

CABIN LEADER HANDBOOK

A Program of the Marin County Office of Education

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www.walkercreekranch.org

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Dear Cabin Leader,

Welcome to the Marin County Outdoor School team! We thank you for volunteering your time and effort for the Outdoor School Program, and we look forward to working with you to create a week filled with adventure, learning, and personal growth. The Marin County Outdoor School at Walker Creek Ranch is owned and operated by the Marin County Office of Education. The Ranch is a 1,700 acre site, in West Marin located five miles east of the small town of Marshall on Tomales Bay.

This handbook is designed to help you prepare for your Cabin Leader experience, outline your responsibilities, and acquaint you with the procedures of the Outdoor School. Please take the time to read through this handbook and use it as a reference during your stay.

Our Outdoor School staff are dedicated to providing a hands-on science curriculum to fifth and sixth grade students that will “bring to life” what they are learning in the classroom. We are committed to delivering a well-rounded educational experience that will have a profound impact on the students’ view of the natural world and their place in it. As a Cabin Leader, you play a vital role in this process.

Being a Cabin Leader is a serious responsibility, and you will be expected to take on this responsibility with vigor. You are with your cabin group 22 hours per day, throughout which time, you are a role model. While students may idolize you or see you as a “buddy”, it is important to balance this attention with your role as a responsible adult and authority figure. Leadership qualities such as assertiveness and confidence – coupled with developing skills as a positive disciplinarian and active listener – will be needed throughout the week. Daily meetings with the Cabin Leader Coordinator will be held to assist you in this learning experience.

By the end of the program, you will probably be a hero in the eyes of some of your students. Many of your students will remember you for the rest of their lives. Through this experience, you will have the opportunity to learn a great deal about yourself, and to develop new leadership skills that you use throughout your life.

Once again, welcome to the Marin County Outdoor School team. Please give us a call at (415) 491-6602 if you have any questions or concerns about your role as a Cabin Leader, or if you need any further information. Good luck!

Sincerely,

PATRICK MCLAUGHLIN
Ranch Manager
Marin County Outdoor School

Note: Parent and/or adult Cabin Leaders, please see important notes on the following page!

An Important Note to Adult Cabin Leaders from the Outdoor School staff

Dear Adult Cabin Leaders,

Thank you for volunteering as a Cabin Leader for the Outdoor School program. We applaud your participation in this program; and appreciate the fact that you have arranged to take time away from your homes and other obligations to be able to share this experience with the students. Here are some important things that we want all adults preparing to be Cabin Leaders to be aware of:

- A lot of the Cabin Leaders who participate in the Outdoor School program are high school juniors or seniors. The Cabin Leader program, this handbook, and our training are primarily geared towards high school students. As adults participating in the program we understand and appreciate that you bring a higher level of experience, maturity, and knowledge of working with children than some high school students. If you are here during a week when we have both high school and adult Cabin Leaders, we trust that you will understand the importance of reviewing some material that may not be apparent to you.
- Adult Cabin Leaders have the exact same role as high school Cabin Leaders, which is – first and foremost – to do everything possible to ensure the physical and emotional safety and wellbeing of all students. All of the day-to-day responsibilities and expectations covered in the Cabin Leader handbook and in the arrival day training apply to adults and high school students.
- We have sent and will send adult Cabin Leaders home for inappropriate behavior, or behavior that is detrimental to the student experience.
- There is no cell phone service at the Walker Creek Ranch campus, you will have access to wifi but should not have your phones out around students.
- You will, indeed, be “on duty” with the kids for over 22 hours a day (hopefully about 9 or 10 of those hours, you and the kids will be sleeping soundly in the cabins).
- You should not expect to have time to conduct business during the program. The two short breaks that you have during the day will most likely be used to relax, take a shower, and maybe even a quick nap!
- We work directly with your schools to form the cabin groups and to determine the placement of Cabin Leaders with cabin groups. Our recommendation is that guardians are not placed with their children in cabins or trail groups. Over the years, we have observed that one of the most valuable components of the Outdoor School experience for students is the sense of independence, personal responsibility, and growth they gain by being away from the home on their own. It is a completely different experience for the students if their guardian is always nearby.
- There are plenty of opportunities to check in with and spend time with your child outside of the cabin or trail group setting. You have the opportunity to see your child at all meals, the campfire, barn boogie, and around campus.
- Again, thank you for volunteering your time to fill this vital role at the Outdoor School. We hope that this will be a magical experience for you, and that it might even give you an opportunity to rediscover your own sense of wonder about our world, and our place in it.

Section I: The Basics

- **Cabin Leader Responsibility Contract**
- **Outdoor School Campus Rules**
- **Important Notes to Cabin Leaders on Campus Rules**
- **Day to Day Responsibilities of a Cabin Leader**
- **Cabin Leader Schedule**

MARIN COUNTY OUTDOOR SCHOOL

CABIN LEADER RESPONSIBILITY CONTRACT

In requesting to serve as a Cabin Leader and/or Chaperone for the Marin County Outdoor School, I recognize and agree to the following:

1. I understand that I will be serving in a capacity of great responsibility and will be entrusted with the care of the students in my cabin.
2. I will put the physical and emotional safety of the individual and collective members of my cabin group as my prime responsibility, at all times. I will know, follow, and enforce the Outdoor School Rules.
3. It is my responsibility to maintain open and respectful communication with the Outdoor Education staff and teachers while following their directions and guidance. I will ask for help when it is needed.
4. I will conduct myself in such a way that my personal behavior and appearance will serve as a model to all students.
5. I acknowledge that the students in my charge are very impressionable and must be protected from inappropriate language, jokes, or activities. I understand that derogatory discussions, remarks, or jokes about race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental ability, medical conditions, veteran status, gender, sex, or sexual orientation will not be tolerated.
6. I will try to help each student be a positive part of the cabin group and the activities of Outdoor school. I will not intentionally embarrass or humiliate any member of the group. I will take care to treat all students with respect.
7. If an undesirable situation or problem arises that is beyond my ability or responsibility to handle, I will bring it to the attention of the Teachers, Naturalists and/or School Principal.
8. I understand that the Walker Creek Ranch Campus is a school campus. I agree not to use or possess alcoholic beverages, tobacco products or illegal substances or behave in any way to endanger the program or the welfare of the students.
9. I will always remain with the students unless it is my specified time off as assigned by the program.
10. I agree not to discuss, nor answer intimate questions about my personal life. I also agree not to share or discuss personal information such as phone numbers, email addresses, or websites with students.
11. I agree to not post any photos and/or videos of students at Walker Creek Ranch online using personal, social media or public websites, without obtaining prior written approval from parents or guardians.
12. I understand that any infraction of the above statements can result in my immediate dismissal.

Print Full Name

Sign

Date

Marin County Outdoor School

Campus Rules

Each school attending the Marin County Outdoor School has its own rules, which continue to apply during the Outdoor School Program. In addition, these are the rules of the Walker Creek Ranch campus. If a rule is not stated, common sense, good judgment, courtesy, respect and safety apply.

General Rules

- Be respectful: Treat people and all living things with respect.
- Be safe: Feeling both emotionally and physically safe is an essential aspect of being at Walker Creek Ranch.
- Be responsible: Take responsibility for your behavior.
- Follow the directions of your Teachers, Cabin Leaders, and Naturalists. Stop talking when signaled to be silent.
- Use appropriate language: Do not swear or use any language that would be offensive to any person, or group of people.
- Use the buddy system: Students should never go anywhere alone.
- Cell phones and other electronic devices should not be used in the presence of students.
- Rule of three: No staff members (including CLs) should be alone with a student at any time. When a student needs to be escorted somewhere by a staff person (i.e. the Health Center), another student or staff person must be recruited to travel with them.

Safety and Trail Rules

- No Running – except for on the ball field or in designated areas.
- Leave No Trace Rule: Leave sticks, rocks, plants and animals where you found them. No throwing these items. Watch, examine, and observe without disturbing. Don't leave anything behind when you leave a natural area, so that there is "no trace" that you were ever there.
- Stay on the trail, walk behind your Naturalist or Cabin Leader, and wear long pants (unless your Naturalist approves shorts).
- Stay on the ball field or Dining Hall patio (or designated indoor facility, in case of rain) during recreation time.
- Wear closed-toed shoes (unless going to shower time).

Cabin Rules

- Stay with your cabin group. If your Naturalist, Cabin Leader, or Teacher authorizes you to leave the cabin group (to go to the infirmary/health center, for example), use the buddy system.
- Be in bed and quiet by "lights out" time at 9:30 PM and remain in bed (except for emergencies) until 7:00 AM.
- No entering cabins that are not yours.
- No pillow fights, wrestling or roughhousing in the cabins. No sports equipment in the cabins.
- No frightening or scary stories.
- Keep food out of the cabins.
- No medications are allowed in the cabins, except EpiPens and inhalers.

Dining Hall Rules

- Use good table manners.
- Do not talk during announcements.
- Talk quietly at your table.

Break Rules (Specific to Cabin Leaders)

- Stay on the main part of the Ranch, including the dining hall patio, Cabin Leader Kitchen, ball field, or your cabin.
- You should only go into your own cabin. No going into your friends' cabins.
- You may not go on any trails, to the creek, or the pond. There isn't service at the Ranch, and it is important we are able to connect with you in case of an emergency.

Important Notes to Cabin Leaders

On Enforcing the Campus Rules

One of your most important responsibilities as a Cabin Leader is to understand, follow, and enforce the campus rules. Most of the rules stated above are very clear and leave no room for interpretation. Here are some important notes and clarifications about the rules to assist you.

Buddy System – Use it. When the students are solely under your supervision (during cabin time), you need, to be with them and/or know, their whereabouts at; all times. Students **MUST** ask their Cabin Leader for permission for going to the infirmary/health center, use the bathroom, and/or to leave the group for any reason. You must stay with the majority of your group.

Quiet Coyote Signal and Attention Getters – We use different methods for focusing everyone’s attention to make announcements. When you see the staff raising their hands to make the Quiet Coyote, you should also make the hand signal and help focus the students. When staff uses different attention getters (if you can hear my voice, clap twice), please join in and remind students to pay attention.

Inappropriate Language – Students are not allowed to use foul language, or make sexist, racist, homophobic, derogatory, or any remarks that could offend someone. Consequences must follow any such behavior. If your students are using inappropriate language, and not responding to your disciplinary action, go to your Naturalist or to the students' classroom teachers for assistance.

No fighting, kicking, or screaming will be tolerated at the Outdoor School. If this behavior occurs with any of your students, bring them directly to the Teacher’s Lodge and let your Naturalist or other Outdoor School staff know immediately.

No roughhousing, wrestling, or pillow fighting is allowed inside or around the cabins. Please don't encourage this behavior by wrestling with your students. Instead, take them out to the ball field and play something active like basketball, football, GAGA, or any other appropriate games.

No physical or mental punishment will be tolerated. Military type discipline (such as push-ups for punishment) is not allowed. Use the check system described later in this handbook.

No Cabin Raids or Pranks – This includes entering any cabin other than your own, for ANY purpose other than for a health or safety issue. Touching others’ belongings, defacing any cabin furniture, and practical jokes will not be tolerated.

Leave No Trace Rule - When the students want to pick up rocks and sticks, explain to them that they are animals' homes, and that if every student at the school were allowed to take natural objects home with them, it would have a huge effect on the ecosystem. Practice “Leave No Trace” by making it impossible to tell that you were ever there.

Medications – No medications are allowed to be with the students unless it is an EpiPen or an inhaler. Cabin Leaders will need to collect any medications and vitamins and give them to the teachers. Make sure you write the student's name on the medication.

Any changes in assigned sleeping accommodations for students, Cabin Leaders, or faculty must be reviewed and approved by the Outdoor School Administration.

Privacy is very important for all the students to feel safe and comfortable. Students will change their clothes in the bathroom, in a sleeping bag, or behind the privacy screens. Students will also wear their swimsuits in the showers.

Day-to-Day Responsibilities of a Cabin Leader

The primary concern of a Cabin Leader is to provide a safe environment for their cabin group and the students at the Outdoor School. This is done by knowing, understanding, following and enforcing the Campus Rules, and by using good judgment. Here is an overview of your day-to-day responsibilities as a Cabin Leader.

Meals – Show up on time and maintain a courteous, well-mannered atmosphere at your table. Help facilitate students getting food and clean up.

Sleep – At night, remain with your cabin group through the night so everyone can get a good night's sleep. The only time you should not be with your group is when it is your designated break.

Cleanliness and Hygiene – Encourage students to stay clean by brushing their teeth, showering daily, and washing their hands before meals. Be a model of good hygiene.

Cabin Cleanliness – Supervise the morning cleanup of the cabin and around the cabin. Sleeping bags should be aired out each morning. If a bag is wet, notify the Naturalist or teacher so it may be washed (without making an issue of it). If you are unable to speak to a teacher before your morning hike, the signal is to put a shoe on top of the sleeping bag or bed.

Build Teamwork – Work on developing a team spirit within the cabin and the Outdoor School. Students in your cabin may be from different schools, so encouraging integration through mixing bunkmates and playing group games is essential to having a unified cabin. Even though student/Cabin Leader relationships are encouraged, the leader must maintain a supervisory role.

Program Assistance – Assist your Naturalist as needed to enhance the educational program. This may mean working with your cabin to plan a skit, or participating in a campfire skit, and/or joining in an educational activity on the trail.

Be on time! – See that the students are in front of the dining hall before the meal begins, and that they are on time for all scheduled activities and lessons.

Emergency – In the case of an injury or accident, contact the Outdoor School Management, teachers, and/or Naturalists. Stay with the injured student and send two students to the Teachers' Lodge to get assistance. Never administer any medications or first aid unless life threatening.

Be Positive – Remember that a leader encourages self-direction. Take a positive approach: give praise for the kind of conduct you expect; minimizing criticism; and talking to the student quietly in private if there is a problem.

Check-in – The Outdoor School Management, teachers, and Outdoor School staff are here to assist you with any problems, so please check in with them regularly about what's going on in the cabin. Let us know of any small problems before they become large ones.

