



**2021-2022
Middle School
Student/Parent
Handbook**

Weekday Office Hours

Monday through Friday, 8 AM to Noon and 1:00-4:00 PM

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Dunn School Website: www.dunnschool.org

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Message from Kalyan Balaven, Head of School

Dear Dunn Community,

I'm excited to welcome all of you to a new and vibrant school year at Dunn School. This handbook will provide you a glimpse into Dunn with an overview of our mission, core values, and curriculum; but it will stop short of the whole story. This is one that can only be experienced in the intensity of the inspiration felt by each student with their teachers, advisors, and coaches, felt in the spirit of community that reflects the real world with kindness and inclusion, and finally, touched by the dedication of the members of the broader community as they support student passion, and help students find fulfillment in their lives.

I'm happy you will get to experience all of this wrapped in a whole student package. Ever since this school was founded, this community has long championed cultivating the whole student, and now whole student education is more important than it has ever been. As our world opens up from the pandemic and re-establishes a sense of normalcy, it will be time again for our students to be seen, heard, and validated as members of a thriving school community. This is integral to our whole student approach.

Tony Dunn founded Dunn School to prepare young people to go out in the world and do good. To this end, he focused on creating a school centered on whole student education, where students are able to become the best version of themselves. Tony did this with the sheer force of his personality, and since then, Dunn has adopted core values that systematize the methodology of our founder, so that whole student education can be captured in real learning outcomes.

Emotional Wellness, Physical Readiness, Intellectual Growth, Social Responsibility, and Moral Courage are core values that speak to the essence of the Dunn School experience. Student development in each of these helps them be prepared to fulfill the mission, which is taking on a life of learning and responsible leadership in society. Students will take their first steps in that leadership at Dunn, so that they are ready to leap when they leave, and change the world as they bound.

Peace,

Kalyan Balaven

Message From Simon Sweeney, Head of Dunn Middle School

Try not to have a good time...this is supposed to be educational—Charles M. Schulz

The above quote, although facetious in nature, is often the feeling associated with schooling. At DMS, we do not subscribe to the notion that school needs to be joyless, or that the volume of work given to students equates to academic rigor. Students will be presented with an engaging, relevant, and challenging curriculum in all classes that aims to develop and maintain the love of learning.

Children must be taught how to think, not what to think—Margaret Mead

The middle years of schooling are, in our opinion, the most dynamic and exciting period of development for young people. Students in middle school are often in a stage of transition—from a wide-eyed elementary school student, to a moody teenager ready to take on the world. Students' passions, sense of self, and methods of working are in a fluid state; our role in aiding the development of young students is to act as guides. We provide opportunities for interactions between teachers and students for the students to articulate their thoughts, and for students to extend themselves, to learn, to develop their curiosity. This is a time for students to learn how to learn. Students are to develop ownership of their actions and their learning. We do not believe in teaching to the test, nor that a student's mind is an empty vessel to be filled with facts and figures. Students will be presented with an engaging and challenging curriculum that will foster this intellectual curiosity.

Every aspect of DMS is linked, in some fashion, to our goal of helping students prepare for a life of learning and responsible leadership in society. We expect them to make poor decisions on occasion, and we believe that failure is often the road to success. Often this failure is used to frame individual challenges, and work towards overcoming them. Trial and error is an important means of learning – middle school students are supposed to explore and push the limits a little bit. We are prepared to help them learn from the bad decisions, and we are excited to celebrate their good decisions and accomplishments. We believe a strong partnership with parents is the key to our success. Together we can support and nurture each other.

Carpe Diem!

Simon Sweeney

DUNN SCHOOL MISSION

The Dunn School community educates whole students to their fullest potential in preparation for a life of learning and responsible leadership in society.

DUNN SCHOOL CORE VALUES

In the Dunn School community, we as students, teachers, staff, parents, trustees, and friends are committed to understand and to live by the following core values:

Emotional Wellness
Physical Readiness
Intellectual Growth
Social Responsibility
Moral Courage

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NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

Dunn School admits students of any race, color, sexual orientation, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sexual orientation, gender identity, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs and athletic and other school-administered programs.

SCHOOL SUCCESS AND OPPORTUNITY ACT

Dunn School follows all California State guidelines of inclusiveness with regards to students' gender identity as described in in the "School Success and Opportunity Act" (Assembly Bill 1266), which states:

"A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records."

The *Carpe Diem* Spirit

One of the interesting things that sets DMS students and faculty apart from those in other schools is their willingness to *Carpe Diem* or seize the day. As a result, *Carpe Diem* has become our school motto.

We believe students and teachers who embrace opportunities will lead happier, more successful lives. Being willing to *Carpe Diem* may be as simple as being willing to take a challenging bike ride or as complex as pursuing a particularly interesting topic of research. To seize the day is to make the most of each day rather than simply occupying space. We believe it is not enough simply to do what is expected; an ideal student seeks greater opportunities and adds a positive spirit to the school on a daily basis.

Likewise, DMS teachers embrace the opportunity to make the most of each day. Through presenting a rigorous and challenging curriculum, students are asked to think, question and create meaning- and to take ownership of their learning.

ALL opportunities presented to students are designed to challenge, inspire, connect, and support. They may be scary, and may not be what a student wants to do. But growth occurs when things are difficult.

INTRODUCTION TO DUNN SCHOOL

THE DUNN SCHOOL STUDENT

Dunn School values a student body that represents a wide variety of talents, intellectual abilities, and social and cultural backgrounds. Yet, common within this diversity is a student body that seeks well-rounded intellectual and personal growth through the Dunn experience individually and collectively.

The following are major goals for the students, faculty, and the school:

1. Qualification upon graduation for admission to a college or university commensurate with the student's interests and level of ability
2. Achievement of a genuine sense of responsibility with respect to family, friends, and the institutions of our society
3. A standard of excellence in the spirit of the Dunn School motto, that what is attempted should be done with commitment, enthusiasm, and vigor, regardless of the final outcome.
4. An interaction between teachers and students outside the classroom with teachers acting in their roles as mentors, advisors, administrators, coaches, and dorm supervisors

All members of the Dunn community bring life experiences with them which create different reactions to, and expectations and understandings of daily events. Each person does not have to agree with another's point of view; however, it is our expectation that different opinions are met with understanding, respect, and tolerance.

The Dunn community places great value in creating an environment where empathy, caring, volunteering, courtesy, and honesty are practiced each day. We also believe that challenges should be met with a curious eye and a determined effort; quitting is not the resolution to difficult tasks.

Dunn School admits students who are invested in, and understand the value of receiving an excellent education. The expectations of all students are:

- Respect for self
- Respect for others
- Respect for the school
- Respect for all curricula and the teaching / learning process

GENERAL EXPECTATIONS

Dunn School aspires to be a community wherein:

1. All persons and their possessions, interests, and characteristics are respected.
2. Learning is achieved through preparation, involvement, responsibility, and hard work; accomplishments are taken seriously by all.
3. Care, support, and empathy are the rule for all community members.
4. Volunteering to help is the norm for both students and faculty.
5. Quitting is not an acceptable solution to a challenge.
6. The good name of the school is considered at all times by all members of Dunn School.
7. Courtesy is always extended in language and action by all members of the Dunn School community.
8. Each member of the Dunn School community operates honestly with all other members.

DMS HONOR CODE

We believe that people have the ability to control who they are and how they behave. We believe that our students and employees choose to be good citizens in all walks of life and enjoy being surrounded by people who choose to do the same. Above all else, the value of honesty is valued by the DMS community. Being honest in all situations, regardless of how difficult they may be. This means being honest to one's own values and beliefs, and always striving to do the right thing, regardless of whether you are caught or not. Acknowledging mistakes, accepting the consequences, and learning from these experiences is a path that will allow for all members of the community to grow and thrive.

All DMS teachers, students, and support staff agree to the principles in the DMS Honor Code described below.

WE AGREE TO...

- be honest
- treat ourselves and others fairly and with respect
- tolerate and honor our differences
- be as helpful as possible and a good friend to others
- abide by all laws
- refuse to tolerate anyone who does not abide by the Honor Code

COMMUNICATION

Parents are encouraged to communicate directly with teachers, Allie/ Jenn or Simon regarding any issues or concerns. All email addresses and phone numbers are listed within this handbook.

We ask that all communication throughout the school day go through the office rather than directly to students.

While we allow students access to their email throughout the day, this is solely for academic purposes. Communicating with your child via email distracts from learning. It is also important that we work in partnership in ensuring students are adhering to this policy. If your child emails you, messages or uses their cell phone during the school day, please communicate this information to the office as this is not appropriate usage of technology.

