



Dunham Elementary School District

Comprehensive School Safety Plan 2022/2023

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Introduction

Definition of a Safe School

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence or psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students’ affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

From Safe Schools: A Planning Guide for Action, California State Department of Education.

Rights

“All students and staff of primary, elementary, junior high, and high schools have an inalienable right to attend campuses which are safe, secure, and peaceful.”

California Constitution, Article 1, and Section 28(c): Right to Safe Schools

Legislative Intent

“It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, a ‘safety plan’ means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.”
(Ed. Code 32280)

Approval and Annual Review

The Dunham School District Comprehensive School Safety Plan will be reviewed, evaluated, and amended as needed each school year by the School Site Council and the Board of Trustees. If there are any significant changes, the revised plan will be placed on

the February regular meeting of the Board of Trustees for public hearing to allow public input before it is readopted.

All safety-related plans and materials are available for public inspection at the Sonoma County Office of Education and at the Dunham School administrative office.

Our Goals

This Comprehensive School Safety plan has several overarching goals. They are as follows:

- To help our Dunham community create a school atmosphere that is safe, respectful, fair, and conducive to learning.
- To prepare ourselves to respond calmly and competently to any possible disaster, keeping foremost always the safety and well-being of students and staff.
- To comply fully with all requirements of the California Education Code.

To further these goals, this plan has been prepared in conformance with the provisions of California Education Code #32282 and all relevant Dunham School District Board and Administrative Policies. These documents are available at the District Office; additionally, the Education Code is available online.

Ani Larson

Superintendent/Principal
Dunham School District

Spence Crum

President, Board of Trustees

Assessment of the Current Status of School Crime

There is a long tradition of school pride and care at Dunham School. The facilities and grounds are well maintained and cared for. The expectation is that each adult and student will do their part to help maintain the school in its exceptional condition.

Dunham School has a very low incidence of school crime. There have been occasional cases of graffiti on bathroom walls through the years, but this does not occur on a regular basis. Infrequent incidences of the marking of desks and chairs have also been detected.

Students are held accountable for such actions. When a student is discovered to have been involved in graffiti or damage to school property, natural consequences are applied. The student is asked to return the item to an acceptable condition, which may involve scrubbing walls or furniture as a restorative measure.

Child Abuse Reporting Procedures

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child care custodians and immediately report all cases of known and suspected child abuse and neglect to Child Protective Services and to the school principal.

When a case of child abuse or neglect becomes apparent or is suspected, the employee having knowledge of the abuse or neglect will immediately report the abuse to Child Protective Services and/or the local law enforcement agency. The employee will submit a written report within 36 hours. The employee and the school administrator will develop a plan to assure ongoing monitoring of the student. School staff members will work closely with police and/or Child Protective Services to follow up as needed.

Cases of reported child abuse will be kept in close confidence. Copies of written reports are maintained in the school office.

Staff Training

All Dunham certificated and classified staff members will be trained on child abuse reporting requirements and procedures at a professional development in-service within the first two months of the start of each school year, and will receive a copy of the *Handbook for Child Abuse Reporters*. New employees will be provided with the *Handbook for Child Abuse Reporters*, and newly-certificated staff members receive in-depth training as part of their Beginning Teacher Support and Assessment (BTSA) programs. As part of the district's *New Hire Checklist*, all employees are required to sign off that they understand their responsibilities as a mandated child abuse reporter.

