

# TEACHERS HANDBOOK

*A Program of the Marin County Office of Education*

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## **WELCOME TO THE MARIN COUNTY OUTDOOR SCHOOL AT WALKER CREEK RANCH!**

We are very excited to welcome you and your students to the Marin County Outdoor School. This Teacher's Guide is designed to help you prepare your students, guardians, and cabin leaders for your experience. After reviewing this packet and online materials, please let us know if you have any questions or need any further information. If there is any change in anticipated number of students that will be participating from your school, please let us know as soon as possible. We look forward to working with you to make this great experience for students, cabin leaders and teachers.

### **Program Structure:**

Walker Creek Ranch offers 1700 acres for students to connect with science, nature, community, and themselves. Our program typically offers four day programs of residential outdoor education, where students stay overnight at Walker Creek Ranch in cabins. For the entire week, trained naturalists from Walker Creek Ranch stay with one trail group. The naturalist, along with two cabin leaders, guide the group on experiential and sensory-based activities. Each student experience is unique, as naturalists are given flexibility to adjust their plans based on the needs of the group.

On the average week, trail groups of 18-25 students are divided into 2 cabins with male-identified or female-identified students. For students who are gender non-conforming, students choose the cabin where they feel most comfortable. Cabin leaders stay with students in the cabins and are recruited from the attending schools. Cabin leaders are either high school students or guardian volunteers.

Schools elect whether they would like their students to combine with students from other schools attending during the same week in each trial groups. Some schools prefer to combine students, so they have the opportunity to get to know other students, while other schools prefer to stay separate, with trail groups composed entirely of their own students. Either experience can be special and impacting!

### **Core values and activities:**

At Walker Creek Ranch, we equally value socio-emotional learning, nature connection and science education, and global awareness. Socio-emotional learning occurs throughout the week, as students gain independence on nature solo walks, carry their belongings on hikes, and explore their personal growth. Evening programs such as the campfire, barn boogie, and the night walk help promote community, while games and team challenges foster connections and play within each group. Nature connection and science education occurs often, with a focus on curiosity and detailed observations in guided creek studies, habitat games, and ecosystem explorations. Naturalists also lead activities focusing on increasing global awareness, with activities and reflections that consider human impact, climate change, the role of race, gender, ability, and environmental justice.

### **Science Education:**

At Walker Creek Ranch we believe that learning science is an essential part of each student's experience at the outdoor school. We feel that the student's immersion in the outdoor environment offers a unique opportunity to teach science in a way that may be *different* than in a classroom setting. We work with and model our science teaching practices so that our science teaching is student and nature centered and aligns with the Next Generation Science Standards. We have a phenomenon-based curriculum that centers around the salmon. Students will continuously come back to a model they are working on as they attempt to answer the question of why salmon are in Walker Creek and not other locations. By the end of the week the student will have explored a variety of ecosystems and their interconnections, talked about energy flow, and learned to think like a scientist.

### **Site and Facilities**

Walker Creek Ranch is located about 15 miles west of Petaluma and is owned and operated by the Marin County Office of Education. This site's 1,700 acres of grassland, forest, and coastal chaparral offers an outstanding setting for the Outdoor School. The creek, pond, and rich riparian habitat provide a diversity of ecosystems for field study. The museum and Miwok grinding rock offer unique opportunities for lessons on cultural history as well.

Schools will participate in an all day hike to Walker Peak. Weather depending, this hike boasts views of Tomales Bay, St. Helena, and the Pacific Ocean.

### **Accommodations**

Student lodging is heated, carpeted, dormitory-style housing with a central toilet and shower facility. A large Dining Hall provides spacious dining accommodations for all. An abundance of inside meeting space provides all students with a place for studies to continue in inclement weather.

The Teachers live separate from the students in the Teachers Lodge. The Teachers' Lodge contains a lounge, kitchenette, and separate male and female bathroom and shower facilities. Five bedrooms allow for private or semi-private sleeping accommodations depending on the number of visiting Teachers. A phone is available to teachers for emergency and school related phone calls. The Health Center is located in the Teachers' Lodge, and will be a primary location for students to receive first aid and medications.

Wireless internet is accessible in most locations in the central campus area. *There is no cell phone service in the area.*

### **Our Staff**

All staff at Walker Creek are employees of the Marin County Office of Education and are carefully screened, background checked and certified in First Aid and CPR. The school staff are professional educators whose top priority is the safety and well-being of each individual student.

## **RANCH GUIDELINES & POLICIES**

### **Consumption of Alcoholic Beverages**

Walker Creek operates as a school campus when school children are present. Alcoholic beverages may not be served or consumed on Ranch/School property when students are present.

### **Tobacco - Free School Site**

The Marin County Board of Education has adopted a tobacco-free policy for Walker Creek Ranch. The use of Tobacco products is prohibited here on the Ranch while students are present.