Walker Creek Ranch Schedule -- *for Cabin Leaders!!*

Monday	11:00 Welcome Tour & Introductions	11:45 -2:20 Lunch Cabin Leader Orientation/ Training	2:20 Move into Cabins w/ students	3:15 Fire Drill at Ball Field 3:30 Meeting with Naturalist (students in dining hall training)	4:00-5:00 Cabin Time	5:00 Dinner 6:00-7:00 Teacher time (CL Break)	7:00 Students will be dropped off with you at cabin	7:15-8:45 Campfire 8:45 Return to cabins. Get ready for bed. 9:30 Lights Out
Tuesday	8:00 Breakfast Clean-up cabins. Prepare students for hike.	9:15 Naturalist Activity (Meet Naturalist in meeting room) Assist on Trail	12:00 Lunch 12:30 CL BREAK! (students at lunch recess)	1:30 Naturalist Activity (Meet Naturalist in meeting room).	4:00- 5:00 Cabin Time	5:00 Dinner Meeting with CLC after dinner 6:00-7:00 Teacher time CL BREAK	7:00 Students will be dropped off with you at cabin	7:15 -9:00 Evening Activity 9:00 Return to cabins. Get ready for bed. 9:30 Lights Out
Wednesday		9:15 Naturalist Activity (Meet Naturalist in meeting room) Assist on Trail	1:15 Meet students at Ball Field Take them back to cabins to get ready for trail time	1:30 Naturalist Activity (Meet Naturalist in meeting room).	4:00- 5:00 Cabin Time	7:00 Students will be dropped off with you at cabin	7:15- 9:00 Evening Activity 9:00 Return to cabins. Get ready for bed. 9:30 Lights Out	
	8:00 Breakfast Clean, Pack & Move Out of Cabins before breakfast.	9:00 Naturalist Activity	10:30 Closing Ceremony at Amphitheater	11:30 Lunch Departure		Shower Times Tues: _____ Wed: _____		

Section II:

Tools for Success

- **Role Modeling**
- **Positive Discipline: Tools to Make It Easy**
- **Positive Reinforcement: The Shout Out System**
- **Assertive Discipline: The Check System**
- **Shout-Out and Check System Chart**
- **Troubleshooting: The Unusual Is Usual**
- **Bullying**
- **Homesickness**
- **Starting the Week: Arrival Day Survival Tactics**
- **Students with Special Needs**
- **Games, Games, Games**
- **Evening Activities at Walker Creek Ranch**
- **Getting Ready for Bedtime**
- **After the Lights are Out**
- **Time Off For Cabin Leaders**
- **Technology Rules**

Role Modeling

You may not recognize it, but the students will be watching EVERYTHING you do as a Cabin Leader – and imitating your language, behavior, clothes, hair, and eating habits. This puts a huge responsibility on you to be a strong, positive role model for your cabin group.

Act Professionally – There are Naturalists, teachers, and parents that will be watching you and reacting to how you work with the students. Think about what you say and do at all times.

Follow the Rules – Students have an incredible sense of justice. They aren't happy when they are told that they cannot wear shorts on the trail, can't chew gum, or have electronics; but they accept it because no one else can do those things either. But when they see a Cabin Leader breaking the rules, they may complain, "THAT'S NOT FAIR"! And they are right. So please DO NOT BREAK THE RULES. On your free time you get special privileges, but not around the students.

Help on the Trail – Your Naturalist depends on your help on the trail and during activities. Help focus the students. Keep them quiet when necessary and, conversely, help in getting them excited about nature and science. On the trail there will be at least two Cabin Leaders (one for each cabin). Space yourselves evenly with one person to bring up the end of the line. Encourage the students to answer questions and listen when the Naturalist is speaking, rather than engaging with each other.

Model Appropriate Behavior – Students will imitate your behavior. If they are exposed to something new, they will look to you for a reaction. Even if you are challenged by the situation, be open to new perspectives and model appropriate behavior.

Supervise in the Cabin – The Cabin Leader needs to enforce the rules in the cabin. Be honest and state your expectations. Explain the discipline procedure to them. Remind them that they are responsible for their actions and that it's a privilege to be in the cabin. The students will test you on the rules. Remember, if you allow them to break the rules (swearing, pillow fights, etc.), then you are participating in it. Be firm, fair, and friendly. If you are tentative about setting boundaries, the students will take advantage of you and the cabin will be hard to control effectively. Your position is as a leader first.

Personal Information – Do not discuss your personal life with the students, even if they are very interested.

Being a Leader

The students in your cabin need your direction and leadership and will look to you for guidance and approval. We have discovered that any time Walker Creek has a truly outstanding week, we had cabin leaders that were excellent leaders and outstanding role models.

Leading the Pack

Patience:

There will be times when the students' needs and actions will try your patience. Do your best to stay focused, take the time to get to know your students, listen to them, and, when necessary seek assistance from teachers and naturalist staff.

Attitude:

From the moment you meet your students they will be assessing who you are and how they feel about you (and ultimately their week at Walker Creek). Greet the students with a smile, take an interest in them, stay positive, and be a great role model. Your positive outlook will rub off on the students and ultimately guide their behavior.

Caring:

When you take the time to learn your students' names, listen when they talk, and take an interest in them – they will know that you care. When the students feel cared about they also feel safe and secure in their new surroundings. Such caring is the foundation for a week at Walker Creek Outdoor School.

Kids:

Always remember that we are all here for the students in attendance. Keep your focus on your students and let us know if we can help to make this a positive experience for them (and ultimately for you as well).

Steps for a Great Week

Right off the Bus:

The Cabin Leader Coordinator will meet you on the first morning and give you a brief orientation. Listen carefully and ask questions. You will learn many things that will help you throughout the week. You will receive a "Day by Day" schedule and more suggestions for cabin activities. Get to know your fellow staff, the naturalists, and other Cabin Leaders. When you meet the kids for the first time, smile and do your best to make a good first impression. The students will be excited to meet you!

Set the Tone:

For many of you, your first chance to set the tone for the week will be when you meet the bus to ride up to Walker Creek. You won't know who is in your cabin yet, but still take the time to talk to the students around you. Ask them questions about themselves and find out what their interests are. Once you get to your cabin group, set the tone for a week of fun, sharing, and learning by getting to know them through name games and other activities (see "Cabin Games and Activities"). Hold your first cabin meeting. Assign bunks and make sure kids integrate with other schools. Avoid students from one school dominating the room. Encourage new friendships. Formulate a cabin contract with the students. Go over the daily schedule, including class times, cabin clean-up, quiet cabin time, shower time, bedtime and lights out. The first day is key: you've got to start off right!

- Help your kids move in.
- Remember, FUN and SAFETY are top priorities!
- Set limits – make the rules and your expectations clear.
- Observe your students – Are they dressed properly for an outdoor class? Are they involved? Do they look healthy?
- MAKE THE MOST OF IT! Make the most of the time you are with your cabin group. Play games in the cabin. In nice weather play games and do activities outdoors. Avoid cabin “dead time.” That is when problems can start.
- MAKE IT MEMORABLE! Thursday evening or early Friday morning, encourage your kids to exchange addresses with new friends. Bring them together for a memory sharing time, during which they can share highlights of the week and sign autographs.

What are the Actions of a Good Role Model?

Listed below are some examples of situations where Cabin Leaders have the opportunity to be role models. Think about each Cabin Leader action. What effect will that action have on the students and/or the Outdoor School program?

CABIN LEADER ACTION	Effect on the students	Effect on the program
Cabin leader is singing along to all the songs at the evening campfire.		
Cabin leader is chewing gum even though they know it is against the rules.		
Cabin leader is interested and attentive during the creek study (even though they never really thought about water critters before).		
Cabin leader is being silly at the dinner table – playing with their food, laughing loudly.		
Cabin leader tells their kids that the leader in the next cabin is 'lame' and 'boring'.		
Cabin leader spends too much time fussing with their hair and appearance.		
Cabin leader tells their cabin a scary story before bedtime because the kids insist, they won't be scared.		
Cabin leader sneaks candy back to their cabin to reward them for being so good.		
Cabin leader hangs back on the trail and talks to another cabin leader while the naturalist is orchestrating an activity.		
Cabin leader is taking out their cell phone and scrolling through their photos while the students can see.		
Cabin leader is encouraging inclusiveness by ensuring all students are playing together at cabin time.		

Positive Discipline

Adapted from *Positive Discipline in the Classroom* by Jane Nelsen, and presentation at AEOE Spring Conference 2015

Positive Discipline is discipline that teacher; it is based on kindness *and* firmness, and focuses on solutions, not punishment.

Punishment	Positive Discipline
Comes from a belief that a person must first suffer or feel worse in order to do better. Has the goal of compliance.	Comes from understanding and compassion. Has the goal of guiding and teaching the person internal (self) discipline, as well as essential social and life skills. Mistakes are learning opportunities.
Invites: Resentment, revenge, rebellion, sneakiness (do what they want when you're not watching), and reduced self-esteem.	Invites: Cooperation, learning from mistakes, problem solving skills, and responsibility.
One size fits all (one tool)	Requires creativity and constant thought.

Behavior

Understanding what causes a person's behavior is an essential aspect of Positive Discipline. All behavior has a purpose; often has come back to "I don't feel important, significant, or that I belong". This is why it doesn't work long-term to just address the behavior. You can stop the behavior short term, but it will just shift to another undesirable behavior. Think of a pot bubbling over on the stove; if you "put a lid on it", it will still bubble over. You have to understand what is causing it to bubble over and turn down the flame. Punishment can make a person feel even less belonging and significance—it turns up the flame. Use the Mistaken Goal Chart to help identify certain behaviors.

Start off on the right foot with your kids: Create an atmosphere of caring based on kindness and firmness. Kids know you care when you:

- Find out who they are
- Encourage them to see mistakes as opportunities to learn and grow
- Have faith in their ability to make a meaningful contribution
- Listen to them
- Involve them in personal and group decisions
- Help them understand the effects of their behavior

The Three A's of Feeling

- **Acknowledge:** "I bet that hurt" or "it sounds like you're really upset." One helpful phrase you can use is: "You feel _____ because _____ and you wish _____." The goal is to get affirmation from the person you are talking with.
- **Allow and make space for the feeling:** Let the person get the feeling out (*do* contain any dangerous or hurtful behaviors). Avoid any "Band-Aids" or trying to talk the person out of the feelings.
- **Acceptable Solutions:** "What would you like to do about that? Here are some ideas"

Positive Discipline Management Tools

Respond, don't react: Take a moment to figure out what is needed.

Connect: Get on their level, get into their world, use eye contact and touch, empathize.

Come in with questions: "I see you have a rock in your hand. What's your plan?" or "What do you need to do to be ready to go?" or "How do you think that makes her feel?"

Limited choices: Help people succeed by offering an appropriate choice between at least two acceptable options— "Do you want to draw in your journal or make a flower necklace?" or "It's not okay to hurt someone else. Do you want to check in with [other student] now, or put it on the agenda for the next group meeting?"

Group jobs: Group jobs or daily chores help with a sense of belonging.

Follow through with dignity and respect: When you say something, mean it. When you mean it, follow through with kindness and firmness. Decide what you will do, and don't engage in arguing about it. Stop talking and act.

Ask, don't tell. What, Why, How?

- “I noticed that you _____. What happened? What effect do you think this might have had on others? What did you learn from this experience? How can you solve this problem?” or “How can you prevent this from happening again? How can I help?”
- Listen—don’t jump in and lecture.
- If the person persists with “I don’t know”, say, “I have faith in you that you can figure this out. I’ll get back to you in 10 minutes (or tomorrow morning).” Set a definite time you will continue the discussion.

Redirection: Ask the child to do something you want them to do, rather than directly addressing the undesirable behavior (“Please carry this for me” rather than “stop grabbing the watercolors”).

Ask: Ask the group questions related to the behavior you would like to see change. For example, “How many of you think the table is moving too much for you to be able to draw?”

Do Nothing: Let some things go and watch to see if the problem resolves itself.

Decide what you will do: Instead of focusing on controlling people’s behavior (which you can’t do), decide what you will do and follow through with it. For example, if some students are regularly not listening to instructions, instead of trying to force them to listen, tell them that you are only going to give instructions once, and follow through with that. If someone misses your instructions, they can ask a groupmate what to do.

Say “no” with dignity and respect: Sometimes “no” is what is needed, and you don’t have to explain at length why; just say “no” kindly and firmly and stick with it.

Acting more, talking less: Nagging, coaxing, and lectures are not usually helpful. See if you can get the message across with just actions. For example, if you have asked kids not to play with something and they persist, gently and firmly take the item out of their hands and steer them back to the group.

Describe what you see: Instead of placing a judgement on the problem, or nagging, just tell the student(s) what you notice. It’s easier for students to hear and be reflective about their own behavior.

Put everyone in the same boat: Instead of singling out people, set an expectation for the whole group.

Take a break: Be sure to frame this correctly and allow for some time for everyone to cool off.

Set time to check in with someone: Sit down and have a conversation with someone.

Small Steps: Be willing to take small steps toward a change.

Understand the four mistaken goals of behavior: Being aware of this model will help to understand where the person is coming from and how you can help them.

Transition time: Don’t expect that people can instantly shut off behavior just because you asked them to. If the behavior is not dangerous, use transition time to make it easier for students to do what you ask. Instead of “Put that down and let’s go wash our hands,” try “I’m going to count down from 10 and then we’ll put those nets back and go wash our hands.” Another example: A child is leaving the group and picking flowers across the road where there are no people. Using transition time could sound like, “Okay, pick one more and come back over.”

Tone-setting: Make a plan with your students before you come to a sensitive or exciting area. Two examples: Before reaching the turnip bed, stop and say, “We’re going to pick some turnips; when we get there, please wait so I can show you how to do it, and then we will each pick one turnip.” Or, before approaching the animal barn, stop and ask, “How do you think we could act so the animals don’t get scared?”

Offering Alternatives: Such as, “It’s okay to spit, but will you do it over there?” or “Please don’t pick these flowers, but you can pick those yellow flowers, because there are so many.”

Modeling: Do what you want your students to do. For example, talk quietly, try new foods, listen well, and treat each other kindly.

Help a student learn a new skill: They are still learning many things we take for granted, so don’t assume they know how to do what you are asking. You may need to show your students how to rinse paintbrushes, jump safely, or pet a goat gently.