Cell Phones

We ask that students do not have their cell phones at school so that they are present, and focussed on their learning. This includes all field trips, camping trips and school events. Should a student need to bring their cell phone to school, it should be placed in their backpacks/ lockers.

Weekly news and happenings:

Families will receive a newsletter via email each week, sent from the communication office of the school. This newsletter contains information about upcoming events, as well as news articles and photos from the week past.

Website

Please visit the Dunn School website at <http://www.dunnschool.org> for general information, sports updates, links to photos, news about Dunn School, forms, and more. Student

assignments, progress and communication will be communicated via a platform, *Canvas*, which is found at www.dunnschool.instructure.com

Email

Email is the primary form of communication at DMS. In order to maintain effective communication, can parents please ensure that the DMS office has their most used email address in order to ensure that our messages are getting through. If throughout the year you are not receiving the weekly news in your inbox, please contact the DMS office so that we can add the correct address.

PARENT INVOLVEMENT

DMS welcomes the involvement of parents on campus- to assist with athletics and other special events, and at home.

With regard to homework, parents should offer reasonable assistance but not complete assignments for students. It is expected that parents will help their children find the time and a suitable atmosphere for completing homework. Parents should be aware of the homework load and due dates for long-term projects so they can help facilitate the development of effective time management habits. Specific instructions on the completion of the work can be found below:

- Have your child share their Google folder with you, giving you the ability to *comment*. As we instruct students to complete all of their work within these folders, you should have the ability to comment on all their work.
- When reviewing student work, do not directly edit their work or use the suggestion mode. Highlight a section and comment. This allows you to assist your child but ensures that the words are theirs. Do not comment directly on the document as a part of the student's text, either in the suggesting or editing mode. We want all of the words written by the student. It should be in their voice, reflecting their understanding and development.
- Often, the greatest help you can provide to your child is asking questions. If you view your child's process or listen to him/her read part or all of his/her piece, ask follow-up questions, indicate where you found confusion or a disconnect, and note especially interesting ideas. It is especially helpful if your feedback or comments highlight overall patterns (i.e. work on complete sentences in this paragraph; too much repetition).

Parents and teachers are expected to act as role models for students when solving interpersonal problems and should always interact respectfully with one another. Any negative or inappropriate actions or language by an adult or child will not be tolerated for any reason at any time on the DMS campus.

HEALTH CARE SERVICES

ILLNESS AND INJURY

All teachers are certified by American Red Cross in CPR and / or first aid, and many of them are Wilderness First Aid or First Responder certified. The school nurse is on call at the Dunn School upper campus during school hours. Students in the swimming pool or ocean are monitored by certified lifeguards and / or state / county beach lifeguards.

If a child becomes sick or injured at school, DMS staff members will do their best to make the student as comfortable as possible. If a child has prescription medication, the student's parent should give the medication with written directions to the Head of DMS or DMS office personnel. If a child needs medications such as Tylenol for a headache or fever, we will ask the parent to take the child home. **Sick children should not be at school.**

In case of an injury at school, students will be taken to the Health Office. Parents will be notified immediately. If this occurs off campus, students will be transported back to school, or to emergency rooms where appropriate.

Any student who is well but not able to participate in physical activities will be excused from PE will be asked to help out the community as an assistant to the PE teacher or coaches. At a minimum, this will include watching from the sidelines and cheering on their fellow students. Parent notes are acceptable to excuse a student from PE for two consecutive days. The child will still attend PE and act as an assistant. After the second day, a doctor's note is necessary. Please call or email the office in the morning. Long term conditions will require a doctor's note describing the physical limitations of the student.

REQUIRED HEALTH FORMS AND IMMUNIZATIONS

Please log in to Magnus Health (<https://secure.magnushealthportal.com/>) to access required health forms and immunization information.

THE SCHOOL DAY

Students can arrive each day from 8:20 onwards. Students need to be at school by 8:40 at the latest.

FAMILY TIME/ DECK MEETING

Family time and deck meetings alternate throughout the week, starting at 8:40 daily. During family time, students will meet with their family leader in order to sign in for the day. News, announcements, mini-presentations, brain warm-ups, and team building activities occur at this time. For Deck Meeting, all students will gather on our school deck for a brief all school meeting.

Each full-time faculty member at DMS acts as an advisor to a “family” of students. An advisor serves as a jobs supervisor, mentor, and role model for his/her advisees. The advisor’s role is to support and guide his/her advisees, helping them to successfully meet the challenges of adolescence and the daily and yearly expectations at Dunn School. In addition, an advisor is an advocate for his/her advisee. Families support one another and serve as cheerleaders when one of their members meets with success. Students check in with the family leaders every morning at 8:40 am.

LUNCH

Optional hot lunches from the DMS Dunn kitchen are available for \$7.00. Students sign up for lunch every Tuesday for the coming week. The cost of each lunch is applied to the student’s account in the DMS Office. Lunch accounts are set up through the DMS Office.

MORNING DROP OFF/ AFTERNOON PICK-UP

Morning Drop Off:

There is no supervision prior to 8:20am. Students are welcome to arrive between 8:20 and 8:40.

Afternoon Pick Up:

Students not attending Homework Heaven are to leave by 3:40 pm.

School ends at 3:35 pm. Students should be picked up at this time unless they are involved in a scheduled after-school activity. If students are on campus after 3:40 pm, then they **must** be involved in an organized after school activity. Students must be picked up no later than 5:00 pm.

- Students who ride their bikes / walk home must provide authorization from their parents.
- Students who wish to go to homes of students living on campus must provide authorization from their parents and the parents living on campus.
- Students are not allowed to walk to Los Olivos Grocery to be picked up.

AFTER SCHOOL ACTIVITIES

Homework Heaven – held every Monday–Thursday, 3:45–5:00 pm, except during conferences and when regular academic classes are finished in late May. This is a quiet, supervised time for students to get a start on homework. An adult supervisor oversees Homework Heaven, but students are to work independently and are mostly self directed.

Athletic contests – take place throughout the school year, in competition against other local middle schools. Games typically take place on Tuesday and Thursday afternoons/ evenings.

GUESTS AND VISITORS

All guests and visitors to the campus must check-in at the office upon arrival.

ACADEMICS

Academic endeavors are the cornerstone of Dunn School. Students will be challenged and supported, allowing each student to achieve at the highest level possible. The classroom is an exciting place where initial inquiries, investigations, and concepts will be presented, discussed, and shared between students and teachers. The curriculum at Dunn Middle School provides students with a course of study that is well-rounded and challenging. Class size averages 12 students. The course of learning is rigorous. Cooperative learning, critical thinking, hands-on projects, workshops, and long and short-term projects are stressed in all classes.

CORE ACADEMIC CLASSES

The five core academic classes are held Monday–Friday. Homework is assigned each evening, Monday through Thursday, from each of the five: Social Studies, English, Science, Math, and Spanish.

Social Studies

Social Studies is a combination of History, Global Studies, Geography, and Civics. In 6th grade, Social Studies and English are combined in a Humanities course. Within this course, students typically cover world culture, religions, and current events. In 7th grade, students investigate ancient history, while in 8th grade US history and civics are investigated.

English

English classes help students develop the art of communication through effective writing, engaged reading, acting, presenting, and debating. Paramount to the English class are critical thinking and creativity.

Science

Science is a hands-on, investigative approach, following the true Scientific method. Each grade is integrated, with Biology, Chemistry, Physics, and Earth Sciences covered in each grade level.

Mathematics

Mathematics classes often apply recently gained mathematical tools to the scientific topics concurrently being studied in Science. Our primary goal in middle school mathematics is to build a solid foundation of conceptual and procedural understanding of mathematics.

Spanish

Spanish is offered as our global language. It is expected that a student performing at grade level in a single language will be prepared for a level 2 high school course in 9th grade.

HOMEWORK

Students should expect between one and two hours of homework each night, Monday–Thursday, based on their year level. We believe in quality, not quantity. The amount of homework should not be confused with academic rigor—our teachers work hard to design activities and projects aimed to increase student curiosity and understanding, not to overwhelm them. But completing homework is an important habit of character that middle level students should develop, and staying current with this work will allow students to best access in class work. We will try our best to keep the weekends free of homework. On rare occasions, students may need to complete larger projects over the weekend. However, there will never be the case where students will be given homework on Friday that is due the following Monday.