### **Dogs**

Dogs are not on allowed campus (except for official service companions). Please remind guardians and guests not to bring dogs with them when they are dropping off students.

### **Community Pledge**

Walker Creek Ranch is a community that is committed to creating a safe, respectful, and healthy environment that embraces people's differences.

We welcome people from all actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental ability, medical conditions, veteran status, gender, sex, or sexual orientation. While you are here, we ask you to join us in accepting people's differences along with respecting their ideas and values.

# PREPARING FOR YOUR TRIP

## Pre- trip Responsibilities

Preparation for Outdoor School requires a number of responsibilities including: preparing the class, recruiting and preparing cabin leaders, and distributing and collecting forms. Below is a suggested schedule of teacher responsibilities to be completed before arrival. The items listed below are explained in greater detail following the schedule.

Schedule for Pre-Trip Teacher Responsibilities	
<b>As soon as possible</b>	<ul style="list-style-type: none"> <li>▪ Begin fundraising activities.</li> <li>▪ Contact Outdoor School to schedule presentations for school boards, students and guardians or assistance with training cabin leaders (these services available upon request when possible).</li> </ul>
<b>Two months before visit</b>	<ul style="list-style-type: none"> <li>▪ Conduct presentation for potential cabin leaders. Distribute cabin leader applications.</li> <li>▪ Arrange for Guardians who can chaperone on the first day afternoon hike.</li> <li>▪ Complete cabin leader interviews.</li> </ul>
<b>Four weeks before visit</b>	<ul style="list-style-type: none"> <li>▪ Conduct guardian information night to provide essential information regarding the trip.</li> <li>▪ <b>Distribute guardian packet with medical and dietary information forms.</b></li> <li>▪ <b><u>Based on the contract language, 30 days prior to your program is the final point at which you can decrease your student numbers. After that you will be charged 90% or your actual number of students, whichever is greater.</u></b></li> </ul>
<b>**Three weeks before visit</b>	<ul style="list-style-type: none"> <li>▪ <b>Email the Outdoor School to provide updated student count information.</b></li> <li>▪ <b>**Prepare student hiking group forms into the requested number of groups.</b></li> <li>▪ <b>Collect signed medical and dietary information sheets.</b></li> </ul>
<b><u>Two weeks before visit</u></b>	<ul style="list-style-type: none"> <li>▪ <b><u>Email: Pre- Arrival form, Pre-trip Questionnaire, Cabin assignment forms, Dietary, and Medical forms to Outdoor School.</u></b></li> <li>▪ Conduct cabin leader orientation meeting.</li> <li>▪ Confirm the names of guardians who will be chaperoning during the first day afternoon hike.</li> </ul>
<b>One week before visit</b>	<ul style="list-style-type: none"> <li>▪ Call Outdoor School concerning any last minute changes in participant numbers or changes to hiking group assignments.</li> </ul>

***\*\* IMPORTANT: Please contact the outdoor school to provide an updated student count and confirm number of hiking groups before you assign student groups. \*\****

## Assigning Trail Groups

Trail groups are typically formed by pairing a female-identified cabin group with a male-identified cabin group to participate together in naturalist activities throughout the week. Schools may elect to either mix their students with other schools or stay in separate groups with only their school. If you have a student that is gender non-conforming, they may choose which cabin group to be assigned to. For more information regarding the Walker Creek Ranch Gender Identity policy please contact the Outdoor School.

### Separate School Groups

Once you have confirmed your total number of students with the outdoor school, assign groups of 8-10 students per cabin and no more than 20 students per trail group if possible. Each trail group should have about the same number of students, with a balanced number of male-identified and female-identified students. Please complete "[Cabin Assignment Form- Separate School Groups](#)" (Appendix) and send them to us at least two weeks before your visit.

### Mixed School Groups

If you would like to mix your students with other schools on campus, place students into groups of three to be partnered within the cabins. We will mix these groups with other schools to form trail groups. These students will remain together throughout the program. Please complete "[Cabin Assignment Form- Mixed School Groups](#)" (Appendix) and send them to us at least two weeks before your visit. If certain student groups should not be paired together, or if you prefer certain groups to be placed together, please note this on the form.

**Note for all groups:** Please make an effort to separate cliques and take care to see that students having personality conflicts with other students do not sleep in the same cabin or share the same trail groups.

## Cabin Leaders and Chaperones

Each school is required to recruit and select cabin leaders to provide overnight supervision in the cabins and support on trail.

Cabin leaders are volunteers who serve as role models for a group of about eight to ten attending students in their cabin. The quality of supervision by the cabin leaders will directly affect each student's experience. While cabin leaders will assist in trail supervision, they are primarily responsible during cabin times and at night. Cabin leaders receive only very short rest and shower breaks during the day and are expected to supervise the students at all other times.