Say yes as often as you can: Honor a student’s ideas and try to meet the need in a way that also respects the situation. For example, “Yes, we can feed some worms to the chickens. I bet they would love that. But let’s leave these worms in the worm bin to do their job, and instead let’s dig up some worms from the ground. Where do you think we’ll find the most?”

Tell them what you *do* want them to do: Say “walking feet” rather than “don’t run”, or “hand to yourselves” rather than “stop poking each other”.

Feel better first: When a person is upset, help them calm down and feel better first before trying to discuss what went wrong. When we are upset, the logical part of our brain is turned off, and only our reptilian brain (fight or flight) is active. We are much better at solving problems after we have calmed down. Be sure to stay calm yourself, and try to engage their “mirror neurons” (part of our brain that makes our emotions follow those of the people around us). Put your agenda on hold until they feel calm, and then be sure to follow through and address the issue by asking questions and brainstorming solutions.

Positive Discipline: Tools to Make it Easy

One of your biggest challenges as a Cabin Leader will be in learning how to control the cabin and prevent discipline problems from arising. Listed below are several subtle and comfortable tools to keep at your fingertips to prevent a slight situation from becoming a major problem.

Set the tone early – Make sure you clearly tell the students what is expected of them during the week as soon as you first meet. Be honest and straightforward, making sure that they understand.

Signal Interference – Some misbehavior may be prevented by a simple signal of disapproval. Just shaking your head or saying "uh-uh" may get the message across.

Proximity and touch control – Over-excitement or restlessness often may be tamed by moving closer to the student involved. A friendly hand on the shoulder or a touch on the arm may also work. DO NOT do this in a threatening way or if you are feeling angry.

Diversion – A student on the verge of misbehaving may be diverted by asking him/her a question. A chance to explain something to an interested adult (you) will focus their attention.

Intentional ignoring – This is a skill of knowing when and when not to interfere. Sometimes it is better to ignore attention-seeking behavior.

Humor – Extreme temper tantrums have, at times, been avoided by a witty comment or joke made by the Cabin Leader. A sense of humor will not only carry you and the students through the week, but it's also contagious.

Interpretation – Help a student understand the meaning of a situation or a rule which they may have misinterpreted. Give directions slowly and clearly.

Regrouping – Sometimes regrouping the students by moving people in bunks or separating students may be needed.

Change the activity – If students are getting restless or bored with an activity, don't reprimand them, but rather, change the activity. Play a short game like "Simon Says".

Motivation – Get the students "psyched up" for activities like the barn boogie or skit night.

Authoritative wording – Just say "No". Really! Say it clearly – to demonstrate that you mean business and won't be softened up with arguments.

Removal – There are some students who will just have to be removed from the cabin to preserve the emotional and physical safety of everyone. This doesn't mean throwing the student out with hostility, anger, or triumph. Send two students to get a teacher and bring them back to the cabin; or if on the trail, take the student to your Naturalist.

Positive Reinforcement: The Shout-out System

When a student is doing a great job, LET THEM KNOW! Sometimes this is easy to forget, but it is so important for it to be said. Students respond well when they are complimented and encouraged by someone they like and respect.

Cabin Leaders can reinforce positive behavior in their students by giving them a verbal “Shout-out” for outstanding, helpful behavior. You can keep track of these shoutouts on the same sheet as the checks (described below) or come up with another (non-food) way of drawing the students' attention to good behavior. When you tell a student that they earned a Shout-out, it will get them excited to continue behaving well, as well as motivate other students to do the same.

Examples of times to give Shout-out would be when a student volunteers to do something, says something nice to another student, helps someone out, or is ready on time.

Assertive Discipline: The Check System

Living with the Consequences of Unruly Behavior

Sometimes even the best preventative tools will not stop a problem from arising. In such cases, we have a system that will help you deal with those problems. The Check System is a way for you to assertively handle the students and deliver tangible consequences for problematic behavior. Remember, each student is responsible for their own actions. If a rule is broken by one of your students, keep in mind that it was their choice, and they have to live with the consequences.

The only discipline system we use at the Outdoor School is the Assertive Discipline Check System (*see the form on the next page*). The Check System is expected to be used by all Outdoor School Staff – including Cabin Leaders, Naturalists, Teachers, the Outdoor School Director, and the Naturalist Supervisor. Here is how it works.

- 1. First Check** – Once a student acts out of line, vocalize their misbehavior and give them a check mark by their name. Make sure the student understands why the rule exists and why it needs to be followed.
- 2. Second Check** – When the student breaks another rule that day, give them time to reflect and take space from the group or activity and place a second check mark by their name. Ask their cabin group to be respectful and supportive of the space they are being asked to take. The student has the option to do a restorative contract with their Naturalist or their teacher to remove their second check. Students only get to do the restorative contract once throughout the week.
- 3. Third Check** – The third time the same student breaks a rule, give them another check mark and extended reflection time. Notify the Naturalist or teacher so a contract can be written, if necessary. The contract is a written agreement for better behavior written by the student, and signed by the student, Naturalist, and Teacher.
- 4. Fourth Check** – If the student is having a tough time coping, they may end up with a fourth check. If a student engages in an inappropriate behavior, and is already on their third check, ask the Naturalist or classroom teacher to distribute the fourth check. This results in a meeting with the teacher, and in some cases the Outdoor School Management. A contract is required (if the student is not already on contract). The student is given a “send home” warning, and the student and teacher place a call to the student’s home. The student misses an activity period and stays in the Teacher’s Lodge.
- 5. Fifth Check** – If a fifth check is given, the guardians will be called to pick up the student.

It is important to check in with your Naturalist about how they implement this system specifically.

Use this system rather than any type of mental or physical punishment, which is not only uncalled for, but is also illegal. Reflection spaces are the only acceptable punishment.

Repeated warnings do not work - be assertive and ACT when a situation arises. That is what good leadership is all about. If you need help in disciplining a student, you can always ask for a Naturalist or Teacher to assist you.

Troubleshooting: The Unusual is Usual

This is the "What do I do if?" section. Remember that the unusual is often the usual when working with fifth and sixth graders.

1. "John, you have a five-minute time-out on that bunk." "You can't make me do anything. You are not my teacher." "John, I'm going to let you decide what you want to do. Either take your time-out and follow the rules in the constitution or have me send Mike and Eric to get a teacher. What is your decision?"
2. Students confide to the Cabin Leader that they allegedly have been physically or mentally abused. They then ask you to promise that you won't tell anyone. "Sorry, Joy, but I can't do that. I think you're the greatest and I'm really going to try to help you, but I need to work with other people to do that. I'm so glad you opened up and talked to me." Report the conversation to the Cabin Leader Coordinator or Outdoor School Management as soon as possible. Not only is this the best thing to do for the student, but it is also required by law that all instances be reported to the Outdoor School and elementary school.
3. When a student is severely hurt or has a seizure, stay with the student and remain calm. Send two students to the Teachers' Lodge for help. Tell them that if no one is there, they are to go to the Outdoor School Office, or the Naturalist Lodge for help.
4. If you hear a siren and it is not the Monday drill, gather your students together. Do a head count and WALK them to the parking lot by the ball field. A Naturalist will meet you there and give you further instructions.
5. You discover that a student has wet their bed. Put a shoe on top of the bag and tell the teacher. The teacher will wash and dry the bag, along with putting it back on the bunk. Make sure that student has access to a shower and their soiled clothing gets washed along with their sleeping bag.
6. Homesickness often occurs when students are away from home and are with new people they don't know. The key to dealing with it is to get them to interact with everyone else. Play a game, get them to write a letter, or draw a picture to share with their guardian when they get back home. DON'T be overly sympathetic, give a lot of attention to the student, or tell them that they can call home. This will not only cause the homesick student to become more upset, but it shows the other students that this is an effective way to get attention. Let your Naturalist know that you have a homesick student in your cabin. Homesick students tend to wake up the Cabin Leaders during the middle of the night. If this occurs, sending them to the Teacher's Lodge might help. The Teacher knows the student, which may be comforting. And you can get some sleep!

Bullying

Bullying is a form of emotional or physical abuse. It damages the physical, social, and emotional well-being of its victims. It hurts the people who bully, as well as those who watch it happen. Bullying creates a climate of fear, callousness, and disrespect for everyone involved.

Many children come to Outdoor School during the middle school years, when students are most at risk for bullying and being bullied. The complicated and unique social interactions of the Outdoor School environment, where children spend extensive hours together, while also sleeping in the same cabins can often increase these risks. Some students who attend Outdoor School are bullied in their school or community. If the outdoor School staff set the right tone and create a positive and respectful environment, bullies have a chance to change their behavior and engage in more positive interactions with their peers.

Defining characteristics of Bullying:

- 1. Deliberate**—a bully's intention is to hurt someone
- 2. Repeated**—a bully often targets the same victim again and again
- 3. Power Imbalanced**—a bully chooses victims they perceive as vulnerable

Forms:

- 1. Physical Bullying**—poking, pushing, hitting, kicking, beating up
- 2. Verbal Bullying**—yelling, teasing, name-calling, insulting, threatening to harm
- 3. Indirect Bullying**—ignoring, excluding, spreading rumors, telling lies, getting others to hurt someone

People contributing to the situation:

Bullies

Bullies select and systematically train their victims to comply with their demands. They seek active encouragement, passive acceptance, or silence from bystanders. Bullying can be stopped when victims and bystanders learn and apply new ways to stand up against bullying. Bullies can also learn how to make friends and get what they want by helping, rather than hurting others.

Victims

Victims reward the bully by yielding control and showing signs of intimidation. They often fail to gain support from bystanders and avoid reporting bullying. Victims can learn to defeat the bully by responding assertively, rallying support from bystanders, or reporting the bullying to adults.

Bystanders

Bystanders play an important and pivotal role in promoting or preventing bullying. Often without realizing it, they may exacerbate a situation by providing an audience, maintaining silence, actively encouraging, or joining in. But bystanders can neutralize or stop the bullying by aiding the victim, drawing support from other bystanders, or obtaining help from adults.

Strategies for Dealing with Bullying

Prevention

Create a positive and caring community in your cabin and group. Set an appropriate tone, gain and give respect, build positive relationships, and set clear rules and expectations for behavior. In this type of community students feel comfortable voicing their concerns and seeking help when bullying incidents occur.

Teach by example. Be an effective role model. Children learn how to behave by watching and emulating the adults in their lives. Consider how you solve problems, discipline, control your own anger and disappointment, and stand up for yourself and others without fighting. If children observe you acting aggressively, they are more likely to show aggression toward others.

Intervention

- **Intervene immediately.** When you do nothing, you send the message that bullying is acceptable. If you ignore or minimize the problem, victims will not believe that adults understand or care, or that they can help. If you don't intervene, children won't either.

- **Intervene even if you're not sure it's bullying.** Observing children's actions, words, body language, and facial expressions will help you determine if bullying is occurring. Even if it's not, aggressive behaviors need to be stopped.
- **Stand between or near the victim and the bully,** separating them if necessary.
- **Respond firmly but remain calm** and convey the seriousness of the situation. Announce that the bullying must stop. Describe the behavior observed and why it is unacceptable.
- **Get help if needed.** If the bully is using physical force, or there is more than one bully, you may need to find another adult to help keep children safe and protect yourself.
- **Do not respond aggressively.** Using aggressive behavior sends the wrong message that this is a good way to solve problems. It may also prompt a bully or a bystander to increase the bullying or become aggressive toward you.
- **Avoid lecturing the bully in front of their peers.** Your goal is to end the behavior, not humiliate or shame the bully. Rather than serving as a deterrent, lecturing and scolding often provide attention that the bully finds rewarding.
- **Don't impose immediate consequences.** Allow yourself time to consider the incident and obtain any clarifying information—then decide the best course of action.
- **Don't ask children to "work things out" for themselves.** Bullying is different from an argument or conflict; it involves a power imbalance that requires adult intervention.
- **Give praise and show appreciation to helpful bystanders.** Children who try to help the victim or stop the bully are essential to bullying prevention.
- **Stick around.** Remain in the area until you are sure the behavior has stopped.

Follow-Up

Bullies must understand that bullying is not acceptable and will not be tolerated. It is important for students who bully to take responsibility for their actions: to understand what they did, why their behavior is wrong, how it affects their victims, and how it affects others around them. Form a verbal or written contract with the student in which they commit to stopping the behavior. Make sure they understand that if the bullying continues it will lead to more serious consequences including a call home and possibly being sent home. Be sure to inform and involve the teacher and cabin leader of this development if they are not present for the incident(s). Inform the Naturalist Supervisor and Teacher if any of the following apply:

- *The first bullying incident involved serious physical abuse*
- *You and your Cabin Leaders feel uncomfortable or unsure about how to manage the situation*
- *The behavior was repeated even after forming a verbal contract with the bully*

Victims must know that adults care and support them. Listen carefully to their description of what happened and offer sympathy and support. Help them develop strategies for addressing the problem, should it recur in the future.

Bystanders must understand the effects of their actions—or inaction. Explain that they have the power to cool down the situation by asking the bully to stop, helping the victim walk away, getting support from other bystanders, asking an adult for help, and/or reporting the bullying incident. Talk with them about what they did or did not do.

Homesickness

A child's family is often their emotional support. This emotional support may be taken for granted until the child finds themselves removed from it. Homesickness can strike at any age (some assume it's just younger children--not true!) and even with students who have been away from home in the past. For many, Outdoor School is the first experience of separation. When at Outdoor School, the student may suddenly feel stranded and alone, as the people they are used to having available are not there. While the feeling itself is quite real (often in the pit of the stomach), homesickness is primarily a mental/emotional problem and not physical.

1 of 5 students will have mild or brief feelings of homesickness.

1 of 14 students will have distressing amount of homesickness.

1 of 100 students will need to actually leave because of homesickness.

The Problem:

Breaking away from traditional emotional support

The Solution:

Growth toward independence and establishing new support systems.

Phase 1: Prevention

Help them feel welcome and excited. The first 24 hours are important. Prevent homesickness from starting by setting an inclusive, fun and active tone early on. Form positive relationships. Know the names of your students, talk to them during downtime, and encourage them to participate in the activities during group time, cabin time, and after meals. Show them that you care. Even if they don't engage in conversation with you or show enthusiasm for games, your efforts will be noticed by the student.