ACADEMIC EXPECTATIONS AND CONDUCT

1. Honesty is the expectation in every aspect of each student's life. This expectation carries equal weight both inside and outside of the classroom.
2. A maximum effort should be exerted in response to every challenge students encounter.
3. Students should be prepared for class each day with homework completed. Students should utilize the faculty for assistance with their homework, and they should actively seek extra help when necessary.
4. Unless formally excused, students must be present at every obligation - classes, practices, meetings, appointments, etc.
5. Students must learn to organize their time effectively.
6. Students must learn to use their study time wisely and productively.
7. Students should take every opportunity to support, assist, and cooperate with other students whenever appropriate.

ACADEMIC ETHICS CODE

Academic ethics are of paramount importance to Dunn School. Work submitted by students as their own must be their own. Students must represent their own knowledge and understanding in response to assignments and assessments. To do otherwise is to engage in deception, violating both community standards and social expectations of ethics and integrity.

The following guidance is provided for specific areas but is not all-inclusive. This guidance applies to all members of the Dunn School community, including students, faculty, staff and parents. The standards set forth below apply not only during examinations but to all aspects of academic life at Dunn School.

1. Plagiarism is prohibited. Plagiarism is the presentation of another's writings, artistic creation, or ideas as one's own and constitutes theft. Plagiarism includes not only copying another's work (e.g., writing, artwork, audio, etc.) word-for-word but also the use of a portion of another's work without acknowledging the author or creator. The use of proper citations are taught at every level of the Dunn School curriculum.
2. Within the context of an exam or other assessment students will not:
 - a. Possess, use, or transfer copies of examination questions or solutions that are not intentionally provided to them by a faculty member.
 - b. Possess or use during an examination any unauthorized reference material, either in the form of a text, writing upon the person's body, or any other form of notes or electronic devices, such as cell phones, to assist in answering examination questions.
 - c. Use a computer, calculator, other electronic device, or possess or use any information in a recorded form unless permission is granted by the classroom teacher.
 - d. Share their work with another student.

A student who violates the Academic Ethics Code may be dismissed from school. The Head of School will make a final determination with respect to the student's status within the Dunn community.

ASSESSMENT PHILOSOPHY

Assessment at DMS is thoughtful, developmentally appropriate, and rooted in cognitive mastery. The majority of assignments are assessed using rubrics connected to Departmental Learning Expectations (DLE's), and are evaluated using levels of mastery based on Bloom's Taxonomy. By assessing using these measures, we are able to identify areas of student mastery and areas for remediation, as well as to create a framework for students to understand their progress, to have skills and tools to improve, and own their learning.

The three measures used in assessment are:

Knowing- Identifying, recalling key information.

Doing- Applying skills and content upon request- "near context".

Creating Meaning- Applying skills and content without explicit direction - "remote context".

Requires more complex thought.

Tasks associated with each level of understanding can be described in the following table.

Knowing			Doing		Creating Meaning		
Approximate	Label	Repeat	Agree	Illustrate	Adopt	Debate	Judge
Articulate	List	Select	Apply	Infer	Appraise	Decide	Justify
Choose	Locate	Show	Associate	Interpret	Arrange	Defend	Perceive
Categorize	Match	State	Calculate	Manipulate	Assemble	Design	Portray
Characterize	Name	Tell	Classify	Modify	Connect	Determine	Produce
Clarify	Outline	Underline	Compare	Model	Compare / Contrast	Develop	Prioritize
Count	Pick	View	Demonstrate	Perform	Conclude	Elaborate	Prove
Define	Quote	What	Determine	Practice	Consider	Establish	Publish
Describe	Recall	When	Develop	Review	Construct	Evaluate	Support
How	Recite	Where	Distinguish	Sequence	Coordinate	Formulate	Synthesize
Identify	Recognize	Which	Explain	Summarize	Create	Generalize	Test
Know	Record	Who			Criticize	Hypothesize	Value
		Why			Critique	Integrate	Verify

Grades

While each individual assignment will be assessed using the methods described above, students are still given overall traditional grades at the end of the semester.

The four passing grades are "A", "B", "C", & "D". All grades can be accompanied by a plus or minus. The failing grade is "F". "Inc" signifies incomplete, and "Pass" indicates a pass in a pass/fail course. "W/P" will be noted for Withdrew Passing and "W/F" for Withdrew Failing. Students are officially graded at the end of each semester. All core classes and PE, students will be given a letter grade. All enrichment classes will receive an effort grade.

The following is an explanation of Dunn School's grading system:

93% - 100%	- A	73% - 76%	- C
90% - 92%	- A-	70% - 72%	- C-
87% - 89%	- B+	67% - 69%	- D+
83% - 86%	- B	63% - 66%	- D
80% - 82%	- B-	60% - 62%	- D-
77% - 79%	- C+	below 60%	- F

COMMUNICATION OF STUDENT PROGRESS

Student progress will be communicated primarily through *Canvas*, as well as through email should more specific feedback on progress be needed. While teachers will do their best to ensure gradebooks are up to date, gradebooks will be accurate every Monday morning. For the majority of the semester, overall grades will be concealed to focus attention on learning, overall grades will be

available at specific dates as check in points. If a child's overall grade is at a B- or below, teachers will notify parents.

Timeline of communication

Assessment and feedback on assignments: Always available

Gradebooks up to date, and assignment sheets posted: Monday of each week

Overall Grades available through Canvas:

1st Semester: 10/30/21 to the end of the Semester.

2nd Semester: 3/5/21 to the end of the Semester.

Conferences: First semester: Week of 11/2/20. Second Semester (optional): As needed.

Semester reports: First semester: 1/12/22. Second Semester 6/12/22.

Student's voice in the learning process

We value student voice. As a result, a lot of what we do is designed to give students the opportunity to take ownership of their learning. Two areas where this is important are in the student-led conference in October, as well as in the student/ teacher written narrative at the conclusion of the school year.

ATTENDANCE AND STUDENT RESPONSIBILITIES

We strongly encourage students to be at school. Much of our learning is experiential by design, and by missing school, students are missing out on valuable learning.

If they are absent, **it is the student's responsibility** to communicate with teachers to complete assignments to understand the materials missed. If students have a planned absence, it is also their responsibility to communicate with teachers to receive specific instructions- either to follow along with Canvas, or to complete different work.

Attendance Policy

- We expect daily attendance and prompt arrival from all students. When a student needs to miss a class to meet an obligation outside of school, his/her absence from school should be prearranged. Knowing ahead of time that a student will not be in class will allow both the student and the teachers to minimize the impact of missing class.
- Students should not be dropped off at school prior to 8:20
- When a student is absent due to illness, parents should call or email the DMS Office by 9AM. Students who arrive late or depart early must have a parent/guardian sign them in / out at the office.
- Dunn School requires a minimum of 85% attendance in every class for all students. Less than 85% may result in a lowering of that student's semester grade.

RE-INVITATION

Each year there is a review process that leads to students' re-invitation to the school for the following academic year; all students must be re-invited each year. This review includes academic progress and achievement, contributions to the school community, and any behavior / discipline issues. Our goal is for all students to continue at Dunn through graduation. Any student who has experienced academic or behavioral difficulty may receive a Hesitation Letter. In general terms, a Hesitation Letter outlines specific concerns and delays a final decision about re-invitation. Re-invitation and Hesitation Letters are mailed in early March. Ongoing evaluation of a hesitated student's progress will continue until such time as a final decision can be made.

Academic Probation

Students will be placed on academic probation when one of the following occurs:

- They receive 2 or more D's and / or F's as final semester grades.

When students are placed on academic probation they will be required to adhere to some / all of the following as determined by the Head of Dunn Middle School:

- Meet with the Head of DMS and their parents to devise strategies for improvement.
- Complete weekly Progress Reports until consistent improvement is demonstrated.
- Have their academic and effort grades reviewed every six to eight weeks.
- Obtain supplemental tutoring services.
- Be considered for a mandatory summer school program to maintain their academic standing.
- In most circumstances, they will receive a Hesitation Letter with respect to re-invitation to Dunn for the following academic year.

ENRICHMENT CLASSES

One of the joys of being a student at DMS is the breadth of enrichment classes available to take over the course of three years. The primary purpose of elective classes is to help students find their passions. To this end, we expose them to a wide variety of activities. In a typical year, we offer over 60 different elective classes. While there are some requirements, there are many choices as well.

Monday, Tuesday, Thursday and Friday each student will take two 45-minute enrichment classes, one of which will be an active PE class. The Wednesday afternoons are spent in a single, 140-minute elective class. Over the course of the year there are six 4-week enrichment blocks. Some classes span more than one block, but many change every four weeks. The requirements are identified in categories; several different specialty classes are offered under most categories.

Enrichment Requirements

Students are presented with a variety of enrichment classes, and although they have freedom in their choices, there are some requirements that all students must meet. We want to expose students to as many possibilities as practical, and want them to take classes that challenges and inspires them.