Summary of Child Abuse Reporting Requirements

Child Abuse and Neglect: Penal Codes 11165-11174.3

Who Must Report?	Penal Code 11165.7 specifies 35 job categories as mandated child abuse reporters, including: <ul style="list-style-type: none">• Teacher• An instructional aide• A teacher's aide or teacher's assistant• A classified employee of any public school• An employee of a child care institution The responsibility for making an official report rests on the individual employee. Reporting suspected abuse or neglect to a supervisor does not fulfill it.
What Gets Reported?	Suspected child abuse or neglect, which includes physical, sexual, and emotional abuse
To Whom Is the Report Sent?	County welfare agency, probation, or a police or sheriff's department
What Is the Timeframe for Reporting?	<ol style="list-style-type: none">1. Report by telephone immediately, or as soon as possible2. Submit a written report within 36 hours

References

Administrative Regulation 5141.4

Handbook for Child Abuse Reporters (will be available in school office)

Sample Child Abuse Reporting Form

Print	SUSPECTED CHILD ABUSE REPORT	Reset Form
To Be Completed by Mandated Child Abuse Reporters Pursuant to Penal Code Section 11166		
		CASE NAME: _____
PLEASE PRINT OR TYPE		CASE NUMBER: _____
A. REPORTING PARTY	NAME OF MANDATED REPORTER _____ TITLE _____	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS _____ Street _____ City _____ Zip _____	
	REPORTER'S TELEPHONE (DAYTIME) _____	SIGNATURE _____
		MANDATED REPORTER CATEGORY _____
		DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
		TODAY'S DATE _____
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> AGENCY <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)	
	ADDRESS _____ Street _____ City _____ Zip _____	
	DATE/TIME OF PHONE CALL _____	
OFFICIAL CONTACTED - TITLE _____		TELEPHONE _____
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE) _____	
	BIRTHDATE OR APPROX. AGE _____ SEX _____ ETHNICITY _____	
	ADDRESS _____ Street _____ City _____ Zip _____	
	TELEPHONE _____	
	PRESENT LOCATION OF VICTIM _____ SCHOOL _____ CLASS _____ GRADE _____	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO
	OTHER DISABILITY (SPECIFY) _____	
PRIMARY LANGUAGE SPOKEN IN HOME _____		
IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME	
RELATIONSHIP TO SUSPECT _____		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO
		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> JNK
D. INVOLVED PARTIES	VICTIMS	
	NAME _____ BIRTHDATE _____ SEX _____ ETHNICITY _____	
	1. _____ 3. _____	
	2. _____ 4. _____	
	SIBLINGS	
	NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE OR APPROX. AGE _____ SEX _____ ETHNICITY _____	
	ADDRESS _____ Street _____ City _____ Zip _____ HOME PHONE _____ BUSINESS PHONE _____	
	NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE OR APPROX. AGE _____ SEX _____ ETHNICITY _____	
	ADDRESS _____ Street _____ City _____ Zip _____ HOME PHONE _____ BUSINESS PHONE _____	
	PARENTS/GUARDIANS	
NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE OR APPROX. AGE _____ SEX _____ ETHNICITY _____		
ADDRESS _____ Street _____ City _____ Zip _____ HOME PHONE _____ BUSINESS PHONE _____		
SUSPECT		
SUSPECT'S NAME (LAST, FIRST, MIDDLE) _____ BIRTHDATE OR APPROX. AGE _____ SEX _____ ETHNICITY _____		
ADDRESS _____ Street _____ City _____ Zip _____ TELEPHONE _____		
OTHER RELEVANT INFORMATION _____		
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____	
	DATE / TIME OF INCIDENT _____	PLACE OF INCIDENT _____
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)	

SS 8572 (Rev. 12/02) **DEFINITIONS AND INSTRUCTIONS ON REVERSE**

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.
 WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DISASTER PROCEDURES

Please refer to the *Emergency Operations Plan*, which is maintained as a separate document at the district office.

SAFETY DRILLS AND PROCEDURES

Routines and Scheduling

Throughout the school year, staff and students will have the opportunity to practice various safety drill procedures. In order to enhance their understanding and build awareness of appropriate procedures, drills will occur at different days and times.

Fire

In the event of a Fire or Fire Drill the procedures are as follows:

The fire alarm will signal all individuals on campus that they need to evacuate. At the sound of the alarm, teachers will direct students in an orderly departure from the room to the blacktop near the field via the assigned evacuation route. In all cases, select the safest route, not just the assigned route.