Phase 2: Detect and Deflect

Spotting Homesickness is usually easy – crying, refusing to eat, complaining of stomach pain, or clutching objects from home are some typical signs. If you notice a symptom and then approach the student, they may come right out and say "I want to go home." Reassure the student that you understand and are there to help. Help the student refocus on the current experience, instead of thoughts of home. Ask them what they have liked so far at Outdoor School, reminisce about fun things from the week, tell them of some exciting things to come. A lot of times this is all a student needs to get over the hump and embrace the experience. Avoid mentioning home or options for going home or calling home. Instead, keep the conversation on the positive aspects of the experience.

Phase 3: Long Term Solutions

Keep encouraging! Remind the students of how strong and brave they have been so far during the week. Keep talking! It may take a lot of patience and time, but conversations will help build the support system between you and the student. Remind them of the option to write home. While it will make them think of home it can also make them proud of their experience and rid them of the desire to call home. Ask for help. The other members of the staff or teachers may have a demeanor or prior experience with the student that comforts them more effectively. Don't take this as an insult! Your camper can still respect you but may need someone of a different age, gender, or personality to open up to.

Starting the Week: Arrival Day Success Tactics

Arrival Day Agenda – Upon arrival, you will have training with the Cabin Leader Coordinator. You will be assigned to your cabin group for the week and learn about your responsibilities. **BE SURE YOU HAVE READ YOUR HANDBOOK.** You will receive a Cabin Leader Pocket Guide to reference throughout the week which has all the important information you need to know and includes a printed copy of the CL handbook.

Arrival Day Meeting with Teachers – On arrival day, you will have the opportunity to meet with the teachers to discuss any special concerns they may have about specific students. Listen well! And stay in touch with the Teachers about the progress of these students.

In the Cabin – Your main responsibility will be supervising ten to twelve students who will be assigned to your cabin. As the Cabin Leader, the students will look to you as the adult and role model. The staff will look to you to be a teaching assistant, a strong communicator on conditions in the cabin, and a responsible leader for the students.

Your skills as a disciplinarian are vital. *Remember that the only discipline allowed are time-outs and meetings with the teachers or Naturalist (use the Check System!).* No physical punishment may be used whatsoever. Be prepared to put the students' needs before your own. Deal with the students in a firm and fair manner. Remember that you're their leader first, and "buddy" second.

Getting to know each other – You'll have about 30 minutes to move into the cabins, play a name game and assign bunks. Start by helping the students get their luggage from the dining hall deck and move into your cabin. Before they scream "I want the TOP bunk!" have them all sit in a circle on the floor. Insist that they do this, because this is your time to introduce yourself and show them you are in charge.

Play a NAME GAME starting with yourself. Set the tone that you're confident, in charge, and excited to be with them. Topics you can use are school activities, family, pets, hobbies, and what they are looking forward to this week. Have each student follow your example. As they introduce themselves, have them repeat the names of the previous students.

Mix the different schools together by having the students share bunks with someone from a different school. That is where they will be sleeping unless you choose to move them.

Rules and Regulations – Establish yourself as the **ULTIMATE AUTHORITY** on all disputes, conflicts, and rule infringements within your cabin. Discuss the need for rules, safety, cooperation, and consideration towards other people and animals. The students then make a **CABIN CONSTITUTION**. They decide what rules they want in the cabin, write them down, and ALL students sign it, along with the Cabin Leader. The Cabin Leader has the right to add rules at any time. Post the Cabin Constitution on the wall.

Students with Special Needs

There may be students in your cabin group who have special needs. Whether a developmental or physical disability, it is crucial that YOU feel comfortable so that THEY can feel comfortable.

Communication – Some students may have difficulty with clear enunciation or general communication. Always be honest with communication when **YOU** don't understand them or when they don't understand you; don't fake it. When the group is together, talk with the group as a whole and not just to the student with special needs. Listen to what they have to say as they may have something valuable to contribute to the discussion or activity. Miscommunication can be the basis for hard feelings, accidents, or missed jokes. Patience is tough because you are the one who begins to feel confused. Hang in there – you will get it.

Attitude – There is no reason to be afraid to interact with a disabled person. Your attitude and presentation must be friendly and unhurried. Tolerance, kindness, patience and imagination are essential skills that you will need when working with **ALL** students. Never embarrass, confuse or make someone bear the brunt of a joke.

Discipline – If you run into a person with a lousy attitude, explain to them how you feel about their actions. If needed, give them a time-out. Sometimes unruly behavior is a result of boredom, exposure to something unfamiliar, or simply being in an unfamiliar environment. Think about your actions thoroughly before initiating discipline. If you are having difficulty with the tone and level of discipline, ask a Naturalist or teacher for assistance.

Expectations – Do not inflict your expectations on the individual's performance. Do not underestimate their abilities or interests, while also keeping their tendencies in mind. Remember that people with developmental disabilities might have varied ways of understanding expectations.

Games – Games and activities introduced to the group should be non-competitive and focus on group participation. Do not select something that eliminates participants. Keep your instructions clear, concise, and simple. Teach through demonstration and give only one direction at a time. Repeat directions as often as necessary. Sometimes having a visual aid or practice round can help all students understand the instructions more clearly.

Games, Games, Games

As a Cabin Leader you will need to know how to play games with students. Games will become your salvation. Games will channel energy into organized fun rather than into roughhousing. Games can bridge gaps and build unity. Games are fun. Think back on games you learned in camp settings. Learn as many games as you possibly can and have them ready to play.

Hints to Playing Games – Be enthusiastic and take control of the situation. Remember, you are their leader, and they will follow your example. DO NOT ask their permission to play a game - "Do you guys want to play a game or something??" Instead say "ALL RIGHT! It's time to play Kris' favorite game. COUNT DOWN! Let's see if everyone can get in a circle by the time I reach zero... 5-4-3-2-1-0. GREAT! Now, the name of this game is..."

When a game starts to lose the interest of the students, change games. Don't let it get to the "this is stupid" stage. If some students don't want to play – fine. Give them a quiet alternative that they can do in the cabin, like drawing, while everyone else is playing.

If a game is getting out of control, stop it. If there is a disruptive student who is negative or uncooperative, have them sit it out. Remember, you are the facilitator. YOU are the one who is responsible for their safety and that the activity is appropriate. Don't let things get out of control but remember to have a good time with your students.

Cabin Games and Activities

Name Game – A necessity when first meeting your cabin group. The Cabin Leader is responsible for making the students as comfortable as possible with each other while learning their names. Have them sit in a circle, introduce yourself, and tell everyone what you are doing.

EXAMPLE: "Hi, my name is Teresa, and I'm going to be your cabin leader this week. I want you to tell me your name, what your favorite food is, and why. No one can skip a turn and we'll go clockwise. I'll go first . . ."

Read or tell stories – One of the all-time greats. No one is too old to be read to – especially if it's a good story. With good planning you can start a book on Monday and end it on Thursday at lights out. Bring one of your favorites from home IF it is kid appropriate and NOT scary. There is also a selection of short stories available for you to choose from at the school.

I love you, honey, but I cannot smile – Everyone stands in a circle with one person in the middle. The person in the middle tries to make someone in the circle smile by saying "I LOVE YOU, HONEY" as they face them. The other person, with a straight face, must say with a straight face "I LOVE YOU TOO, BUT I CANNOT SMILE." If they don't smile, then the one in the middle goes to the next person and tries again. If the person smiles, then they switch places with the one in the middle. Results in lots of good smiles and laughter.

Count to 10 – Sounds easy to count to ten? Try having everyone sitting in a circle and everyone trying to count to ten randomly without anyone speaking at the same time. If anyone speaks at the same time, start over again. Results in quiet concentration and the good feeling of a group challenge.

Decomposer – With everyone sitting in a circle, have them close their eyes. Walk around them and tap someone on the head. Sit back down and say, "I have just tapped someone on the head and they are a decomposer." If the decomposer sticks their tongue out at someone, that person then needs to count to five, and then dramatically "die". If someone thinks they know who the decomposer is (and is still alive), they raise their hand and say "I HAVE AN ACCUSATION TO MAKE!" A second student then must raise their hand and say, "I HAVE A SECOND

ACCUSATION TO MAKE!" On the count of three, they both point to whom they think is the decomposer. If they point to two different people, then both the accusers die, even if one of them was right. If they both point to the decomposer, then the decomposer dies. You then pick a new decomposer from the remaining people. Students can play this game for hours.

Thumper: Students kneel on the ground in a circle with both hands on the floor. They interweave their hands with the people next to them, so their partners' hands are right in front of them. One person starts the motion by picking a direction and tapping their hand on the floor. The tap goes all the way around the circle. In the next round any player may double tap quickly which reverses the direction of the game. If someone taps when it's not their turn, or takes too long to tap, then that hand is out. Two people remain at the end.

Celebrity: Students stand in a circle with their eyes closed. The Cabin Leader walks around and taps someone on the back to be the celebrity. Students open their eyes and walk around shaking hands. The celebrity gently scratches the palm of his 'fans' secretly. The scratched student must shake two more people's hands before acting out a dramatic fainting spell brought on by the excitement of meeting this celebrity. The students try to guess who the celebrity is.

Leader: Students are standing in a circle. One student, the 'guesser', is out of earshot while the rest of the group quietly chooses a leader. The leader begins a motion that the others follow and then changes it to a new motion every 5 to 10 seconds. The guesser tries to figure out who the leader is.

Ooh-Ahh: Start with the group in a circle and holding hands. The person designated as "starter" gives a hand squeeze, like a bolt of electricity and says "ooh". The second person passes it to the third, who passes it to the fourth, etc. Meanwhile the "starter" sends another pulse of power in the opposite direction with an "ahh." Watch the electricity fly!!

Yurt circle: Form a circle with an even number of players. Every other person faces in, the alternate student faces outward. Join hands. The leader counts to three and on three the "ins" lean in and the "outs" lean out. The object is for the whole circle to support itself. Once the Yurt is stable, try counting to three and have the ins and outs change direction. A Yurt stays upright because each part is responsible for supporting the whole with interplay of forces in opposition and in harmony at the same time. Yurts are the felt tents used by the nomads of Mongolia

Write letters – This is best to do Monday or Tuesday. The Cabin Leader Coordinator will show you where you can mail them.

Three Minute Mysteries – These are mysteries that you state to the students and they try to solve them by asking you "yes" or "no" questions. An example is:

"There is a man on the 23rd floor who takes the elevator down to go to work every morning. When he comes home on sunny days, he takes the elevator up to the 12th floor and climbs the stairs up to the 23rd floor. But on rainy days, he takes the elevator all the way to the 23rd floor. Why?"

Students may ask "yes" or "no" questions like:

Does he like to climb stairs? (No)

Does he live on the 23rd floor? (Yes).

Is he afraid of heights? (No)

The answer is that the man is a very short and he can reach the 23rd floor button only by using his umbrella. Otherwise, he can only reach the 12th floor button.

Knots – With everyone huddled up in a circle, shoulder to shoulder, everyone will slowly reach across and grab someone's hand. Be sure to tell them that they cannot grab their neighbor's hand or both hands of one person. Once everyone has a hold of a hand (not a wrist or an arm), then they try to untangle (without letting go) and form a circle.

Islands – Pick a small object, like a bar of soap, and see how many people can touch it at one time. Sounds easy. "HA!" The catch is that no one can touch anyone else in the group when they touch the object.

Red-handed – Have your group sit in a circle. One person is "it" and goes into the center. A small object (stick, rock, paper, etc.) is given to the person in the circle. Each person has their fists out toward the person in the center. "It" closes "its" eyes and counts slowly to 20. Meanwhile, the players pass the object around the circle. After "it" opens "its" eyes, "it" tries to guess where the object is as the group keeps passing the object. The person caught "red-handed" becomes "it" for the next round.

Evening Activities at Walker Creek Ranch

The Naturalist will give the Cabin Leader a schedule of the week's events. It is **VERY** important to have your students in the proper places on time, have them dressed appropriately, and to make sure they have made it to the restroom before any activity. You need to keep your group together and sit with them. Here is a list of night activities:

Campfire – On arrival night, all of the students sit together as the staff brings out the guitars and sing, tell stories, and get as crazy and enthusiastic as possible. This is also the time when we **NEED** Cabin Leaders to help us out as much as possible in getting the students quiet or enthusiastic when needed. Be prepared to help out with singing songs. Bring your musical instruments, if you have any. Sit with your students, and join in the fun!

Night Hike – On the second or third night, be prepared for a hike under the stars, listening to myths or stories, and hearing nocturnal animals. Bring warm clothes and a flashlight for emergencies (the kids should leave their flashlights in the cabin). Meet your Naturalist in your regular meeting room, unless instructed otherwise.

Barn Boogie – In our barn we will have a combination of guided dances and free dances that invite people of all abilities and comfort level with dancing to express themselves and enjoy listening to music. Please take part in the guided dances and free dance and encourage students to participate. This should not be promoted as a “dance”, as students this age are especially sensitive to romantic issues.

Skit Night – On the last night of a 5-Day program we hold a Skit Night where students get the opportunity to work together as a cabin to perform a story about Walker Creek Ranch. Each group will be assigned a story and you will be asked to help facilitate the student's process. The skits present an opportunity for students to reflect on their week, go out of their comfort zone to perform in front of their peers, and work together with their peers. In the case of a 4-day program, we will usually not have a Skit Night.

Getting Ready for the Day

The morning time can be a very busy time and having a routine is very helpful so that students know what to expect. In the morning students need to get dressed, brush their teeth, get their backpack ready for the day, fill up water bottles, use the bathroom, and clean up the cabin.

Here are some helpful tips to create a morning routine:

Wake Up

- Wake up the students at 7:00 am (or 6:45 am if you have a 7:00 am shower time).
- If students get out of bed or start talking before this time, ask them to stay in bed (they can quietly read a book or journal).
- Let them know the first day what time you are waking them up, and that you expect them to stay in bed until that time (unless they need to use the bathroom).
- You can get them up by singing a calm song or having a morning call and response, try to make it a fun time to look forward to the day.