	Requirements
Art	2 blocks
Drama	1 block
Music	4 blocks
Technology	3 blocks including 1 block of typing (<i>test out at 40 WPM, required for new students during first year</i>).
Life Skills	4 blocks consisting of Life skills (2 block in 8th grade), and Leadership (1 block).

ATHLETICS

The athletic program is an integral part of the total educational and growth experience at Dunn. Athletics are designed to affirm and promote Dunn School values as stated by its founder Tony Dunn and fully engage student athletes in mind, body, and spirit. Student athletes, coaches, and parents are asked to work together in a true spirit of sportsmanship. Through participation in athletics at Dunn, students will mature physically, emotionally and socially. They will learn to take responsibility for personal growth by developing loyalty, pride, integrity, and commitment. Through participation in athletics the student athlete learns important life lessons.

In any given 4 week sports period, all students will participate in PE or practice as members of a competitive sport team.

Physical Education (PE)

The purpose of DMS PE is to foster the Physical Readiness of our students. Our goals are (1) to encourage students to be physically active and healthy, and (2) to help students develop a passion for maintaining a physically healthy lifestyle through exercise, goal-setting, intellectual stimulation, game playing, and fun. Assets in creating and maintaining a physically healthy lifestyle are familiarity with diverse and accessible physical activities, and the development of the proper mental framework to appreciate the exercise experience.

PE classes are held Monday, Tuesday, Thursday, and Friday afternoons. Students are to dress in athletic attire, and use required equipment.

Competitive Sports

The primary purpose of DMS competitive sports is to provide students the opportunity to work as part of a team in a friendly, competitive environment. Practices for competitive sports occur Monday, Tuesday, Thursday, and Friday during the final period of the day. Additional practices or practices that extend past the regular academic day may be held at the coach's discretion. Games are held after school during the week. Students are expected to take part in at least one season of competitive sports per school year.

Competitive Sport Expectations

Sport participants are expected to attend all practices and most, if not all of the games. It is expected that they respect their coaches and the team by arriving to practice on time in appropriate competition attire, bringing the appropriate equipment to practices and games, demonstrating good sportsmanship toward their teammates, other teams, and game officials, being attentive to their coaches' instructions and directions, and applying themselves to maximize improvement. Participants should work hard, have fun, and hold the welfare of their team in the highest regard.

Coaches will give equal playing time to all hard-working, enthusiastic, and supportive players during regular season games. During end of season tournaments, playing time is left to the discretion of the coaches to maximize the success of the team.

Competitive Sport Offerings

Season 1	Season 2	Season 3	Season 4
Girls' Basketball	Girls' Tennis Boys' Basketball	Girls' Volleyball Boys' Tennis	Boys' Volleyball

Sport Competition Changes and Cancellations

It is inevitable that there will be game time and game site changes. All athletes and their parents are notified as soon as the information is available, which oftentimes will not be until the day of the event. Information and changes to schedule will be communicated through the DMS office at the earliest possible convenience.

STUDENT LEADERSHIP

It is important to begin developing the art of leadership in our students at an early age. Therefore, DMS offers a variety of leadership opportunities.

1. Student Government

Student government will be determined by peers, with positions voted in by each grade level.

2. DMS Tour Guides

- Tour guides will shadow prospective new students, give student-led tours, and will assist with DMS Open House events.

3. "Peerwigs"

- One for each new student.
- Training given on the day of the New Student Pool Party. This will be on the Saturday before school starts in the fall. You must be able to attend the training and the pool party, as well as act as a guide for all new students.
- Peerwigs also should be able to support new students throughout the school year and aid in adjustment and inclusion.

OUTDOOR EDUCATION

MISSION STATEMENT

The Dunn School Outdoor Education Program is integral to the school's philosophic commitment to the education of the whole person. The program fosters greater self-awareness through challenges and experiences in the outdoors and concerns itself with the following goals:

1. Challenge students to raise their level of confidence, self-esteem, and trust in others through physical and social growth components.
2. Develop mutual support within a group through activities that transfer to the students' academic, social, and athletic challenges.
3. Increase appreciation of one's physical and social self.
4. Widen their appreciation for the natural environment and the trials one endures each time they are faced with its diversity.

PHILOSOPHY

"Whatever we have to learn to do, we learn by doing."

-Aristotle

The Outdoor Education Program takes the students' learning beyond the walls of the classroom. As stated in the Mission Statement, it fosters the growth of the *whole student*. The program provides students the opportunity to work in the realms of feelings and beliefs, as well as those of intellect and skill. Through the process of learning in the wilderness, students discover an awareness of self worth and confidence by participating in activities that challenge old norms and ideas. To reach the goals of the program, students must invest themselves in the process by following the ideals set below:

1. Emphasis should be on the learning process and not on the end product.
2. One must be willing to inquire, discover, and have fun.
3. The focus is on inter-group learning and not on isolated competitive approaches.
4. Instructors are seen as facilitators first and teachers second.
5. Individuals have unique learning styles and need concrete, successful experiences, which assist them in surpassing their physical and mental limitations.

THE OUTDOOR EDUCATION PROCESS

The Outdoor Education Program accomplishes its goals by providing students an adventure that opens doors of discovery. By opening new doors, old opinions, beliefs, and assessments of personal limitations lose some validity in one's mind. The student's mind and body are stimulated and awareness increased when paired with the natural world that surrounds them, which causes students to reflect on self-doubts and opinions. This reflection creates an environment for change and acceptance of new behaviors and norms.

During class trips, students are placed in groups in which they may not know other individuals. Groups are constructed so new friendships can form, and students may find themselves in a group of people outside their normal circle of friends. This experience almost always results in new friendships and provides for a more fulfilling experience. It provides an opportunity for students to work together with a wide range of personalities, learn new ways to communicate, and grow by building new relationships. At the end of each course, time is provided for students to share their experience with others. This sharing of new experiences solidifies the students' learning.

DMS OUTDOOR EDUCATION ACTIVITIES AND SEQUENCE

Day Components (Note, these courses may be offered as enrichment classes throughout the year.)

Hiking– Explore the lesser known nooks and crannies of the Santa Ynez Valley's natural areas. After participating in Hike Club for a year, you will know the treasures this valley contains better than many adults who have lived here their entire lives.

Biking– Local bike rides after school hone students’ riding and road safety skills and give them a taste of the freedom that comes with having one’s own transportation.

Bouldering– An introduction to climbing techniques in Dunn’s artificial Climbing Cave on upper campus, and a terrific way to increase strength and balance.

Rock Climbing– This is an introductory course for beginners. Students learn basic knots, how to belay, signals used in climbing and how to manage risk.

Surfing and Ocean Safety– This is an introductory course in ocean surfing. Students learn how to recognize ocean patterns such as rip currents, wave sets, and subsurface features in addition to being introduced to the sport of surfing.

Overnight Trips

Fall Camping Trip – Three days of car camping at Plaskett Creek with the entire DMS faculty and student body. The primary goal of this trip is to break down interpersonal barriers and get to know everyone else in the DMS community.

6th Grade OE Trip – Five days of car camping on the California Coast. DMS teachers accompany the group, and lead all the activities.

7th Grade OE Trip – Five days of car camping in Pinnacles National Monument. Students explore talus caves, learn about (and probably see) California condors, learn about bats and other wildlife, rock climb, and explore the picturesque pinnacles. The primary goals of this trip are for students to learn how to lead themselves as part of a larger group, challenge themselves personally, and learn basic camping skills and expedition behavior.

8th Grade OE Trip – Six days of backpacking, rock climbing, and camping in Joshua Tree National Park. Students get a real taste of living in the rugged outdoors on this trip. The focus is on expedition behavior, leading others, and working as a team to accomplish common goals. Students will learn techniques associated with rock climbing, rappelling, backpacking, and leave no trace camping. In addition to leading and challenging themselves, they will experience what it is like to lead their peers in small group settings.

RESPONSIBILITY AND DISCIPLINE

The Dunn School faculty cares very much about the students who are in our care and are dedicated to the welfare and growth of every student. The success of our school community is predicated upon cooperation, respect, and a common understanding about the expectations that each member of the community must abide by each day. Accordingly, this community has certain standards that all students must respect and which must be upheld.

