YOU to be a part of their lives, just in a different way. Help us strengthen our Capuchino Community by joining one or more of our family groups. Detailed information about each of these parent organizations is available on the school website, <https://www.smuhsd.org/capuchinohigh>, under the 'Families' tab, then click on 'Parent/Guardian Organizations.'

Capuchino High School Alumni Association (CHSAA):

<http://www.capuchinohighschoolalumni.com/>

CHSAA is a 501 (c) organization providing support to Capuchino Faculty, Staff and Students. Support is provided through CHSAA's own fundraising, [The Growth Fund](#) & Brick Project, and through its Booster Groups – CAPeople (PTO), Drama, IB, and Music.

Now more than ever in this challenging economy, your support is needed to sustain and enhance Capuchino's educational mission and traditions for today's students. The Capuchino Growth Fund funds priority educational initiatives that are identified by the school's leadership team. Join the Growth Fund team today with your tax deductible donation or gift in kind and support Cap's traditions.

CAP PTO

Capuchino High School's Parent Teacher Organization (PTO). All parents/guardians are members of the PTO. We invite you to get involved in the school by participating in one or our meetings, parent ed events, school clean up, teacher appreciation events, or our Paint Party. Support the Capuchino students and teachers through your participation. For more information, contact capuchino.pto@gmail.com

Drama Boosters: <https://www.smuhsd.org/Page/843>

The Capuchino Drama Boosters mission is to support the Theatre Arts Program by promoting and advocating the study and performance of theatre at Capuchino High School. We work closely with the Drama instructor and directors to provide support and funding for theatrical productions. We also provide scholarships for graduating seniors who have been involved in Theatre Arts at Capuchino High School. The Drama Boosters funds are obtained through donations and fundraising. Giving the right support to the students and their theatrical productions requires a lot of help! We welcome all the parents/guardians of students involved in our Drama productions (cast & crew), and anyone who would like to support the Theatre Arts Program at Capuchino. For more information, and to join the Drama Boosters, please contact the Drama Boosters president at: capdramapres@gmail.com.

Music Boosters:

We are the Capuchino Music Boosters and our primary goals are:

- To support the efforts of the music department in bringing opportunities, resources and experiences that will improve the learning of music for all of our students.
- To enhance the everyday facilities and environments that our director and our students work in.
- To educate, involve and advocate the importance of maintaining the music program to provide a well-rounded education for all high school students.

In order to see that these goals are met, we really need everyone's help! We welcome parents/guardians of students in our music classes, music program, and anyone who wants to help!

The Capuchino Music Boosters provides funding through donations and fundraising to support the music program at Capuchino. For more information, contact music.capuchino@gmail.com.

Sports Boosters: <https://www.smuhsd.org/Page/849>

The Capuchino Sports Boosters is a volunteer parent organization that supports all Capuchino Student athletes. Proceeds from Sports Boosters fundraising efforts supports team equipment, additional uniforms and spirit wear beyond what the district provides, acute injury and recovery training equipment, team tournaments and meets, scholarships, equipment for concessions, the annual year end awards dinner, plaques, trophies and other material that brands Capuchino Sporting events and venues.

Sports Boosters seeks the participation of all families to support the Athletic Program at Capuchino. There are several ways families can support our athletes, including giving a donation to a specific sport, volunteering at sporting events, working a shift at the snack bar, and volunteering at our two fundraisers: Crab Feed and/or the Fireworks Booth.

The Capuchino Sports Boosters would like to extend an open invitation to all parents/guardians and members of the community to attend our monthly meetings. They are usually held on the first Tuesday of the month, in the campus library at 7 p.m. Please check our website for current dates:

<https://www.smuhsd.org/capuchinohigh>. For more information, please contact burton.sarah784@gmail.com.

Latino Parents Organization: <https://www.smuhsd.org/Page/847>

This group meets on the 3rd Thursday of each month for bilingual support for parents/guardians and students to provide guidance during the high school years and is affiliated with CAPeople. Contact: mcely@smuhsd.org.

Black Parents Association: www.bpa-smuhsd.org

The Black Parents Association of the San Mateo Union High School District is a district-wide volunteer association made up of a diverse group of parents, guardians, teachers, and friends of all ethnicities who support equitable and inclusive learning environments for our students. We are dedicated to cooperatively promoting quality education for students of African, African American, or multiracial descent while offering the best level of support and information to both students and parents. Through collaboration, participation and support, we help to enrich our students' high school journey preparing them to reach their fullest potential.

To learn more, please visit: www.bpa-smuhsd.org, www.facebook.com/smubpa, or <https://www.smuhsd.org/bpa>. We can be reached at info@bpa-smuhsd.org. Together, let's make this school year one of the most productive terms in our student's academic career.
"Team Work makes the Dream Work"

SUPPORT THE GROWTH FUND!

What is the Capuchino High School Growth Fund?

Unfortunately school district and state funds do not fully cover the costs of our important work at Capuchino High School. This includes providing all students at Capuchino a transformative experience through 9th/10th Grade Small Learning Communities, the International Baccalaureate program, and the expansion of application learning opportunities. The Capuchino High School Growth Fund seeks to cover some of this gap and increase the quality of education for all of our students by providing money for training for staff, teacher grants, and money for community events.



San Mateo High School raised \$300,000 last year. The Burlingame High School Excellence Fund raised nearly \$400,000 last year. Help Capuchino High School reach this year's goal of \$30,000 by donating to the PTO's Growth Fund. We are asking for a family contribution of \$200 per student but any amount helps us reach our goal.

Your donation is tax deductible. Check with your employer about matching donations.

Use our website to donate via credit card:

<http://www.capuchinohighschoolalumni.com/growth-fund/>

You can also pay by check. Make checks payable to CHSAA Growth Fund and put in the PTO mailbox in the school office.

Name _____

Address _____

Phone _____

Email _____

CAPeople - PTO

The PTO strives to create community by connecting parents to Capuchino and supporting Capuchino teachers

Participate and support the PTO this year!



PARTICIPATE

DONATE

All parents are members of the Capuchino High School PTO. Please contribute to the PTO activities as well as Professional Development for Capuchino High School teachers via the Growth Fund. <http://www.capuchinohighschoolalumni.com/growth-fund/>

SUPPORT

- **eScrip** - Go to escrip.com and fill in your contact information/create a password. Then select CAPIeople as your school or nonprofit. Our Group ID: #152234878. Register the debit/credit cards you usually use. That's it! CAPIeople PTO will get a percentage of your purchases at Lucky, SaveMart, Lunardi's, Mollie Stones. If you already have an account, please update it to include CAPIeople as a benefiting non-profit.
- **Amazon** – Register through the Smile program. Go to smile.amazon.com and upgrade your setting to "Capuchino High School Alumni Association." A percentage of your purchase prices will be directed back to the school.

The PTO is a 501 (c) 3 organization with tax id: 32-0195260. For more information, contact: capuchino.pto@gmail.com