Getting Ready for the day

- Have students get dressed and pack their backpack.
- Make sure they are wearing trail appropriate clothing.
- Have students go to the bathhouse with a buddy to take care of their bathroom needs.
- As students return to the cabin, have them help with the daily chores and cleaning of the cabin.
- You can tell them that after they are ready for the day and their cabin is clean, they can play a game or go out to the ballfield.
- Be firm that they cannot go to the ballfield before the chores are done and they are completely ready for the day.

Getting Ready for Bedtime

Evening activities end at 9:00 p.m. At that time, the Cabin Leader has half an hour to get the students into the bathroom, teeth brushed, dressed for bed, and read a story or play a quiet game. The lights go out by 9:30 p.m. and the cabin should be silent.

Getting the students into bed *is* a challenge. The teachers will be patrolling the cabin area after lights are out. If you are having a difficult time, ask the teacher to help you out by talking to your students.

Here are some helpful tips to create a bedtime routine:

1. Give them a specific amount of time to brush their teeth, use the rest room, and get ready for bed.
2. Go to the bathhouse with the group and brush your teeth with them to role model positive behavior.
3. As students return to the cabin, have them get in their pajamas and lead a calm game until everyone gets back.
4. Have students reflect on their day by having them share a Rose (highlight from the day), Thorn (a challenge from the day), and Bud (something they are looking forward to).
5. At 9:25 have students get into bed and have a few minutes of quiet talking time.
6. Read the students a bedtime story with the lights off to help them fall asleep.
7. At 9:30 there should be no student talking, if students are talking or being disruptive start giving them warnings and then checks. You can also move them to another bunk if there is room in your cabin. If they are playing with flashlights, collect them and put on in the middle of the floor for emergency.
8. If you need to check in with a neighbor cabin about noise level, ask to talk to their Cabin Leader outside of the cabin. You can always get a teacher if you need support.

Lights Out / Quiet Hours are 9:30 PM to 7:00 AM – The teachers will monitor your cabin’s cleanliness and noise level. Points are earned by maintaining a clean cabin, and honoring the quiet hours. These points are recorded on our cabin constitution, and can be used to motivate the students to have positive cabin behavior.

Restrooms – Tell your students that if they have to go the bathroom in the middle of night *that they need to wake you up and wake up a buddy to go with them to the bathroom*. Please make sure the students come back from the bathroom before going back to sleep.

Students that Sleep Walk or Wet the Bed– When the school receives the medical forms for the students, it should be noted if there is a sleepwalker or bed wetter. Sometimes parents forget these things, so be prepared. Make sure that sleepwalkers get the bottom bunk. If there is a student who has wet the bed, put a shoe on the sleeping bag. Tell a teacher and they will wash and dry it before the student returns from their hike.

Time off for Cabin Leaders

A Cabin Leader has roughly two 45-minute break periods on Tuesday, Wednesday, and Thursday to shower and rest. *During this time, Cabin Leaders must be either in their cabin, the Cabin Leader kitchen, or other space as explained by the Cabin Leader Coordinator*. It is vital that we be able to locate you immediately in case of emergency. Please remember that you can only meet the other Cabin Leaders in the Cabin Leader Kitchen, and not to go into any cabin other than your own.

Daily Cabin Leader Meetings – The Cabin Leader Coordinator will have a Cabin Leader meeting each evening to go over any problems you may be having and to give you information about the upcoming activities. There will be time to ask personal questions about situations that may have come up during the day or any maintenance issues that need to be addressed. This is also a great time for Cabin Leaders to offer support to each other. After this meeting Cabin Leaders will be dismissed to their break.

Technology Expectations

For the students attending Walker Creek, this is a rare opportunity to experience a week free from television, video games, cell phones and the internet. You can help by observing the following rules:

1. The students should never see your phone or electronic device.
2. Please only use your phone during your free time away from the students. This includes texting!
3. NEVER allow students to use your phone.
4. Please do not play music in the cabin unless you bring an instrument or your cabin is singing!
5. NEVER post photos of students on the internet including social media! You may take photos for your own personal memories; however, do not show other photos on your device.

Section III:

Nuts and Bolts

- What to Bring to Walker Creek Ranch
- How a Cabin Leader Gets Sent Home Early
- School Credit, Cabin Leader Evaluations, and Letters of Recommendation
- Maps of Walker Creek Ranch
- Paper Work that needs to be completed and forwarded to the Elementary School as soon as possible:
 - Health and Registration Form
 - Dietary Information and Authorization to Administer Medication Form
- Board Policy 4141
- Adult Sexual and Gender-Based Harassment
- Board Policy 5205
- Student Sexual and Gender-Based Harassment

WHAT TO BRING TO WALKER CREEK RANCH

You are responsible for getting the students in the right gear when the weather changes. It would be difficult to be a positive, dynamic, awe-inspiring role model when you are cold, wet, and grumpy. Be prepared. Bring clothes that you don't mind getting dirty and that can be replaced. **DO NOT BRING VALUABLE CLOTHING!** It can be lost or stolen. Warm jackets and sweaters are the most important items at any time of the year.

BEFORE YOU ARRIVE

- Turn in the Parent Permission Form and Teacher Permission Form to your school if applicable.
- Fill out (and get your parents to sign if applicable) (1) the Cabin Leader Health and Registration Form, (2) the Cabin Leader Dietary Needs and Authorization to Administer Medication, which are included at the end of this handbook. **You must have these forms with you on the day that you come to Walker Creek; pack them so they are easily accessible.**

Essential items for arrival day:

1. Bag Lunch
 2. Refillable Water Bottle (24-32 oz.)
 3. School-Sized Backpack
- **Essentials and Equipment**
 - All Paperwork-completed & submitted (see checklist on previous page)
 - Wristwatch with alarm or alarm clock
 - Flashlight
 - Pen/ Pencil/Paper
 - **Personal Gear**
 - Toothbrush and toothpaste
 - Soap and Shampoo
 - Towel and wash cloth
 - Flip Flops for showers
 - Comb or brush
 - Sunscreen and Chapstick
 - **Clothing**
 - Heavy Jacket
 - Sweater or sweatshirts
 - Long Pants (comfortable for hiking)
 - Shirts
 - Shorts

- Rain Jacket / Rain Poncho
- Underwear, socks
- Shoes for Hiking (boots, or tennis shoes)
- Shoes for Campus (closed-toed shoes)

- **Sleeping Gear**
 - Sleeping Bag (or sheets and blanket)
 - Pillow
 - Pajamas, or something to sleep in

- **Bag of Tricks (Things for you to do with the students)**
 - Deck of Cards
 - Story Books
 - Educational games and planned activities (check out pages 18-19 for ideas)
 - Beads to make necklaces or earrings
 - What else? Use your imagination!

- **Optional**
 - Sunglasses & Hat
 - Extra Food/Snacks (You may store food in refrigerator & cupboards of CL Kitchen) *Please do not bring peanut products*
 - Costume for Barn Boogie (boots, Bandanna etc.)
 - Camera
 - Musical Instruments (acoustic only please!)

DO NOT BRING!

- **Alcohol or tobacco of any kind**
- **Drugs or Illegal substances**
- **Knives or weapons**
- **Matches / lighters**
- **Curling Iron/ Flat Iron**
- **Electric Guitars**
- **Hatchets**
- **Pets**
- **Food/Candy/Gum for kids**

HOW A CABIN LEADER GETS SENT HOME EARLY

The Outdoor School, elementary school(s), and parents give the Cabin Leader staff a tremendous amount of responsibility. On rare occasions things don't work out. A Cabin Leader may be sent home for inappropriate behavior upon the decision of the Outdoor School Management, Cabin Leader Coordinator, and teachers. *This would consist of any physical or mental abuse towards students or staff and/or use of alcohol, illegal substances, or tobacco. Cabin Leaders may also be sent home for the following: raids of other cabins with or without student involvement, sneaking out at night from the cabin, leaving students unsupervised, a blatant violation of school rules, or when little improvement has been made concerning a Cabin Leader's actions and attitude after the Cabin Leader Coordinator has spoken to them about inappropriate behavior.*

If a Cabin Leader is to be sent home, they will meet with the Outdoor School Management, Cabin Leader Coordinator, and teachers. Afterwards, the following will be notified:

1. Elementary school(s) attending that week
2. Cabin Leader's parents to provide transportation (if applicable)
3. Cabin Leader's high school and advisor (if applicable)

If you are a Cabin Leader in High School, a written evaluation/report will be sent to the Cabin Leader, elementary school, and high school.

Please be sure that you come to Walker Creek in the appropriate mind-set, and none of these problems will happen. Your #1 reason for being here is the kids: do it right for them.

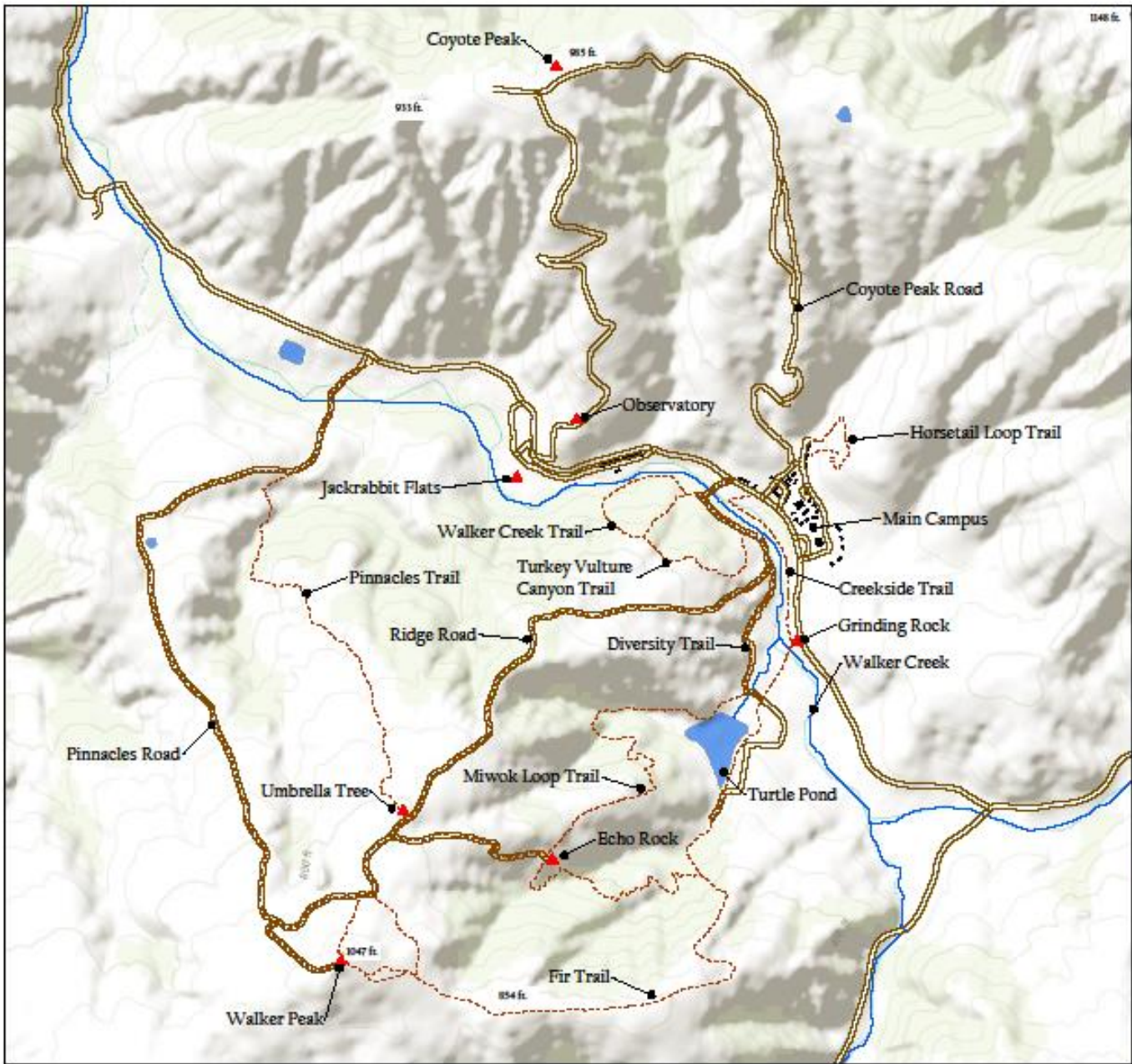
School Credit, Cabin Leader Evaluations, and Letters of Recommendation

To close on a positive note, we'd like to thank you for volunteering at the Marin County Outdoor School. **Your time and effort are greatly appreciated.**

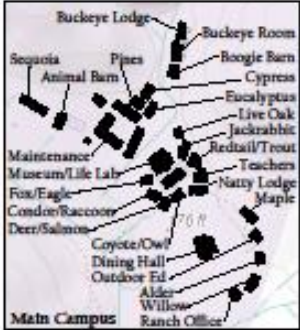
Some schools give credits for time spent as a cabin leader. Go the Career Center at your college or high school to see if you qualify. Most schools give from 2 to 2½ credits.

Being a high school Cabin Leader may qualify you for 72 community service hours. If you need a letter of verification, the Cabin Leader Coordinator or Outdoor School Management will write a letter to your school.

Each High School Cabin Leader has a written evaluation that is written by the Naturalist who worked with them. We keep these evaluations on file so you are able to write us at any time for a letter of recommendation. If you do an exceptional job as a Cabin Leader and you are responsible, enthusiastic, a great role model, etc., we will write you a glowing letter of recommendation for any job or scholarship you wish to pursue. It will state that you were responsible for a group of students whom you supervised; that you volunteered 72 hours for the Marin County Outdoor School Program; and we'll list your strong points as noted on your evaluation by your Naturalist. Call the Cabin Leader Coordinator at (415) 491-6602 if you need such a letter; please allow 3 weeks turn-around time.