WE DO NOT TOLERATE:

1. Dishonesty of any kind
2. Violation of the academic ethics code
3. Theft
4. Behavior injurious to any member of the community, including harassment, assault, or inappropriate sexual behavior
5. Willful destruction of school property
6. Unauthorized possession of any weapons, including but not limited to guns, pellet guns, BB guns, paintball markers, knives, and taser guns on campus
7. Use or possession of drugs, tobacco, or alcohol on campus or at a DMS sponsored event
8. Violation of the terms of the Digital Citizenship Agreement for internet and electronics
9. Leaving campus without permission
10. Being on campus after 3:35 pm and not in Homework Heaven nor in organized activities.

WE ASK THAT STUDENTS:

1. Use respectful language and tone at all times.
2. Abide by the Honor Code agreement.
3. Adhere to the Dress Code.
4. Do not enter a classroom without a teacher or direct permission
5. Wear a helmet when riding a bicycle on campus or in any school event.
6. Stay within the identified boundaries during Break and Lunch.
7. Have prior permission and sign out when leaving campus before 3:35 pm.
8. Do not have their cell phones at school. Cell phones are not to be used on campus at any time by students. Students will have their phones confiscated and are to be collected from the middle school office at the end of the day. Cell phones are not to be used at any time at school, field trips, or school events.

SAFE HOUSE AGREEMENT

All parents are encouraged to actively participate with students who are guests in their home. Each parent and student will be asked to sign the Safe House Agreement prior to the school year. The Safe House Agreement simply states:

“I share Dunn School’s goal of providing a drug and alcohol free environment whenever Dunn students are guests in my home. During any organized social event in my home involving Dunn students, I will be present and supervise the event.”

DRESS CODE

The Dunn School Dress Code requires students to present and express themselves in a manner that respects each student and the school and which allows students to display and develop their personal identities. Students are expected to take pride in their appearance, to be neatly dressed and well-groomed, and to demonstrate respect for themselves and others at all times by the way they dress. Students should be dressed in a manner that allows them to complete activities asked of them at school.

Under garments should not be visible. Additionally, inappropriate language or images on clothing is not permitted (including but not limited to alcohol, sex, or drug references). Shoes need to be worn at all times.

Dress for PE and Athletics

Athletic footwear, shorts / sweats and t-shirts must be worn at all times during athletic practice and competition.

During the warm months, students should have a swimsuit, towel, and goggles available for use every day. It is best to store these items in a locker for use on hot days. Boys are to wear swim trunks, and girls are to wear one-piece bathing suits. Students are encouraged to wear a rash guard to protect against the sun.

DISCIPLINARY GOALS AND RESPONSE

It is our belief that unacceptable behavior should be handled in a clear and timely fashion. If your child violates a school rule or disrupts the school day in any way that has been deemed unacceptable, the Head of DMS will call you with details. Causes and consequences for inappropriate behavior will be discussed with parents, the intent being to help the student make better decisions in the future in addition to protecting other students. Likewise, if a student has chronic difficulty being prepared for classes or arriving on time, then the Head will call to set up an appointment to meet with the parents and child.

DISCIPLINARY STATUS

Dunn School expects that its students will act in a forthright and honorable manner at all times. Should a student commit an illegal act, or jeopardize the reputation or well being of the school or any member of the community, the administration will take what it deems to be appropriate action. A student may be placed on Conduct Warning, Final Conduct Warning, or Final Probation; specific circumstances may dictate suspension or expulsion. At the The Head of School's discretion, students may be placed on immediate suspension until a determination of consequences is made.

Conduct Warning – Students are placed on Conduct Warning when they have violated school rules; this is the lowest formal discipline level. Continued violations of a school rule(s) will result in a move to Final Conduct Warning, Final Probation, suspension, or expulsion from school.

Final Conduct Warning – Students are placed on Final Conduct Warning when they have violated a series of minor school rules, or violated a major school rule. Continued violations of a school rule(s) will result in a move to Final Probation, suspension or expulsion from school.

Final Probation – Students are placed on Final Probation when they have violated a series of minor school rules, violated a major school rule, or violated the Dunn School Drug and Alcohol Policy. This is the highest level within the Dunn School discipline system. Continued violations of school rules will most likely result in a suspension or expulsion from school. A student who violates a major school rule while on Final Probation will, in all likelihood, lose his / her place at school.

Students may enter the discipline system at Conduct Warning, Final Conduct Warning, or Final Probation depending upon the circumstances of the discipline matter. Students may be suspended or expelled upon their first offense; suspension or expulsion will be at the discretion of the Head of School.

A student's disciplinary status will be reviewed at some designated point during the academic year. The review process may or may not result in a change, or the removal, of a particular status.

DUNN SCHOOL TECHNOLOGY DEPARTMENT

Digital Citizenship Agreement

(NOTE: This form is included in the *S/P Handbook* for reference only.
Please use the form on the Dunn School website.)

Scope

The Dunn School Digital Citizenship Agreement defines the rights and obligations of Dunn School technology users (students, faculty, staff and visitors) and the policies of the Dunn School Technology Department.

Dunn School Network Overview

Dunn School provides a Local Area Network (LAN) connected to the Internet. This allows Dunn School technology users to access a wide variety of computer and information resources. The goal in providing these resources is to promote educational excellence, communication of ideas, and freedom of inquiry. The guiding principles of the Dunn School LAN are the Dunn School Core Values. This Agreement is further informed by the American Library Association Library Bill of Rights. The Dunn School LAN passes electronic traffic freely, with a minimum of constraints as specified in the Children's Internet Protection Act. The Dunn School LAN is available to students daily from 6 a.m. to midnight. Dunn School is the sole owner of the Dunn School LAN. This includes usernames and passwords, all servers, cables, routers, switches, wireless access points, hubs, school owned computers, software, student and faculty email, and all data stored on the servers. Access to the Dunn School LAN is provided at the discretion of Dunn School.

Unacceptable Use

Use of the Dunn School LAN must be consistent with the Dunn School Core Values. The following activities constitute violations of the Digital Citizenship Agreement:

1. Making, broadcasting or retransmitting a photograph, video or audio recording of any school activity including but not limited to class discussions without the explicit permission of the person being photographed or recorded.
2. Utilizing another user's credentials (i.e., username, password), giving your credentials to another user, or in any way attempting to disguise or falsify your identity.
3. Any unauthorized access to the Dunn School LAN, either physical or virtual.
4. Any malicious attempt to modify, harm, or destroy data on the Dunn School LAN, or any other system or network unless the user has authorization to perform these tasks.
5. Participating in any type of criminal activity, including downloading, copying or distributing copyrighted materials. Users are to respect the rights of and the intellectual property of others in accordance with state and federal copyright laws. Transferring copyrighted material to or from the school's computer without the express permission of the owner is a violation of Federal Law.
6. Committing an act of plagiarism.
7. Engaging in personal attacks, including prejudicial or discriminatory attacks.
8. Harassing another person. Harassment is defined as persistently acting in a manner that distresses or annoys another person. If you are told by a person to stop sending those messages, you must stop. Committing an act of cyber-bullying which is a violation of law and can be defined as: "when a preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones."
9. To knowingly or recklessly post false or defamatory information about a person or organization.
10. To access, send, or retrieve pornographic material.
11. To gamble.
12. To agree to meet with someone that the user has met online.
13. To engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of a person, etc.

14. To post chain letters or engage in "spamming." Spamming is sending an annoying or unnecessary message to a large number of people.

Communication is not Private

Each student's online communication is a reflection of our school. Email to and from our school is like a postcard: it is not private and may be monitored as needed. Therefore, students have no right to privacy as it relates to use of the school's electronic resources. The school has the right to monitor all communications on its server and electronic equipment.

Security

Security on the Dunn School LAN is a high priority. Notify the Dunn School Technology Department immediately if you identify a security problem on any component of the Dunn School LAN. Never demonstrate the vulnerability to another user.

There is no anonymity on the Dunn School LAN. The Technology Department monitors use of the network for diagnostic and security purposes. All activity on the Dunn School LAN including email messages, web searches, print jobs, and network storage is not anonymous.

Vandalism

The entire community suffers when computer systems are disrupted. Students agree to refrain from vandalism, including the following: attempting to access the files or folders of others or to bypass the security software; revealing passwords to others; unauthorized installation, removal, or copying of any software or data files; modifying or circumventing any computer software or network settings; or changing any hardware connections or cabling.

Safety

Students must promptly disclose to their teacher or other administrator any message they receive that is inappropriate or makes them feel uncomfortable.

Password Protection

Students agree to respect others' privacy and not use another person's account or password, even with that person's consent. Students must also not disclose or allow others to use their passwords.

Copyright and Plagiarism

Students are responsible for producing their own work in completing school assignments. Downloading and copying another individual's work from the Internet without crediting the author is plagiarism. Copyright violations include the copying of computer software or written materials without the permission of the author.