As in all emergency situations, on site staff will determine the best location for the staging area. The primary location will be on the blacktop. However, depending on the location of the fire, it may be determined that another location is more safe. Teachers will use their best judgment when exiting the classroom and move in a direction away from any active fire.

All classrooms will be equipped with a safety bag or backpack that will contain safety supplies, a green/red sign, and an updated class roster. Teachers should take the safety bag with them when they exit the classroom. On their way out, the classroom door should be closed (it does not need to be locked).

Students will form an orderly line on the blacktop. The teacher will then take roll and ensure all students are accounted for. If all students are present, then the teacher will hold up a green sign. If any student, who was assigned to that class at that time, is unaccounted for, then the teacher will hold up a red sign. The site administrator or office personnel will investigate the red signs to locate the child(ren) in question.

Once all individuals who were on campus are accounted for, the site administrator or office personnel will release students to return to class.

If a class is in an enrichment class outside of their classroom. Enrichment teacher will walk class to their assigned classroom line.

Earthquake

In the event of an Earthquake, the procedures are as follows:

At the first sign of shaking, all students and staff should immediately, drop to the floor, cover the back of their necks, and hold on to the closest piece of furniture (desk or chair) or other stable object with their free hand. In a practice scenario, an announcement will be made indicating that “the ground is shaking, the ground is shaking, please drop, cover, and hold on.”

If you are in a location without furniture (such as a hallway or bathroom), immediately kneel next to a bare, inside wall and place your arms and hands over the back of your neck and head.

If you are outdoors, move away from trees, buildings, electrical wiring, and power poles. Drop to the ground and cover the back of your neck and head with your arms and hands.

Stay in this position until an “All Clear” announcement has been made via loudspeaker or face to face. Unless otherwise directed, follow the evacuation procedures noted above, being sure to account for all individuals who were on campus.

Lockdown

In the event of a dangerous situation on or near campus, the procedures are as follows:

An announcement will be made over the loudspeaker indicating, “Everybody In, Lockdown” Teacher pulls Door magnets for quick locking.

Note: A lockdown can be initiated by a teacher or employee if any activity poses a threat to the safety of students and staff. When initiated by a teacher or employee, it is their responsibility to get a message to the school office about the nature of the incident.

Active Shooter Threat

An Active Shooter is:

- “An individual actively engaged in killing or attempting to kill people in a confined and populated area”. Their overriding objective is that of mass murder, rather than other criminal conduct such as robbery or hostage taking.
- Active shooter incidents are unpredictable and evolve quickly. Often times, these situations are over prior to the arrival of Law Enforcement. Individuals must be prepared both mentally and physically to be able to react and survive.

Run-Hide-Fight

- Run-Hide-Fight is a set of options to respond to an active shooter on campus to minimize the loss of life. At the first sign of an active shooter, quickly decide the most reasonable way to protect your students and provide them with direction: run, hide, or fight. If you are the first to see the danger, alert the front office, if possible. As soon as it is safe to do so, alert responders by calling 911.

Run-Hide-Fight Procedures

- Run: If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.
 - Know where the threat is and run away from it
 - Have a plan- know your escape routes
 - Leave your belongings behind
 - Law Enforcement goes towards the attacker; run in the direction they came from and keep your hands visible
- Hide: If running is not a safe option, hide in as safe a place as possible.
 - Lock and barricade the doors; close and lock windows, close blinds and curtains or cover windows
 - Tell students to be quiet, silence cell phones, and stay low to the ground away from windows
 - Spread out (if possible)
 - Remain in place until given an all clear by identifiable law enforcement
 - Be prepared to fight
- Fight: If neither running nor hiding is a safe option, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment. If you choose to fight, COMMIT to it and win the fight.
 - If intruder enters classroom, be prepared to fight, mentally and physically
 - Use a weapon (fire extinguisher, chair, books, trash can, etc)
 - Use your surroundings to create distractions: yelling, trip hazards, throwing items, turning off lights, putting furniture in front of door, etc

Suspension and Expulsion Policies

The Three major offenses leading to suspension are:

- Fighting
- Harassing
- Possession of a weapon or other dangerous object

Also, a student may be suspended or expelled for committing any of the acts enumerated in **California Education Code 48900**, displayed below, if the act is related to a school activity, is committed anytime while on school grounds, going to or coming from school, during the lunch period on or off campus, during or while going to or coming from a school-sponsored activity.