Walker Creek Ranch
 1700 Marshall Petaluma Rd
 Petaluma, CA 94952
 (415) 491-6600



Legend

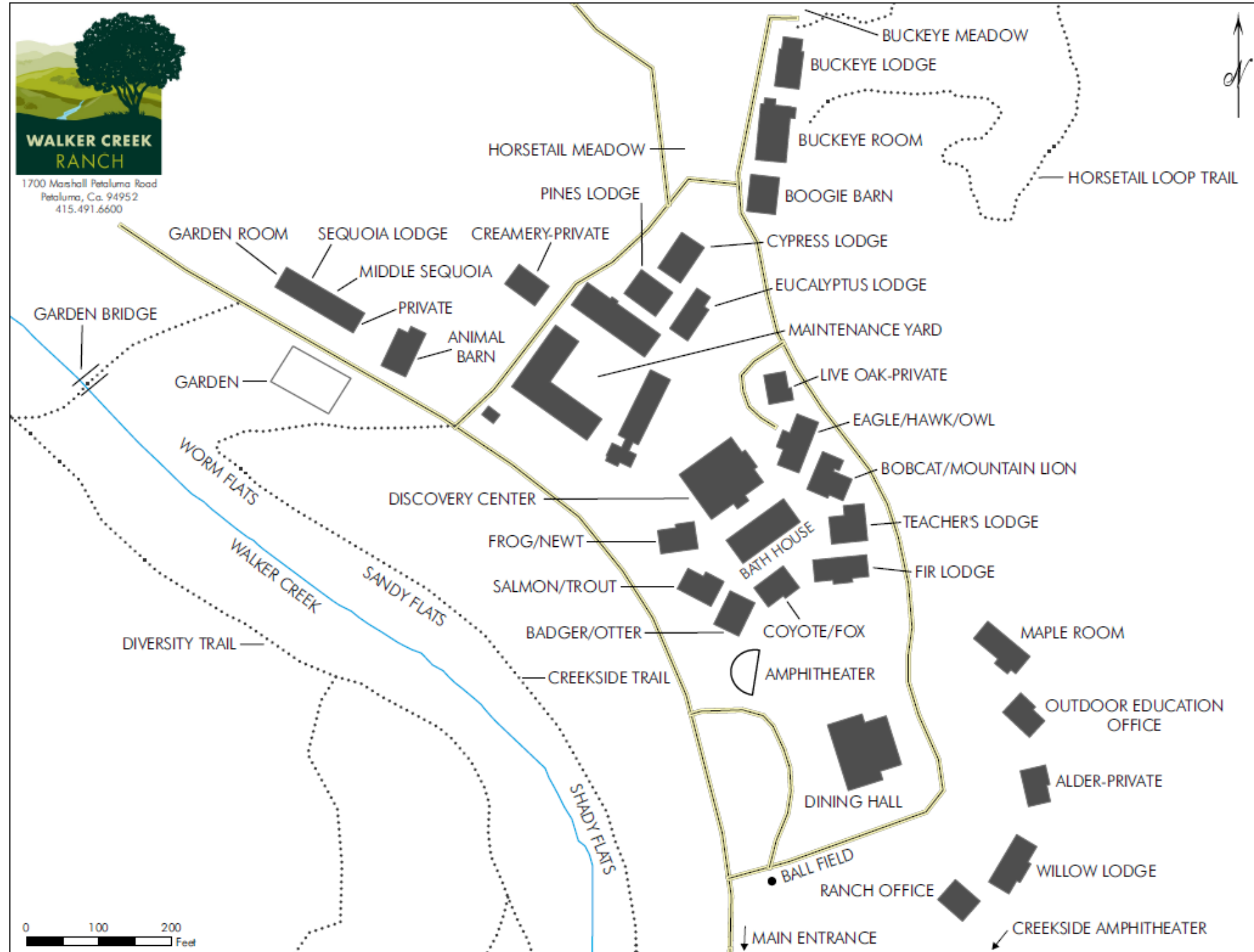
- Roads
- Trails
- Streams
- Features
- Buildings
- Lakes and Ponds

Scale 1:20,000

0 0.125 0.25 0.5 Miles



1700 Marshall Petaluma Road
Petaluma, Ca. 94952
415.491.6600



0 100 200 Feet



WALKER CREEK RANCH

MARIN COUNTY OUTDOOR SCHOOL & CONFERENCE CENTER
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www.walkercreekranch.org

Registration and Health Form

**** REQUIRED FOR ALL PARTICIPANTS****

Please complete **BOTH** sides of this form legibly and in ink. Be sure to **SIGN** where indicated. Return to the participant's school. Please call if you have any questions and feel free to use additional paper if necessary to describe any remarkable medical or health condition. Thank you.

Participant is a: Student Cabin Leader Adult Chaperone Teacher/School Staff

PARTICIPANT INFORMATION

Name	Gender	Date of Birth	Age
School	Teacher	Dates Attending	
Home Address (Street)	(City)	(Zip Code)	Home Phone ()
Parent /Guardian Name	Work Phone ()	Cell Phone ()	
Parent / Guardian Name	Work Phone ()	Cell Phone ()	
Email Address:			

EMERGENCY CONTACT INFORMATION: Person to call if parents / guardians are not available:

Name (Relationship)	Day Phone:	Evening Phone:
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INSURANCE AND PHYSICIAN INFORMATION

Physician's Name / Location	Health Insurance Provider:
Physician's Phone Number:	Health Insurance Member Number:

Health Information necessary for student's protection and care:

Please check if participant has suffered from or been diagnosed with any of the following:

<input type="checkbox"/> Diabetes <input type="checkbox"/> Epilepsy/Seizure Disorder <input type="checkbox"/> Heart Condition <input type="checkbox"/> Headaches <input type="checkbox"/> Hearing Impairment <input type="checkbox"/> Ear Infections <input type="checkbox"/> Eye Trouble <input type="checkbox"/> Glasses/ Contacts <input type="checkbox"/> Hernia (Rupture)	<input type="checkbox"/> Asthma <input type="checkbox"/> Tuberculosis <input type="checkbox"/> Any serious illness or accident <input type="checkbox"/> Autism <input type="checkbox"/> ADD/ADHD <input type="checkbox"/> Anxiety <input type="checkbox"/> Sleep walking <input type="checkbox"/> Bedwetting Other (explain below)	Allergies: <input type="checkbox"/> Hay Fever <input type="checkbox"/> Bee Sting/ Insect <input type="checkbox"/> Food (Describe in detail on Dietary Form) <input type="checkbox"/> Medication <input type="checkbox"/> Other _____ <input type="checkbox"/> Anaphylaxis to any of the above Does your student carry an: <input type="checkbox"/> Epi-pen <input type="checkbox"/> Inhaler	Date of last Tetanus Shot: _____ Has participant been exposed to anyone with a communicable disease within the last 21 days? <input type="checkbox"/> YES <input type="checkbox"/> NO If YES, What disease? Is the participant considered to generally be in good health?
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Please explain any items checked above or any other medical conditions not listed (use additional sheets if necessary).

Are there any restrictions on the participant's physical activity? Yes No
If **YES**, please explain:



WALKER CREEK RANCH

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ROUTINE MEDICATIONS

Will the participant **BRING** any prescription or non-prescription medications to Walker Creek Ranch? YES NO

If **YES** please supply the pertinent information on the Physician and Parent Authorization to Administer Medication form.

****Please be aware that per California Education Code 49423 a Physician's signature is required for prescription medication AND non-prescription medication brought to Walker Creek Ranch for any participant under the age of 18****

AS NEEDED MEDICATIONS

Occasionally, it is helpful to provide students with nonprescription medications when they are at the Outdoor School. The medications listed below are kept in stock at the site for this purpose---you do not need to send additional over-the-counter medications. Please **check the box to indicate your permission** for the listed medication (some may be generic) to be administered by school staff on an as needed basis. An additional physician's signature is **NOT** required for medications listed below unless such medications are sent with the student to the Outdoor School.

May the participant take any of the following over-the-counter medications?

Acetaminophen (Tylenol) <input type="checkbox"/> Yes <input type="checkbox"/> No	Cough/Cold Medicine <input type="checkbox"/> Yes <input type="checkbox"/> No	Anti-itch lotion (Calamine) <input type="checkbox"/> Yes <input type="checkbox"/> No
Ibuprofen (Advil) <input type="checkbox"/> Yes <input type="checkbox"/> No	Cough Drops <input type="checkbox"/> Yes <input type="checkbox"/> No	Hydrocortisone <input type="checkbox"/> Yes <input type="checkbox"/> No
Tums/Antacids <input type="checkbox"/> Yes <input type="checkbox"/> No	Benadryl <input type="checkbox"/> Yes <input type="checkbox"/> No	Sting Relief Swab (benzocaine topical) <input type="checkbox"/> Yes <input type="checkbox"/> No
Pepto Bismol <input type="checkbox"/> Yes <input type="checkbox"/> No	Neosporin <input type="checkbox"/> Yes <input type="checkbox"/> No	

DIETARY RESTRICTIONS

Does the participant have any dietary restrictions or food allergies? Yes No

If **YES**, please fill out the additional Dietary Information form

****REQUIRED FOR ALL PARTICIPANTS****

I agree the above information is correct to the best of my knowledge. I approve of administering medications as stated above. Should the participant need to be removed from the Walker Creek Ranch Program because of illness or misconduct I agree to provide transportation home.

For minor illnesses or injuries, I understand that Walker Creek Ranch will attempt to contact me at the earliest practical opportunity. Should a medical emergency arise and I am not immediately available, I hereby authorize medication, medical and/or surgical care may be provided for the participant through the facilities of the nearest hospital.

I consent to and authorize the taking and use of photographs, videos, audios, and media interviews of my son, daughter or ward (as parent or guardian) by Marin County Office of Education (MCOE) and /or any agency/person approved by the MCOE. I waive any proprietary right to this material and authorize any subsequent use thereof, including its release and showing to the general public in newspapers, online, television, in clinical training or by any other means selected by the MCOE or its agents. If you do not wish to have your child included in such, it is your responsibility to contact the outdoor school no later than two weeks prior to the outdoor school program at (415) 491-6602.

Signature of Parent / Guardian:

X

Date:

Voluntary Additional Information

You are encouraged to voluntarily provide any additional information about the participant that will help us to understand how we can best support their success during their time at Walker Creek Ranch. This may include special concerns with respect to cabin assignments or other activities, anxieties about being away from home, showering, emotional concerns, sexual orientation, gender identity, or any other aspect of the participant that you believe may be helpful to Walker Creek Ranch staff. Please use this space, and additional space as necessary, to provide any additional information that you think may be helpful. Please note this information will be kept confidential and will only be shared with appropriate school staff working with the participant.



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Authorization to Administer Medication

This form authorizes administration of medication while the participant attends Walker Creek Ranch. District Policies of attending schools will be followed with regard to administering all medications. Visiting School Staff are responsible for ensuring that medications are administered daily.

Name	Gender	Date of Birth	Age
School	Teacher	Dates Attending	

PRESCRIPTION AND REGULARLY TAKEN NON-PRESCRIPTION MEDICATIONS

Any medications listed in this section and *brought* to Walker Creek Ranch require parent/guardian AND physician authorization. Without both authorizations these medications will not be administered.

Medication Name & Purpose	Amount/Dosage	Frequency/Time of Day
1.		
2.		
3.		

Precautions, Special Instructions, Possible Adverse Effect(s), or comments:

For participants with asthma or severe (anaphylactic) allergies, please indicate if they have permission to carry their inhaler and/or epi-pen on their person and use as needed while attending the Marin County Outdoor School.

- Yes – This participant has permission to carry their inhaler and/or epi-pen on their person.
- No – This participant may not carry their inhaler and/or epi-pen on their person. The medication must be on the person of a responsible adult at all times.

PHYSICIAN OR AUTHORIZED HEALTHCARE PROVIDER

As the physician of the above named participant, it is, in my professional opinion appropriate and necessary that the above medications be available for administration during the student's overnight stay at Walker Creek Ranch.

Print Name of Physician:	Phone Number:
Physician's Signature: X	Date:

PARENT OR GUARDIAN

I am the parent and/or legal guardian of the above participant. I hereby give consent that the medication(s), both prescription and nonprescription, indicated above be administered to the participant in accordance with my physician's instructions. I will notify Walker Creek Ranch immediately if I change physicians or if the medication is changed.

Signature of Parent / Legal Guardian X	Date:
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DIRECTIONS FOR SENDING MEDICATION TO WALKER CREEK RANCH

ALL medication sent with the participant, must be in the original container and clearly labeled with the following information:

PARTICIPANT'S NAME, PHYSICIAN'S NAME, NAME OF MEDICATION, and DOSAGE (how much and when)

It is important that the participant continue to take their medication while at Walker Creek Ranch. DO NOT pack medicines in the participant's luggage. Medication must be given to the participant's classroom teacher for delivery to the Walker Creek Ranch Infirmary on the day of departure.



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Dietary Information

Please fill out this form if the participant has dietary considerations that need to be accommodated.

For further information about menus or specific food allergies or our ability to accommodate dietary restrictions, please contact our Food Services Manager (415) 491-6600.

If you need to send food items to supplement the participant's menu while they are at Walker Creek Ranch, please send food labeled with the participant's name to the Dining Hall Kitchen on arrival day.

Participant is a: Student Cabin Leader Adult Chaperone Teacher/School Staff

Name	Gender	Date of Birth	Age
School	Teacher	Dates Attending	
Dietary Preferences: <input type="checkbox"/> Vegan <input type="checkbox"/> Vegetarian <input type="checkbox"/> NO Pork <input type="checkbox"/> NO Red meat <input type="checkbox"/> NO Fish			

Allergies or Medical Restrictions. Student can NOT have:

Eggs Dairy Gluten Nuts Other _____

Please provide specific details and use additional sheets as necessary:

What happens if the participant ingests these foods? (I.e. anaphylaxis, intolerance, rash, etc.)

Does the participant carry an EpiPen? Yes No

Additional Comments: Please use this space to add any comments or concerns regarding dietary needs or restrictions.

The health and well-being of all guests is the top priority of Walker Creek Ranch staff. To assist in this effort, please remind your child/participant of what to do if they suspect they are having a reaction and review with them all the signs and symptoms of anaphylaxis. It is also requested the school monitor any and all persons with dietary needs or allergies (if a child has a severe allergy and requires an EpiPen, the school is recommended to provide a trained adult to oversee their diet and medical care).