Misuse

Students agree to report any misuse of the system to an appropriate staff member.

Penalties

Violating the Digital Citizenship Agreement is a violation of school rules. Penalties for violations may include disciplinary actions including Friday Night Detention, work crews, suspension, expulsion, and/or criminal prosecution. The Dunn School Technology Department will cooperate fully with investigations by law enforcement agencies. Users of the Dunn School LAN will be responsible for any and all legal fees caused by their misuse of the Dunn School LAN.

Privately-Owned Computers

You may connect your privately-owned computer to the Dunn School LAN; however, the following rules apply: all privately-owned computers must be registered with the Dunn School Technology Department and must be running up to date antivirus software. The registration process may include the school documenting the privately-owned computer's Media Access Control (MAC) address for identification on the Dunn School LAN. Users may not connect any hubs, switches, routers, wireless access points or servers to the Dunn School LAN without explicit written permission from the Dunn School Technology Department.

Disclaimer

The ultimate responsibility for appropriate use of the Dunn School LAN resides with the user. All users of the Dunn School LAN are required to report violations of the Digital Citizenship Agreement to the Dunn School Technology Department.

Dunn School takes reasonable precautions to protect the Dunn School LAN from harmful content. Technology makes absolute control of all online activities impossible. Dunn School is not liable for any damage to user systems incurred while connecting to the Dunn School LAN or the Internet.

Any changes to this document will be announced and distributed to the Dunn School community before taking effect.

(NOTE: This form is included in the *S/P Handbook* for reference only.
Please complete the form on the Dunn School website.)

Student Computer Guidelines

Dunn Students are expected to use computers and the Internet for research, email, and to prepare class assignments, and must bring their own computers to school. Students' computers should meet the following guidelines:

- **Operating System:** Windows 10, Mac OS Mojave or Mac OS Big Sur
- **Hardware:** Minimum 4GB of RAM, 120 GB of storage, Ethernet Jack, Wi-Fi 802.11 b/g card
- **Software:** Microsoft Office; restoration media for Operation System (Installation or Recovery disks)
- **Backup:** External drive for backups
- **Account:** Local administrator credentials
- **Note:** If your computer does not have an ethernet jack, please bring a USB Ethernet Adapter.

Dunn School has contracted with CIO Solutions to serve as our IT Department. CIO Solutions is not a computer repair shop but will help students with basic troubleshooting to help get their computers on the network. CIO Solutions can only troubleshoot student computers if they are configured to run in English-language mode (most Windows Operating Systems do not allow you to change the language). International students should purchase their computers from suppliers in the United States.

Please contact CIO Solutions at cio@dunnschool.org with any specific questions.

* **Note:** It is highly recommended that students who are purchasing new equipment purchase Apple products. However, our IT department will still support the PC platform.

ADVANCEMENT OFFICE

Overview

Independent schools in the U.S. owe their very existence to many generous donors who, over the generations, have built their facilities and established their endowments. Independent schools like Dunn School rely heavily upon philanthropy for both capital and operating support.

It is often surprising to learn that tuition and fees do not cover the expense of running a school. If the tuition at an independent school were set to cover all expenses (building, maintenance, and academics included) most families would find the cost unaffordable. It is through tax-deductible, charitable contributions that Dunn School is able to balance the annual budget. The primary goal for the Advancement Office is participation by all families.

Mission Statement

The mission of the Advancement Office is to partner with parents, alumni, trustees, grandparents, foundations, and friends to educate them about the importance of charitable contributions to the school and to secure their participation in the Dunn Annual Fund and, per the Strategic Plan, capital campaigns.

Annual Fund

Donations to the school have a direct impact on each person at Dunn School. The Annual Fund is the school's top fundraising priority. Gifts to the Annual Fund provide the critical, current-use, and unrestricted dollars the school needs to sustain the student experience, maintain our campus, support our faculty, and provide support to the area of greatest need.

Purpose

The Annual Fund serves several purposes:

- Directly benefits school programs in the year in which they are given, including experiential learning, outdoor education, athletics and the arts
- Assists in securing the best educators for the school
- Provides opportunities for professional development for faculty
- Provides financial aid for students which promotes classroom diversity and equitable education regardless of economic background
- Maintains and improves campus buildings and grounds
- Builds a community of philanthropy

Each year, Dunn School strives for a high level of participation from the Board of Trustees, faculty, staff, and current parent communities. Parent participation in the Annual Fund makes an enormous impact on each student's experience and symbolizes the collective investment in Dunn School's excellence.

The Dunn School also solicits gifts from alumni, families of alumni, friends of Dunn School, and grand-friends to allow all constituents a chance to support the school. A gift to the Annual Fund may be tax deductible, while tuition payment is not. Unrestricted gifts to the Annual Fund give the school the greatest flexibility and are our number one fundraising priority. Restricted gifts are also wrapped into the Annual Fund if they benefit current use programming.

Benefits of Giving

The basic reasons for giving to the Annual Fund include:

- To bridge the difference between tuition and the actual cost of education at Dunn School
- To provide the opportunity to see giving directly benefit ALL students
- Displays community cohesiveness. When Dunn School applies for grants or foundation support, these institutions want to see that the parent community is committed to the school. One key way they measure that is through Annual Fund participation.
- Contributions are tax deductible, tuition is not.

- There are psychological benefits of giving that are often prime factors in the success of an annual giving campaign. The non-monetary benefits of giving can include:
 - Involvement with and confidence in the school
 - Show of appreciation for the school and its faculty
 - Sense of ownership in and partnership with the school

Frequently Asked Questions

What is the Annual Fund?

“Annual giving” is the term used to define all charitable donations made to Dunn School during a fiscal year. They differ from gifts to other initiatives, such as a capital or comprehensive campaign. Gifts can be unrestricted (giving the school the greatest flexibility to use those dollars where they are needed most), restricted (to benefit current programming), or in-kind.

How are the Annual Fund dollars used and how do they benefit my child?

Your Annual Fund dollars are put to use in the classroom immediately and throughout the academic year (July 1 – June 30). These dollars allow Dunn School to provide outstanding educational enrichment programs and employ quality teachers and staff who create the nurturing educational experience our students love. Specifically, contributions allow Dunn School to provide:

- Small class sizes which leads to greater teacher contact
- Materials for curriculum for every student
- Classroom technology integration
- Innovative enrichment and academic programs including Drama, Art, Music, Robotics, Science, Outdoor Education, Sports and more
- Teacher professional development classes and conference attendance
- Support for day-to-day operating expenses and improved compensation for our teachers and staff

Why does Dunn School ask for donations when I already pay tuition?

Dunn School students benefit from having talented and dedicated teachers, small classes, curricular resources and outstanding enrichment and elective offerings. While the tuition you pay gives your child access to an exceptional education, it does not cover the complete cost of their Dunn School experience. This year, tuition comprises about 80% of the school’s yearly operating budget. To bridge the shortfall between actual costs of a Dunn School education and tuition, we – like other independent schools – turn to parents, alumni, and other friends of the school to bridge the gap. Another way of putting it is that tuition covers what is taught in the classroom. The Annual Fund covers the activities that happen outside of the classroom, such as Outdoor Education, Athletics, Leadership Activities, and more.

Why doesn’t the school just raise the cost of tuition?

Keeping tuition at relatively affordable levels (and competitive with nearby independent schools) allows us to make a Dunn School education accessible to more families and therefore keeps our classrooms diverse. Raising the cost of tuition to cover the full cost of educating a student would make attending Dunn School unobtainable for many families, and we want to offer an excellent Dunn School education to students regardless of their family’s economic situations.

How much should I give to the Annual Fund?

As with other independent schools, tuition alone does not cover the whole cost of educating each student. This year, the disparity in tuition dollars is approximately \$2,800 per student. We ask that families with the capacity to do so consider giving at least \$2,800 to the Annual Fund. We know that some families will give more and that some will not be able to give at this level. Gifts to the Annual Fund, regardless of the amount, are valued because they show support to the school’s mission and are a testament to its vision. And unlike tuition, gifts to the Annual Fund are tax deductible.

What additional giving opportunities exist at Dunn School?

Donors may also chose to give a restricted gift to the Annual Fund. These gifts, while counted in the Annual Fund's overall goal, are earmarked for existing programs that donors would like to support.

The school launches capital or comprehensive campaigns as needs arise. Campaigns fund specific initiatives, such as building projects, and gifts made to a capital project are restricted for a specific use. Campaign gifts are usually larger in size than a Dunn Fund contribution, and may be pledged over multiple years. During a campaign, donors are asked to support both the Annual Fund and the campaign effort. This ensures that the school's operations are sustained as we embark on a major fundraising initiative.