Education Code 48900, grounds for suspension or expulsion:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone,

wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

(I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts

that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(Amended by Stats. 2016, Ch. 419, Sec. 2.5. (AB 2536) Effective January 1, 2017.)

Suspensions are a rare occurrence at Dunham School, averaging less than three per year. There is no record of a student being expelled.

Discrimination and Harassment Policy

Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited. The district updates annually and distributes to all employees and parents the policies prohibiting student-to-student sexual harassment and distributes to all employees policies prohibiting employee-to-employee sexual harassment. The Superintendent/Principal and a representative from the Board of Trustees attended the Sexual Harassment Prevention Workshop in March 2008, satisfying the legal mandate to receive sexual harassment prevention training for two hours every two years.

Prohibited sexual harassment by adults includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical contact of a sexual nature made against another person of the same or opposite sex in the work or educational setting. Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

The Education Code definition of sexual harassment by children is quoted on page 7 of this document, item S.

Staff members are instructed about the definition of sexual harassment and reporting procedures. Students are directed to immediately report incidents of harassment, sexual or otherwise, to an adult (parent, teacher, instructional assistant, or administrator). All reports are thoroughly investigated in a timely manner. The school administrator will determine an appropriate course of action for each complaint. Actions may include the following:

1. Conflict resolution and discussions among the parties involved, when appropriate.
2. Student counseling and education, when appropriate.
3. A report to the police or Child Protective Services as appropriate or required by law.
4. Student disciplinary actions that may include the range of consequences in the discipline plan, including suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion.
5. Employee disciplinary action as described in policy, State law, and Ed. Code.

District policy and State law related to sexual harassment of students or employees requires the following:

1. Posting the district's sexual harassment policy in a prominent location at the school.
2. Notifying the staff, students, and parents of the sexual harassment policy each school year or at the time of enrollment.
3. Including notification of the sexual harassment policy as part of any orientation materials or programs for new students or employees as they enroll or are hired.
4. Including the sexual harassment policy in school and district publications.
5. Taking appropriate DSD Administrative actions to reinforce the district policy by providing staff in-service and student instruction and/or counseling.
6. Directing that teacher-led discussion be conducted on this policy with students in age-appropriate ways, and assuring students in that discussion that they need not endure any form of sexual harassment.

Students and/or parents and employees can use the District's Uniform Complaint Procedure to file a formal complaint of sexual harassment, or they can use the form specific to sexual harassment complaints.

References

DSD Board Policy 04100(a), (b), (c)

DSD Board Policy 5145.3

Dress Code

The Dunham School community feels strongly that appropriate school attire contributes to a positive learning environment.

In general, clothing should be modest, neat, clean, and free of offensive words and pictures. This includes items with expressions, pictures, or words that are obscene, profane, or are disparaging or demeaning to others, or promote or advertise drugs, tobacco, alcohol, violence, or make reference to gangs. Clothing or adornment that interferes with learning, or is a distraction to others is not permitted. With these ideas in mind, we ask families and students to respect the following dress guidelines for students attending our school.

- All students must wear closed toe shoes that are secured at the heel. Students who wear sandals, clogs, metal tipped shoes, western boots, and any other shoe considered inappropriate or unsafe for sports activities, should bring athletic/tennis shoes to change into for P.E.. Preferable, such unsafe or inappropriate shoes would not be worn to school.
- Attire that is worn or altered in such a way to resemble gang-related apparel is not permitted.
- Caps/hats and sunglasses may not be worn in class.