Finally, the food services staff makes every effort to accommodate special dietary needs. Guests are welcome to bring/ send food items to supplement their menu while they are at Walker Creek Ranch. Please contact the Food Service Manager at 415-491-6600 before the start of the program to discuss any dietary concerns your participants may have.

Board Policy 4141

Adult Sexual and Gender-Based Harassment

Board Policy 5205

Student Sexual and gender-Based Harassment

4000 PERSONNEL

4100 ALL PERSONNEL

4140 FREEDOM FROM SEXUAL HARASSMENT

It is the intent of the Superintendent/Governing Board that the Marin County Office of Education learning and working environments shall be free from sexual harassment. It shall be a violation of this policy for any member of the school community to harass any other member through conduct or communications of a sexual nature. Members of the school community include: staff, students, Board members, contracted employees, volunteers, and visitors.

Sexual harassment consists of unwelcome and repeated sexual advances, requests for sexual favors and other inappropriate conduct of a sexual nature when made by or between any member of the school community when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education or employment, or when
2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or when
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, offensive or otherwise detrimental 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 educational institution.

Sexual harassment, as defined above, may include, but is not limited to, unwelcome and repeated:

1. Sex-oriented verbal "kidding", abuse or harassment;
2. Pressure for sexual activity;
3. Remarks or jokes to a person, with sexual or demeaning implications;

MARIN COUNTY OFFICE OF EDUCATION
ADMINISTRATIVE REGULATIONS AND PROCEDURES

FREEDOM FROM SEXUAL HARASSMENT

(Board Policy 4140)

These administrative regulations and procedures shall not apply to a complaint which arises from the application and/or interpretation of Superintendent/Governing Board Policies 4112 and 4131 or any Collective Bargaining Agreement.

DEFINITIONS

Member of the School Community - An employee, Board member, volunteer, student or a student's parent/guardian acting on his/her behalf, contracted employee, and visitor.

Complainant - A member of the school community alleging that a violation of Policy 4140 has taken place.

Responsible Administrator/Manager - The certificated or classified manager supervising the program or department in which complainant is employed or volunteers, or the administrator of the program in which the student is enrolled.

Working Day - A day on which the Marin County Office of Education is open for business.

MISCELLANEOUS PROVISIONS

The primary purpose of these procedures is to inform members of the school community and to secure, at the earliest level possible, an equitable solution to a complaint.

To the extent permitted by applicable law and policies of the Marin County Board of Education, all discussions, notes and other written documents pertaining to a complaint shall be kept confidential by all parties involved in this procedure.

In the event that the complaint is against the individual responsible for the complaint procedure at any level, the complainant may address the complaint directly to the next level.

Complainant and accused may appear with a representative, if desired, at all levels.

There shall be no reprisals of any kind against any complainant or his/her authorized representative(s) because of his/her participation in the complaint process.

In the event the complainant fails to exhaust all remedies under complaint procedures provided herewith, or to abide by the time limits with respect to each level, the complaint shall be presumed to be abandoned as to the complainant. The Marin County Office of Education reserves the right to proceed with its own review and determination. In the event any level fails to give its answer within time limits prescribed, the complainant shall have the right to proceed immediately to the next level. Any time limit may be extended by written mutual agreement of parties.

6/24/97

Page 2 of 3
FREEDOM FROM SEXUAL HARASSMENT
STUDENT, STAFF AND VOLUNTEER PROCEDURE

Any settlement of a complaint shall be applicable to the complaint only, and shall not be binding authority for disposition of any other complaint and shall not preclude the Marin County Office of Education from pursuing its own determination and remedies. Informal

Student

The student or his/her parent or guardian should first discuss the issue with the teacher. If the complaint is against the teacher, complainant should discuss the issue with the program administrator.

Staff, Volunteer, Contracted Employee, Visitor

The staff member, volunteer, contracted employee, or visitor should first discuss the issue with the person to whom they are responsible. If the complaint is against that person, complainant should discuss the issue with the person next higher in line of authority over the program or department in which the complainant serves. If the complaint is against the Superintendent or a Board member, complainant should discuss the issue with the Division Deputy/Assistant Superintendent.

In the event the matter is not resolved informally within a reasonable time, the complainant may appeal to Level I.

Level I - Immediate Supervisor

1. The complaint shall be submitted in writing to the immediate supervisor and a copy given to the accused. Failure of the complainant to put the complaint into written form will forfeit further consideration of the matter.
2. Within ten (10) working days after receipt of the complaint, the immediate supervisor shall investigate the complaint, including giving the complainant and the accused a reasonable opportunity to be heard.
3. Within fifteen (15) working days after receiving the complaint, the immediate supervisor shall submit a decision in writing, together with supporting reasons, to the complainant and the accused.

Level II - Division Deputy/Assistant Superintendent

1. Within ten (10) working days after receiving the decision of the immediate supervisor, the complainant or accused may appeal the decision of Level I to the Division Deputy/Assistant Superintendent. The appeal shall be in writing and shall be accompanied by a copy of the decision at Level I.

6/24/97

FREEDOM FROM SEXUAL HARASSMENT

2. Within ten (10) working days after receipt of the appeal, the Division Deputy/Assistant Superintendent shall investigate the complaint, including giving all persons who participated in Level I a reasonable opportunity to be heard.
3. Within fifteen (15) working days after receiving the appeal, the Division Deputy/Assistant Superintendent shall submit a decision in writing, together with supporting reasons, to the complainant, accused and immediate supervisor.

Level III - Superintendent/Governing Board

1. Within ten (10) working days after receiving the decision of the Deputy/Assistant Superintendent, the complainant or accused may appeal the decision of Level II to the Superintendent/Governing Board. The appeal shall be in writing, shall be accompanied by a copy of the decision of Level II and shall be delivered to the Superintendent.
2. At its next regularly scheduled meeting, in closed session, the Superintendent/Governing Board shall determine whether or not a hearing will be granted. If a hearing is granted, the date, nature and extent of the hearing shall be determined by the Superintendent/Governing Board. Unless requested otherwise by both complainant and accused, the hearing shall be held in closed session. If a hearing is not granted, the matter shall be considered settled in accordance with the last answer thereto.
3. Within twenty (20) days after the hearing, if granted, the Superintendent/Governing Board shall render its decision in writing, together with supporting reasons, to the complainant, accused and Division Deputy/Assistant Superintendent. The decision of the Superintendent/Governing Board shall be final.

DISCIPLINE

1. A substantiated charge against a Marin County Office of Education employee or volunteer will subject such employee or volunteer to disciplinary action, up to and including dismissal.
2. A substantiated charge against a student in Marin County Office of Education programs will subject the student to disciplinary action, up to and including suspension or expulsion, consistent with student disciplinary policies.

BOARD MEMBER PROCEDURE

Level I

If the charge is against an employee, volunteer or student, the Board member should first discuss the issue with the Superintendent. If the complaint is against the Superintendent or another Board member, complainant should discuss the matter with the Board President. If the complaint is against the Board President, complainant should discuss the matter with the Board Vice President.

In the event the matter is not resolved at Level I, the complainant may appeal to Level III.

4000 PERSONNEL

4100 ALL PERSONNEL

4141 ADULT SEXUAL AND GENDER-BASED HARASSMENT

Purpose of Policy

It is the position of the Superintendent/Governing Board of the Marin County Office of Education that sexual or gender-based harassment is unlawful and will not be tolerated. It is a violation of this policy for any employee, agent, student, or party with which the district has a cooperative agreement, to engage in sexual or gender-based harassment.

It is the policy of the Superintendent/Governing Board of the Marin County Office of Education to provide an employment environment free of sexual or gender-based harassment. To accomplish this, the policy is designed to secure, at the earliest level possible, an appropriate resolution to incidents and allegations of harassment.

This policy is intended to supplement, and not replace, any applicable state or federal laws and regulations. Complaints under these laws and regulations shall be processed through the procedures established by the appropriate state and/or federal agencies.

Definitions of Sexual and Gender-Based Harassment

For the purposes of this policy, sexual harassment is defined by Education Code Section 212.5, "Sexual harassment means unwelcome sexual conduct including, advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the work or educational setting.

Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, although they are not necessarily sexual in nature. Prohibited conduct includes harassment of a student for exhibiting what is perceived as a stereotypical characteristic for her or his sex, or for nonconformity with stereotypical notions of masculinity and femininity.

Sexual and/or gender-based harassment denies or limits a student's ability to participate in or benefit from the Marin County Office of Education's school programs under any of the following conditions:

- (a) Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- (c) 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.
- (d) 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 educational institution."

Specifically, sexual or gender-based harassment may occur as a pattern of degrading sexual and gender-based speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands.

Examples of conduct which may constitute sexual harassment include, but are not limited to:

- (1) Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gesture, display of sexually suggestive objects or pictures, or cartoons, whether conducted in person or through an electronic means.
- (2) Among peers, continuing to express sexual interest after being informed that the interest is unwelcome.
- (3) Within the employment environment, implying or actually withholding satisfactory evaluations or suggesting that promotion or favorable evaluations will be denied as a condition of receiving sexual favors.
- (4) Offering favors or employment benefits, such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

Examples of conduct which may constitute gender-based harassment include, but are not limited to:

- (1) Slurs, threats, derogatory comments, unwelcome jokes, or degrading descriptions related to or because of a student's gender or gender identity.
- (2) Harassment of a student because of his/her perceived effeminate/masculine mannerisms.
- (3) Harassment of a student because of his/her non-traditional choice of extracurricular activities, apparel, and personal grooming choices.
- (4) Disparaging remarks about a student because the student socializes with students of the opposite sex, or is predominately friends with students of the opposite sex.

Remedial and Corrective Actions

Where unlawful sexual or gender-based harassment is found to have occurred, the Marin County Office of Education will take appropriate remedial and/or corrective action(s), including consideration of the following: providing counseling to a targeted individual or individual(s) found to have engaged in harassment; limiting the interaction between the targeted student(s) and the individual(s) found to have engaged in the harassment; whether remedial measures are necessary to respond to the impact of the harassing conduct on witnesses or bystanders; and whether other schoolwide actions, such as education and training, are appropriate to respond to the harassing conduct and prevent a recurrence.

Administrative Regulations

The Superintendent/Governing Board shall adopt, and from time to time may revise, further procedures as may be necessary to implement this policy and provide for a means of enforcing this policy.

Training and Curriculum

To implement this policy, the Marin County Office of Education will provide appropriate training programs for staff (and students.) Employees in a supervisory capacity will be trained, as required by law, at least every two (2) years beginning January 1, 2006. Teachers are not considered to be supervisory.

Notification

There will be adequate notification of the policy to include public posting. The policy will be published in site handbooks and/or the Marin County Office of Education Personnel Handbook.

Special Assistance

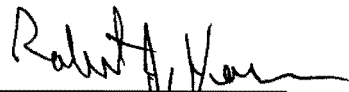
It is expected that questions may arise concerning this policy. For assistance in these matters, individuals may contact the Superintendent or designee.

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Legal Reference:

Title VII of the Civil Rights Act
42 USC Section 2000-e-2{a}{1)
California Fair Employment and Housing act
Government Code section 12940
Education Code section 212.5
Government Code section 12950.1



Robert J. Henry, of C

Approved as to form:

Approved by Marin County Office of Education: 6/11/13

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ADMINISTRATIVE REGULATION 4141

ADULT SEXUAL AND GENDER-BASED HARASSMENT Reporting

Procedure

Any employee who believes they have been sexually harassed by an employee, agent, student or guest/vendor of the Marin County Office of Education should report the facts of the incident(s) to the site administrator or supervisor. If the site administrator or supervisor is the alleged harasser, the employee should report to the Superintendent/or designee. A written report of the alleged incident will be filed and forwarded to the Superintendent. A copy of Board policy will be provided to the employee who makes the complaint.

Employees who feel aggrieved because of unwelcome conduct that may constitute sexual or gender-based harassment are not required to inform the person that the conduct is unwanted, offensive, and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her supervisor if that supervisor is the individual who is harassing them.

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

Equal Employment Opportunity Commission
901 Market Street, San Francisco, CA 94103 (415) 356-5061

The State Fair Employment and Housing Commission
30 Van Ness Avenue, San Francisco, CA 94102, (415) 557-2005.

U.S. Department of Education, Office of Civil Rights
50 Beale Street, Suite 7200, San Francisco, CA 94105-1813, (415) 486-5555

Confidentiality

An allegation of sexual or gender-based harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigation process. The site administrator will inform the employee making the report that the allegation and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigation process. In addition, witnesses and those interviewed shall be informed of the confidential nature of the issue and the investigation, as well as the reason for confidentiality. The alleged harasser will also be informed as to the confidential nature of the procedure. Anyone violating confidentiality by disclosing the nature of the allegation or the investigation to others shall be subject to disciplinary action.

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Retaliation is Prohibited

So long as the allegation is not brought forward in bad faith, the initiation of an allegation of sexual or gender-based harassment will not cause any reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the Marin County Office of Education, his or her employment, compensation or work

assignments, or other matters pertaining to his or her status in any Marin County Office of Education programs or activities. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action as defined in this policy.

The Marin County Office of Education will take reasonable measures to prevent retaliation against any target student(s) and/or any other student(s) who provide information as witnesses, including identifying school personnel to make follow-up inquiries with the targeted student(s), witness(es) and/or their parents.

Time Limits

Allegations of sexual or gender-based harassment shall be reported as soon as reasonably possible after the conduct in question has taken place.

Disciplinary Action

Employees who violate this policy shall be subject to disciplinary action up to and including dismissal. Such disciplinary action will be in accordance with applicable policies, laws, and/or collective bargaining agreements.

When disciplinary action is necessary the Superintendent/or designee will be consulted to determine what course of action is appropriate.

Investigation

The Superintendent/or designee is authorized to develop regulations by which reports of sexual or gender-based harassment shall be addressed. Such process shall include an informal resolution process, an investigation, and issuance of a summary report.

Appeal Procedure

Either the complaining party or the accused may appeal the summary report to the Superintendent/Governing Board of the Marin County Office of Education. Appeals should be made within 10 business days from the date of the issuance of the summary report. Procedures shall be set forth in the Administrative Regulations.