The Role of the Parent

1) Donate to the Annual Fund

The generosity our school experiences is a result of leaders like you who know their giving has a direct impact for their child's education. There are several levels of leadership to participate in, each level adds essential value to Dunn School's pursuit of excellence and community. Each year Leadership Donors distinguish themselves by making Annual Fund gifts in the Visionary Circle range. As a Visionary donor, the impact of your extraordinary philanthropy is evident in Dunn School's commitment to increase faculty compensation, explore new technologies and teaching materials, add to our athletic program, and broaden our offerings in the arts. You will also enjoy an annual gathering with the Head of School and Trustees as well as the knowledge that you are at the forefront of Dunn School's most important fundraising project.

2) Attend the annual Auction

The Auction is Dunn School's signature fundraising event. A committee of parent volunteers and administrators host this night for the community and friends of the school, which features a silent and live auction, food and drinks, and a festive atmosphere of gratitude and generosity.

The event is about building community and raising funds for Dunn School, and all are welcome. Funds raised for the Auction beyond the cost of the event support the Dunn School's annual giving goal.

3) Give to the Faculty & Staff Appreciation Luncheon

Each year in May a group of parents organize an appreciation luncheon for the faculty and staff of Dunn School. They decorate the lunch area, provide a wonderful meal, and purchase or donate items for a raffle. Help show your appreciation to the community of educators by joining the parent volunteers in making this a special day for all.

4) Join the Dunn Parent Community

Each parent plays an important role in building Dunn School's community. We are fortunate to receive both financial and volunteer support from parents. Whether your child is a boarder or a day student, there are many ways you can help create a culture of engagement by giving your time.

How to Participate: Contact the Director of Development for more details (805) 686-0654.

Checks Gifts may be made payable to Dunn School and mailed to:

Advancement Office
Dunn School
P.O. Box 98
Los Olivos, CA 93441

Credit Cards We accept Visa, MasterCard, Discover, and American Express. Gifts can be made on line at www.dunnschool.org or by calling the Advancement Office.

Matching Gifts Many companies will match gifts that their employees make to schools such as Dunn. You can send your company's matching gift form along with your gift. For more information, call the Advancement Office.

Securities If you hold securities that would result in a long-term capital gain if sold, you can make an outright gift to Dunn School and realize substantial savings on capital gains tax on the appreciation. Thus, the actual cost to you as a donor is often far less than the value of your gift to the school. It is recommended that you consult with your tax advisor to discuss the latest IRS rules and regulations. Please have your broker contact the Advancement Office.

Planned Gifts In 2006, Dunn School established the Anthony B. Dunn Heritage Society of 1957. This society honors generous leaders who have named Dunn School in their wills or trusts, or have otherwise included Dunn in their estate plans. In addition to taking full advantage of the personal financial benefits, making an estate gift becomes one of the most fulfilling things you can do to express your values. Making a planned gift helps Dunn School maintain its quality, personal approach to education and helps ensure that we can carry out our important work in the future. To discuss planned giving in detail, please call the Advancement Office.

Staff Member Gift Acceptance Policy

From time to time, grateful members of the Dunn community may wish to thank a specific faculty or staff member for the contribution that he or she made to their child or the school. While the intention of these gifts may be above reproach, the perception to an outside observer could be that the gift giver is attempting to influence decisions in the classroom, on the sports field, or in the boardroom. This perception, whether true or not, would severely damage the gift recipient and the school's credibility. In an effort to allow individuals an opportunity to show kindness and appreciation, while keeping in mind this perceived conflict of interest, we have created the following guidelines for staff member gift acceptance:

- Any non-cash gift (flowers, food, gift certificates, bottle of wine) with a value of \$100 or less can be accepted by the employee and need not be reported to Dunn School.
- Any non-cash gift (flowers, food, gift certificates, bottle of wine) with a value of more than \$100 may be accepted, but must be reported to the school (Head of School). The Head of School will consult with the Advancement Office to determine the appropriateness of this gift, the proper way to distribute its benefits, and send a formal gift receipt to the gift giver.
- Any cash gift (or check) of any denomination may not directly benefit employee(s). If offered a cash gift, the recipient(s) should accept the gift on behalf of the school and pass it on to the Advancement Office. The Advancement Office will send a formal gift receipt to the gift giver and determine whether any restrictions for this gift are appropriate (e.g., gift to art teacher may be restricted to support art department needs).

This policy is not meant to be punitive or devalue the appreciation that is being extended to employees of the school; rather, it is designed to protect employees and the school from any actual or perceived conflict of interest.

CLOTHING AND EQUIPMENT LIST

The following items are suggested to help parents in preparing and equipping students for Dunn School:

Equipment

Athletic

Athletic shoes (cross-trainers are best)

Sports clothes: athletic shorts and t-shirt

Swimsuit—appropriate trunks for boys, a one piece swimsuit for girls.

Goggles

Towel

Water bottle

Bicycle

Bicycle helmet

A bike light

School Supplies

All students need pens, pencils, erasers, markers, highlighters. We provide students with textbooks, novels, and notebooks for Science and Math. It is suggested that students have their own laptop for school. We have a limited number of laptops available for students to use.

6th Grade:

- 1 ½" Binder
- Scientific calculator

7th/ 8th Grade

- 3 ½" Binders
- Graphing calculators

OUTDOOR EDUCATION

Student Gear List

Students will be provided with specific lists for their Outdoor Education trips prior to their trip.

As 6th grade and 7th grade are car-camping, the items will not need to be carried and a hiking backpack is not required.

The 8th grade trip to Joshua Tree will require students to have hiking boots, a hiking backpack and light weight gear.

Policies Appendix

ADULT INTERACTIONS WITH STUDENTS

Assembly Bill 500 (AB500), effective January 1, 2018, adds section 44050 of the California Education Code, which requires schools to provide a section on employee interactions with pupils in its code of conduct and to make that available to parents and guardians of enrolled students in writing and on the school's website.

At Dunn School, we encourage close, warm, and considerate relationships between students and Dunn School Adults (employees, vendors and volunteers). The adults in our community serve as the students' role models, guides and mentors in learning as well as living. The bond of friendship between student and teacher is healthy. It is necessary, however, to maintain a balance between familiarity and mutual respect. Students have difficulty in recognizing these limits and thus each faculty member must be conscientious in their sensitivity to this balance.

The purpose of these guidelines is to give clear direction regarding appropriate conduct and boundaries between adults and students. The expectations for conduct set forth in this document are not intended to serve as an exhaustive list of requirements, limitations, or prohibitions on adult conduct and activities established by school. Rather, they are intended to:

- Alert staff to some of the more sensitive and often problematic matters involved in adult-student relationships;
- Specify boundaries related to potentially sexual situations and conduct that is contrary to accepted norms of behavior and in conflict with duties and responsibilities of adult members of our community; and
- Provide clear guidance in conducting themselves in a manner that reflects high standards of professionalism.

Student Behavior

During a student's years at Dunn, the school expects increasing self-discipline, responsibility, and an awareness of the rights of others. Dunn School has developed specific expectations for behavior. Each member of the faculty is expected to respond to any breach of good behavior wherever it occurs. Serious infractions should be reported to the Head of School, and/or the Head of Middle School. Faculty members should be particularly alert to violations of the major school rules. All violations should be reported immediately to the Head of School, and/or the Head of Middle School. There are established procedures for processing such situations, and faculty members should avoid making on-the-spot verdicts; established protocols should be followed.

It is important for the school to maintain a school-wide culture in which students and adults understand their responsibility to report misconduct without fearing retaliation. In order to prevent abuse and/or exploitation, students and staff must know that the Administration will support them when they report possible misconduct.

It is expected that faculty members, coaches, and ODs deal directly with students in an attempt to direct, and at times, modify behavior. We do not walk away from problems but instead, deal with them as immediately as possible. Certainly, there may be times when it is more effective to leave an emotionally charged situation, but we return to the student involved as soon as possible to direct, assist, and support the student. Teachers and/or administrators must be informed about issues with their students. When a teacher has problems with a student, the next line of discipline is the Head of Middle School.

Faculty members chaperoning school trips should consider wherever they are as an extension of the school campus and, inasmuch as there is a twenty-four hour responsibility of supervision, the

same conditions which apply on campus should be followed on such a trip.

The social interaction among faculty and students often extends beyond the bounds of the campus, and beyond the hours of the school day. This fact raises the legal issue of personal and school liability, which each faculty member should know. A faculty member's presence at a student gathering, with or without other adults, changes the nature of the gathering to a "school function." Use of illegal substances, alcohol, or drugs by students then becomes the responsibility of the faculty member and by default the responsibility of Dunn School.