Consequences for students who don't comply with the required dress standards will be:

- Conference with staff regarding the inappropriate clothing. Students will bring a notice home regarding the dress code infraction.
- Call parents to bring appropriate dress.
- Further discipline consequences may occur if inappropriate dress is repeated.

The Superintendent/Principal and teachers may impose more or less stringent dress requirements to accommodate safety concerns or the special needs of certain sports, classes, or individuals.

Procedures for Safe Ingress and Egress

Safety while entering and leaving Dunham School's rural campus is a high priority. There has been considerable staff and parental concern about traffic and pedestrian safety, and the following precautions have been taken:

- Safety crossing zones must be used.
- Curbs are color-coded and marked to designate safe parking and loading areas.
- Students are not allowed to traverse the parking lot areas without an adult escort.
- All departures at the end of school have yard duty supervision.

The circular driveway and drop-off zones help to facilitate safe loading and unloading of students. Our newsletter regularly communicates the need for drivers to slow down, pay attention, and use safe driving practices while entering and leaving campus.

Maintaining a Safe and Orderly Environment

Dunham School places a high priority on student safety—SAFETY FIRST is our motto. We continually assess our campus for potential risks, and mitigate the exposure as soon as possible. We hold all fire and earthquake drills as required, and assess the effectiveness of each drill. A designated staff member checks Megan's List at least monthly to keep apprised of registered sex offenders in proximity of the school.

The Board of Trustees and the Superintendent, using the Facility Inspection Tool (FIT), evaluate the school annually. The findings of this assessment are reported annually in the School Accountability Report Card (SARC). Additionally, school cleanliness and **safety** is monitored through the Williams Settlement Report, submitted quarterly to the Sonoma County Office of Education. Redwood Empire Schools Insurance Group (RESIG) conducts school safety assessments on a regular basis, with a special focus on playground safety.

Visitors and Volunteers

We monitor visitors on campus and require that they sign in at the office each and every time they are on campus. We make every effort to know our parents and extended family members. Due to the school's small size, monitoring of adults on campus is truly possible. Fingerprint clearance is required for all overnight field trip chaperones and all field trip drivers.

Transportation for Field Trips

Kindergarten through sixth grade students will be transported on buses and/or private vehicles, depending on the preferences for various field trips. Parents/guardians must submit signed permission slips for each field trip.

Parents wishing to volunteer to drive on field trips must first register with the District Office. Board Policy requires that the driver's California Driver's License and verification of insurance be on record. Additionally, all drivers need to receive fingerprint clearance, Board Policy 3541.1(a) and AR 3541.1(a) address student safety and establish the requirements for using private vehicles.

Classroom Management

All staff members are trained in classroom management strategies and conflict resolution strategies. Implementation of the Toolbox Project has created a school-wide climate of improved social literacy and conflict-resolution capacity.

Teachers receive support from the Superintendent/Principal in monitoring student behavior. Student behavior contracts and Behavior Support Plans are developed for students requiring extra support. Parent and Student Success Team (SST) meetings are scheduled for students who are unable to meet behavioral expectations at school.

As described at dovetaillearning.org, the key components of Toolbox are as follows:

TOOLBOX™ is a Kindergarten through 6th grade program (being used in preK-8) that supports children in understanding and managing their own emotional, social, and academic success. The foundation of TOOLBOX is 12 human capacities that reside within all of us. Through its simple and profound metaphor of Tools, TOOLBOX brings forward a set of skills and practices that help students access their own inner resilience at any time, in any context.

Children learn 12 simple yet powerful Tools. With practice, these Tools become valuable personal skills and strategies for self-awareness, self-management, and relationship-building, which, in turn, foster responsible decision-making. Because the techniques are simple and the language is shared, children adopt the Tools and master them quickly. TOOLBOX begins with a teacher providing instruction on how to use the Tools. Through modeling and daily classroom practices, the teacher supports children in using their Tools to build self-knowledge and self-trust. Schools note rapid improvements in communication, civility, and conflict resolution in the classroom, on the playground, and across the entire school community. Providing parents and caregivers with the Tools and information on how to incorporate the practices into the home setting allows for continuity and reinforcement of skills for students.