5000 STUDENTS

5200 STUDENT WELFARE

5205 STUDENT SEXUAL AND GENDER-BASED HARASSMENT

Purpose of Policy

It is the policy of the Superintendent/Governing Board of the Marin County Office of Education to provide an educational environment free of sexual or gender-based harassment. To accomplish this purpose, the policy is designed to secure, at the earliest level possible, an appropriate resolution to an allegation of sexual or gender-based harassment.

This policy is intended to supplement, and not replace, any applicable state or federal laws and regulations. Complaints under these laws and regulations shall be processed through the procedures established by the appropriate state and/or federal agencies.

It is the position of this Superintendent/Governing Board that sexual or gender-based harassment is unlawful and will not be tolerated. It is a violation of this policy for any employee, agent, student, or party with which the Marin County Office of Education has a cooperative agreement, to engage in sexual or gender-based harassment.

Definitions of Sexual and Gender-Based Harassment

As it pertains to students, Education Code Section 212.5 defines "sexual harassment" as "unwelcome sexual conduct including advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting.

Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, although they are not necessarily sexual in nature. Prohibited conduct includes harassment of a student for exhibiting what is perceived as a stereotypical characteristic for her or his sex, or for nonconformity with stereotypical notions of masculinity and femininity.

Sexual and/or gender-based harassment denies or limits a student's ability to participate in or benefit from the District's school's program under any of the following conditions:

- (a) Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- (c) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- (d) 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 educational institution."

Specifically, sexual or gender-based harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands.

Examples of conduct which may constitute sexual harassment include, but are not limited to:

- (1) Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, display of sexually suggestive objects or pictures, or cartoons, whether conducted in person or through an electronic means.
- (2) Among peers, continuing to show sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction, among peers, is not considered sexual or gender-based harassment.)
- (3) Within the educational environment, implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied as a condition of receiving sexual favors.
- (4) Within the educational environment, engaging in sexual behavior to control influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- (5) Offering favors or education or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

Any expression of sexual interest between adults and students, regardless of reciprocity is considered inappropriate and shall be subject to discipline under applicable state law.

Examples of conduct which may constitute gender-based harassment include, but are not limited to:

- (1) Slurs, threats, derogatory comments, unwelcome jokes, or degrading descriptions related to or because of a student's gender or gender identity.
- (2) Harassment of a male student because of his perceived effeminate mannerisms.
- (3) Harassment of a student because of his/her non-traditional choice of extracurricular activities, apparel, and personal grooming choices.
- (4) Disparaging remarks about a student because the student socializes with students of the opposite sex, or is predominately friends with students of the opposite sex;

Definition of Hostile Environment

A hostile environment based on sex or gender has been created where the conduct is sufficiently serious to interfere with or limit a student's ability to participate in or benefit

from the school's program. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the harassment is physical.

Remedial and Corrective Actions

Where unlawful sexual or gender-based harassment is found to have occurred, the Marin County Office of Education will take appropriate remedial and/or corrective action(s), including consideration of the following: providing counseling to a targeted student or for student(s) found to have engaged in harassment; limiting the interaction between the targeted student(s) and the harassing student(s); whether remedial measures are necessary to respond to the impact of the harassing conduct on witnesses or bystanders; and whether other schoolwide actions, such as education and training, are appropriate to respond to the harassing conduct and prevent a recurrence.

Training and Curriculum

To implement this policy, the Marin County Office of Education will provide appropriate training programs for staff and students.

Notification

There will be adequate notification of the policy to include permanent posters in public areas, offices, and hallways. The policy will be published in Marin County Office of Education handbooks and other appropriate materials for employees.

Administrative Regulation

The Superintendent/Governing Board shall adopt, and from time to time may revise, further procedures as may be necessary to implement this policy and provide for a means of enforcing this policy. Such further procedures may include the following: posting and other means of distributing the policy; a process under which complaints will be handled, formally or informally, an explanation of possible civil proceedings and potential legal consequences of sexual or gender-based harassment. The Superintendent will initiate training and education programs to enable all persons, and in particular, supervisors, to better understand the problem of sexual or gender-based harassment. In addition, the Superintendent shall designate appropriate employees to enforce or administer this policy within the Marin County Office of Education and shall provide for appropriate training for Principal/Program Managers and other supervisory personnel on an annual basis.

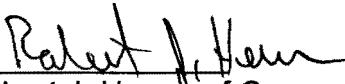
Special Assistance

It is expected that questions may arise concerning the interpretation of the prohibition against sexual or gender-based harassment, the methods and procedures to be following in the investigation of complaints, and the appropriateness of specific solutions in disposition of complaints. For assistance in these matters, individuals may contact the Superintendent or designee.

Current Legal references barring sexual or gender-based harassment in education:

Title VII of the Civil Rights Act-42 USC Section 2000-e-2(a)(1)
California Fair Employment & Housing Act-Government Code Section 12940
Title IX of the Education Amendments of 1972 29 USC Section 1681 et. seq.
California Education Code, Section 200 et seq.

Approved as to form:


Robert J. Henry of Counsel

Approved by Marin County Board of Education: 6/11/13

ADMINISTRATIVE REGULATION 5205 STUDENT SEXUAL AND GENDER-BASED HARASSMENT

Reporting Procedure

Any student who believes they have been sexually harassed by an employee, agent, or student of the Marin County Office of Education, should promptly report the facts of the incident(s) and the name of the individual(s) involved to an adult staff member with whom they feel comfortable, and that person shall report the incident to the school site administrator or Superintendent/or designee within 24 hours. A written report of the alleged incident will be developed by the site administrator or Superintendent/or designee. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual or gender-based harassment or who have received report(s) or information of allegation(s) of sexual or gender-based harassment, whether such incidents are verbal or physical or amount to harassment in other forms are obligated to report it to the school principal or Superintendent.

Students who feel aggrieved because of unwelcome conduct that may constitute sexual or gender-based harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her instructor if that instructor is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

Confidentiality

An allegation of sexual or gender-based harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of

the issues and the investigation, and shall be informed that it will be a violation of this administrative regulation to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

Retaliation is Prohibited

So long as the allegation is not brought forward in bad faith, the initiation of an allegation of sexual or gender-based harassment, will not cause any reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the Marin County Office of Education, his or her employment, compensation or work assignments, or, in the case of students,

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grades, class section or other matters pertaining to his or her status as a student of any Marin County Office of Education programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

Reasonable measures will be taken to prevent retaliation against any target student(s) and/or any other student(s) who provide information as witnesses, including identifying school personnel to make follow-up inquiries with the targeted student(s), witness(es) and/or their parents.

It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action as defined in this policy.

Time Limits

Students are encouraged to report allegations of sexual or gender-based harassment to an adult staff member with whom they feel comfortable as soon as reasonably possible after the conduct in question has taken place.

Investigation Guidelines

All investigations of allegations of sexual or gender-based harassment shall be handled promptly, in a serious, sensitive and confidential manner. The Superintendent shall determine in advance which administrative staff positions will be trained to complete these investigations and a trained, qualified administrator at the school site of the reported incident will complete the investigation, unless deemed inappropriate in a specific situation.

All sexual and gender-based harassment investigations at the Marin County Office of Education will be conducted by individual(s) with knowledge of the applicable legal standards and theories of such claims of harassment under Title IX, and the relevant District policies and complaint procedures. The investigator will also be knowledgeable in how to recognize and remedy such harassment.

If the targeted student wishes, the targeted student may identify the harassing

student(s) and/or witnesses and provide other information in a manner which initially protects the targeted student's confidentiality, to the extent possible; and consistent with statutory and constitutional due process;

If the investigator receives an anonymous complaint or media report about alleged sexual or gender-based harassment, they shall consider the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment in determining whether it is reasonable to pursue an investigation.

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Investigation Process

The investigator shall promptly investigate all complaints of sexual or gender-based harassment. In so doing, they shall talk individually with:

- (a) The student who is complaining;
- (b) The person accused of harassment;
- (c) Anyone who witnessed the conduct complained of; and
- (d) Anyone mentioned as having material information related to the complaint

The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

The investigator shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the investigator also may discuss the complaint with the following persons:

- (a) The Superintendent or designee or school administration;
- (b) The parent/guardian of the student who complained;
- (c) If the alleged harasser is a student, his/her parent/guardian;
- (d) A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth; and
- (e) Child protective agencies responsible for investigating child abuse reports

When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree. In reaching a decision about the complaint, the investigator may take into account:

- (a) Statements made by the persons identified above;
- (b) The details and consistency of each person's account ;
- (c) Evidence of how the complaining student reacted to the incident;

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- (d) Evidence of any past instances of harassment by the alleged harasser;
and
- (e) Evidence of any past harassment complaints that were found to be untrue. To

judge the severity of the harassment, the investigator may take into consideration:

- (a) How the misconduct affected one or more students' education; (b)
The type, frequency and duration of the misconduct;
- (c) The number of persons involved;
- (d) The age and gender of the person accused of harassment; (e)
The subject(s) of harassment;
- (f) The place and situation where the incident occurred; and
- (g) Other incidents at the school, including incidents of harassment that were not related to gender.

Investigation Protocol

The Marin County Office of Education's designated staff member(s) shall memorialize in writing all reports of alleged harassment.

The Marin County Office of Education shall implement appropriate interim measures to prevent further harassment of the targeted student, as well as measures to avoid retaliation against the reporting student, pending the resolution of the complaint.

The Marin County Office of Education shall maintain on-going contact with the targeted student throughout the investigation.

The Marin County Office of Education shall make reasonable efforts to identify the harassing student(s) and/or witnesses if the targeted student is unaware of their

identities or names (e.g. interviewing other students and/or staff who were present during the incident).

The Marin County Office of Education shall refer the matter to law enforcement authorities where appropriate.

The Marin County Office of Education shall interview all relevant student and staff witnesses, and review all relevant documents and physical evidence.

Subject to applicable evidentiary privileges and/or privacy rights, the Marin County Office of Education shall maintain documentation of all investigative steps, including statements provided by targeted student, his/her parents, and any other witnesses or reporting parties, the evidence reviewed, any remedial actions taken, and a copy of the letter of finding issued at the conclusion of the investigation; and

The Marin County Office of Education shall contact the targeted student within a reasonable period of time following the conclusion of the investigation to assess whether there are new allegations of on-going harassment or retaliation, and to determine whether additional supportive measures are needed.

The designated investigator shall, as soon as reasonably possible after the incident has been reported, inform the student, employee, or other person accused of sexual or gender-based harassment of the allegation, and they will be given an opportunity to respond. The person accused shall not be given a copy of the complaint but shall be informed of the allegations. The name of complaint party shall remain confidential to the extent possible.

All parties, specifically including complainants, and witnesses, will be promptly and fully informed of their rights pursuant to this policy, including the fact that complainant and witnesses will not be retaliated against and the confidential nature of the allegation and investigation.

Investigation Results

A written report of the investigation findings shall be filed by the investigator with the Superintendent's office within twenty (20) school days of the date the student filed the incident report. Subject to applicable evidentiary privileges and/or privacy rights, the final written report will describe the steps taken in the investigation and the facts gathered, whether or not the alleged sexual and/or gender-based harassment occurred, and explaining the basis for the Marin County Office of Education's conclusion.

Subject to applicable evidentiary privileges and/or privacy rights, the Marin County Office of Education shall provide written notification to the parents/guardians of the targeted student generally explaining the Marin County Office of Education's investigative process, its factual findings, its determination as to whether harassment occurred, the reasons for the decision, and the appeal procedures within thirty (30)

school days. The Marin County Office of Education may also provide a summary of its findings to the accused student's parents

The Superintendent may extend the timeline depending on the nature of the investigation. If an extension is needed, the Marin County Office of Education will notify the targeted student and the student's parent/guardian (if the parent/guardian made the complaint), and explain the reasons for the extension.

The name or title and contact information for the Marin County Office of Education employee(s) responsible for receiving and/or investigating reports of alleged harassment, including the investigatory report is:

Name Marin County Office of Education
Title Attn: Deputy Superintendent
Contact Information 1111 Las Gallinas Avenue/P.O. Box 4925
San Rafael, CA 94913-4925
(415) 499-5866

Steps to Remedy Harassment and Prevent Recurrence

The Marin County Office of Education will, as appropriate, offer counseling to students found to have engaged in harassment in order to ensure that they understand what constitutes harassment, the consequences for engaging in harassment and the effects harassment can have on others, and limiting the interaction between the harassing student(s) and the targeted student;

The Marin County Office of Education will offer counseling services and may consider providing academic support services to any student found to have been subjected to unlawful harassment, as appropriate.

The Marin County Office of Education will also consider whether remedial measures are necessary to respond to the impact of the harassing conduct on witnesses or bystanders and whether other schoolwide actions, such as education and training, are appropriate to respond to the harassing conduct and prevent a recurrence.

The Marin County Office of Education will take measures to prevent retaliation against targeted students and/or any other students who provided information as witnesses. The measures may include, for example, school personnel making follow-up inquiries with the targeted student and/or witness students and/or their parents to see if there have been incidents of retaliation, and to advise them that they should report any such incidents if they occur.

Disciplinary Action

When an allegation of sexual or gender-based harassment is supported by the investigation and disciplinary action is necessary, the Superintendent will determine what course of action is appropriate, depending upon whether the

harasser is a student, staff member, agent or guest/vendor of the Marin County Office of Education.

Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law.

Students who are found to have engaged in harassment shall be offered training/counseling by the Marin County Office of Education. Training/counseling will focus on assisting students understand what constitutes harassment, the consequences for engaging in harassment, and the effects harassment can have on others.

The Marin County Office of Education shall limit the interaction between the harassing student(s) and the targeted student to the extent possible.

Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies, laws, and/or collective bargaining agreements.

Agents, guests or vendors of the Marin County Office of Education who violate this policy may be subject to penalties and sanctions as may be available to the Marin County Office of Education, including termination of business relationships and contracts.

Appeal Procedures

Either the complaining party or the accused may appeal the findings of an investigation to the Superintendent/Governing Board of the Marin County Office of Education. Appeals shall be made in writing within ten (10) business days from the date a written finding is issued.

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Department of Education
Office for Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105-1813
Telephone: (415) 486-5555
www.ed.gov/ocr