Boundaries

For the purpose of this policy, the term "boundaries" is defined as acceptable professional behavior by adults while interacting with a student. Trespassing the boundaries of an adult/student relationship is deemed an abuse of power and a betrayal of public trust. Each staff member is obligated to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One helpful standard that can be quickly applied when assessing whether your conduct is appropriate is to ask yourself, ***"Would I be doing this if the student's family or my colleagues or family were standing next to me?"***

Some activities may seem innocent from an adult's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of unacceptable and risky behavior is not to restrain positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct. Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behavior to their daily activities. Although good-natured, heartfelt interaction with students certainly fosters learning, student/staff interactions must always be guided by appropriate boundaries regarding activities, locations, and intentions.

Unacceptable Behaviors

The following non-exhaustive list of behavior shall be considered violation of this policy.

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind; any intimate physical contact, pinching, massaging, rubbing or brushing against the body; (Congratulatory hugs are allowed)
- Making, or participating in sexually inappropriate comments or conversations;
- Making sexual jokes, stories, or jokes/comments with sexual innuendo;
- Seeking emotional involvement with a student for your benefit;
- Discussing inappropriate personal troubles or intimate issues with a student

Risky Behaviors

The following behaviors are inherently risky and should be avoided whenever possible.

- Intentionally being alone with a student away from the school without obtaining prior parental permission.
- Being alone in a room with a student at the school with the door closed
- Being alone in a vehicle with a student
- Sending emails, text messages, or letters to students if the content is outside the scope of your role at the school.

Care in communication

The following describe expectations for professionalism in communications with and about students and colleagues.

- Discussions regarding students' progress, problems, and status on a formal or informal

basis should be treated as confidential. This is not information that should be shared with other students' parents or with other students.

- In any community of people there is an active grapevine of rumor and gossip, and it feeds upon itself. If a faculty member has a question emanating from this grapevine, refer such questions to the Head of Middle School; encourage parents and students to do the same.

THE AMERICANS WITH DISABILITIES ACT

Dunn School adheres to the requirements of Title III of the Americans with Disabilities Act, which prohibits discrimination against qualified individuals with disabilities in public accommodations. As part of this policy, students with qualified disabilities, or their parents, may request reasonable accommodations that would permit the student full and equal access to the goods, services, and operations of the school.

1. Request for Accommodation

Student with qualified disabilities who desire a reasonable accommodation in order to access the goods, services, or operations of the school, or their parents, should make a request in writing to the Head of School. The request must identify: a) the goods, services, or operations to which the student requests full and equal access; and b) the desired accommodation(s).

2. Reasonable Documentation of Disability

Following receipt of the request, the Head of School may require additional information, such as reasonable documentation of the existence of a disability.

3. Interactive Process Discussion

After receipt of reasonable documentation of a qualified disability, the school will arrange for a discussion with the student and the student's parents. The discussion may include other individuals who may be helpful for the school to better understand the student's disability or limitations or the need for accommodations. The purpose of the discussion is to work in good faith to fully discuss all feasible, potential, reasonable accommodations.

4. Case-by-Case Determination

Dunn School determines, at its sole discretion, whether reasonable accommodation(s) can be made, and the type of accommodation(s) to provide. Dunn School will not provide accommodation(s) that would pose an undue hardship upon the school finances or operations, or that would endanger the health or safety of the student or others, or that would fundamentally alter the nature of the school or its goods, services, or operations, or that would cause undue burden to the school. The school will inform the student of its decision as to reasonable accommodation(s) in writing.

SEXUAL HARASSMENT POLICY

Dunn School prohibits unlawful sexual harassment of or by any student by anyone in or from the school. Conduct which constitutes sexual harassment of students impairs the ability of students to make full and effective use of the school's instructional programs. Sexual harassment can cause embarrassment, feelings of powerlessness, reduced ability to perform schoolwork, and increased absenteeism and tardiness. California Education Code section 212.5 defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

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

Students who engage in sexual harassment are subject to disciplinary action up to and including suspension and expulsion from the school.

Any student of Dunn who believes that she or he has been the victim of sexual harassment is urged to bring the problem to the attention of any school administrator so that appropriate action may be taken to resolve the problem. Such reports should ordinarily be brought to the attention of the Head of School or Head of Middle School because they are responsible for maintaining a suitable learning environment on the school campus, are trained to investigate misconduct, and are authorized to impose appropriate disciplinary action. However, the school recognizes that, due to the possibly embarrassing nature of sexual harassment conduct, individual students may instead choose to make a report to another trusted adult employee such as a counselor, nurse, or teacher. Dunn employees who receive such reports are expected to take appropriate action to ensure that students are not subjected to sexual harassment. Additionally, should the sexual harassment constitute child abuse, reporting shall be made in the manner provided in the Employee Handbook.

All Dunn School staff involved in the receipt of, or investigation of allegations of sexual harassment are to hold such information in appropriate confidence to the extent possible so as to ensure the privacy of the individuals concerned.

ANTI-HARASSMENT POLICY

Discriminatory harassment is a particular form of personal disrespect that Dunn School **DOES NOT TOLERATE** among students, among employees, or between employees and students. Dunn School is committed to providing an educational environment free of discriminatory harassment. This policy defines discriminatory harassment. Discriminatory harassment of a student includes harassment based on actual or perceived sex, race, color, religion, ancestry, religious creed, sex, national origin, ancestry, disability, medical condition, marital status, age, sexual orientation, or gender identity. Discriminatory harassment violates this policy and will not be tolerated. It is also improper to retaliate against any individual for making a complaint of discriminatory harassment or for participating in a harassment investigation. Retaliation constitutes a violation of this policy.

Students who violate this policy may be subject to disciplinary action, up to and including expulsion. Harassment can consist of virtually any form or combination of verbal, physical, visual or environmental conduct. It need not be explicit or even specifically directed at the victim. Sexually harassing conduct can occur between students of the same or different gender. No student shall create a hostile or offensive work environment for any other person by engaging in any discriminatory harassment or by tolerating it on the part of any student.

No student shall assist any individual in doing any act that constitutes discriminatory harassment against any student. All students shall report any conduct which fits the definition of discriminatory harassment, to the Head of Middle School or other appropriate authority figure. All complaints or allegations of discrimination or sexual harassment will be kept confidential during any informal and/or formal complaint procedures except when disclosure is necessary during the course of an investigation, in order to take subsequent remedial action and to conduct ongoing monitoring.

All students shall cooperate with any investigation authorized or conducted by Dunn School into any alleged act of discriminatory harassment.

BULLYING PREVENTION POLICY

Dunn School believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance.

Dunn School will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Dunn School expects students and/or staff to immediately report incidents of bullying to the Head of School or designee. Staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, Dunn School will provide staff development training in bullying prevention, and cultivate acceptance and understanding in all students and staff to build the school's capacity to maintain a safe and healthy learning environment. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Dunn School has a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
 - Students are expected to immediately report incidents of bullying to the Head of School or designee.
 - Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
 - If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Head of School. The school prohibits retaliatory behavior against any complainant or any participant in the complaint process.
 - The procedures for intervening in bullying behavior include, but are not limited, to the following:
 - All staff, students and their parents will receive a summary of this policy prohibiting bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school's notification to parents. The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
 - Staff are expected to immediately intervene when they see a bullying incident occur.
 - People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.
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CONFLICT RESOLUTION POLICY

Dunn School believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, Dunn School will incorporate conflict resolution education and problem solving techniques into the curriculum and school programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community, and helps ensure a safe and healthy learning environment.

Dunn School will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. The school will adopt a Student Code of Conduct to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to, the following:

- Students are to resolve their disputes without resorting to violence.
 - Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peaceably.
 - Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
 - Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators.
 - Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
 - Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.
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MANDATED REPORTING POLICY

Dunn School will not tolerate child abuse or neglect. This policy not only reflects our concern about children's safety in this society, but also our willingness and requirement to take steps toward halting child abuse and its detrimental effects.

California's Child Abuse and Neglect Reporting Act (California Penal Code §§ 11164-11174.3) requires certain professional and lay persons, who have a special working relationship or contact with children, to report suspected abuse to the proper authorities.

Under the law, mandated reporters must report suspected abuse. It is not required that employees making a report disclose their names to the school administration. The school takes all reports of child abuse or neglect very seriously and will work to the extent possible under the law to satisfy its reporting duties of any allegations of child abuse or neglect that may arise. The identity of the person who reports known or suspected child abuse is confidential and may only be disclosed to the child protective agencies and their counsel.