The 12 Tools

- Breathing Tool
- Quiet/Safe Place Tool
- Listening Tool
- Empathy Tool
- Personal Space Tool
- Using Our Words Tool
- Garbage Can Tool
- Taking Time Tool
- Please & Thank You Tool
- Apology & Forgiveness Tool
- Patience Tool
- Courage Tool

School Discipline Policies

All students are held to high standards of behavior, and these expectations are made clear. School rules are distributed at the beginning of the year and reviewed in each classroom. Fair, consistent, and firm administration of discipline is the practice throughout the school.

Each teacher establishes classroom rules. Students always have an opportunity to present their viewpoint when involved in disciplinary actions.

Dunham School Rules

The Three Principles: **Be Safe, Be Respectful, Be Responsible**

Discipline Options

1. Benched for recess or a portion of recess
2. Community service: constructive jobs will be assigned
3. Written reflection sheets
4. Parent conference
5. Suspension (*see section on suspension and expulsion policies*)

Fighting may result in immediate suspension. Students who are disrespectful to adults may also be suspended. Students who are disrespectful to other students may be suspended after the second incident. Students who have a total of five rule infractions resulting in

referral to the Principal may be suspended. Suspension is always accompanied by a conference between the parent, the student, and the principal.

6. Expulsion (*see section on suspension and expulsion policies*)

We are hopeful that no student will persist in misbehavior. Behavior Support Plans may be necessary to assist a student in meeting behavioral expectations at school.

We expect that tolerance of others, goodwill between students, and a positive attitude about one's self will make attending Dunham School a healthy and affirming social experience.

Hate Crime Reporting Procedures

Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crime can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Hate-motivated behavior is not common in our small rural school environment. However, the potential exists that it may occur, so the following procedures are established:

1. Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the Superintendent/Principal or designee. If the student believes that the Superintendent/Principal or designee has not remedied the situation, he/she may file a complaint against the appropriate school official in accordance with district complaint procedures.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Principal/Superintendent or designee, and law enforcement, as appropriate. Students who engage in hate-motivated behavior shall be subject to discipline in accordance with District policy.
3. The Superintendent/Principal shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

Resiliency

Resiliency is the capacity to successfully adapt in the face of an adverse or traumatic life situation—the ability to keep going during hard times. Research shows that resilient children usually have a sense of worth, a sense of power, a sense of hope, a sense of virtue, and a sense of competence. Fostering resiliency is everyone's job and can be accomplished through consistent, simple every-day acts of kindness and support.

Our staff members understand the importance of supporting our students in handling the stress and challenges of life. School can play an important role in developing resiliency in children. Our efforts to develop resiliency in our students include the following:

- Parents are encouraged to participate in all aspects of school life.
- We regularly send messages of positive feedback to our students and their families. We try to “catch our students doing well.”
- All staff members serve as positive and accessible role models.
- We encourage our students to develop as school leaders. For example, the students run all aspects of caring for and maintaining our school. Sixth-graders in particular have many opportunities to develop their leadership ability, and leading the school in All School Assembly and Flag each Monday.
- We implement Tool Box and PBIS, social literacy curriculum that encourages peer-to-peer adult-supported conflict resolution (see page 16).
- We encourage staff members to teach students the meaning of equality, human dignity, and mutual respect, and to employ teaching strategies that promote assertiveness, decision-making skills, positive peer relations, and self-esteem.
- We instill a sense of hope by encouraging and supporting students in pursuing their dreams.
- We consciously strive to create an environment of tolerance and inclusiveness.

The school promotes nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students are taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills. Staff members receive training in conflict resolution techniques, and such training is also made available to parents/guardians and volunteers.

References

DSD Board Policies 5138 (a), (b), (c); 5137 (a), (b)