Schools must provide cabin leaders to supervise the students in the cabins. Our target cabin leader to student ratio is 1:8. There are a number of good sources of cabin leaders including high school students (preferably juniors or seniors); college students; and guardians or relatives of students in your classroom may also serve as cabin leaders.

### High School and College Cabin Leaders

When properly selected, high school and college cabin leaders provide valuable positive leadership for the students. Often strong bonds develop between the cabin leader and their students. The energy level of student leaders helps them keep up with the pace of the program, and they benefit from the leadership training and experience. Many public and private high schools are willing to work with their feeder elementary schools to provide high quality cabin leaders. Many students are able to earn community service credits upon completion of a successful week.

We recommend that you establish contact with the high school or college at least three months in advance of your visit. Let them know what your cabin leader needs are. Two months before attending the Outdoor School you can do a recruiting presentation at the high school or college. Hand out application forms at the presentation and give them a deadline for returning the forms. The students should also have had their absence approved (school and teacher) by the application deadline. Only select students that have been approved by their school. This will help to prevent you from depending on students that teachers later disqualify. Complete the interviews no later than four weeks before attending. Always recruit alternates to allow for those students who unexpectedly cannot attend.

## Adult Cabin Leaders

Guardians or relatives may serve as adult cabin leaders at the Outdoor School. Selecting the appropriate guardians for the job is important. They should be energetic, flexible, and open to guidance. If possible, choose guardians who are able to make a commitment for the full week.

## Cabin leader Training

The Outdoor School provides several hours of training for the cabin leaders once they arrive on site. Several weeks prior to your visit to the Ranch it is helpful to conduct a cabin leader orientation meeting. You can help to orient your cabin leaders by giving them a Cabin Leader Handbook (found on the Walker Creek Ranch website). This handbook is designed to be useful in a training workshop. Don't assume that college students or guardians will be successful Cabin Leaders without training.

Note: we recommend using fingerprinting services for adult chaperones. Schools should refer to their school/district policy regarding fingerprinting policy for adult volunteers.

## Guardian Volunteers for the First Day Hike

Each school should recruit guardians (about 1:20 ratio) to provide support for the Naturalist hike on the first day. Their assistance will allow us to provide basic training to the Cabin Leaders while the students are with their trail groups. These people should plan on providing their own transportation to Walker Creek Ranch and arrive at the same time as the students. They will need to be prepared to go on the first afternoon hike, eat lunch with the students and depart around 2:45.

## Preparing Students and Guardians

**Forms** Distribute: Letters to Guardians, Health Forms, Dietary Questionnaires, and Packing Lists, at least four weeks before your visit to the Outdoor School. Emphasize that purchasing new clothing or equipment is not necessary. Stress the importance of listing any health or physical needs in the Student Health Form. Please note that the Health Form includes a separate page for medication approval. It is important that this form be completed and signed by a physician for any medication (prescription or over the counter) that is brought to Walker Creek Ranch. Such medicine must also be brought in its original container to ensure proper distribution and dosage. Have the students return these forms to you early so there is still time to send back forms that are not filled out correctly or not signed by the guardians, or physician (when necessary). Students' guardians MUST sign required health form in order to participate.

**Pre-Trip Lessons** One of the classroom teacher's most important contributions is to promote a positive attitude toward the trip, the social living experiences and the educational activities planned for the students. Four, 30 to 45 minute, lessons are available in this packet to help prepare the students for their week at Outdoor School.

## Health Care Protocols

### Recruiting a Nurse for the Week

Although the instructional staff on the Ranch all have current first aid training, we do not have an on-site nurse. Classroom teachers responsible for the distributing and handling all medications, first aid, and and sick students. If you are in contact with a nurse, doctor or EMT who would like to volunteer for the week, we would be pleased to have them in attendance. There would be no room and board charges for any volunteer nurse, doctor or EMT who spends the week with the program.

### Health Forms

**Completed and signed health forms are required for each participant.** Please send completed Health and Dietary form for all participants to the Outdoor School two weeks in advance of your visit. Send the medical forms by certified mail to

insure delivery, or make copies as a backup to the ones sent in the mail. Please make sure that all student forms are completed and signed by a guardian.

If students have changes regarding their health or medications prior to the trip they must fill out an additional Health form and attach it to the original. You may deliver any additional Student Health Forms on arrival day.

## **Medications**

Before leaving school on the day of your departure, collect students' medications. Students with emergency kits such as epi-pens or inhalers should bring two kits: one to bring on hikes and one to keep in the Health Center as a backup. All prescription medication should be in the original prescription bottle or be accompanied with a signed doctor's approval with full instructions for dispensing it. Label each medication with the student's name, teacher's name, dosage, and times to administer the medication. Upon arrival you will be provided with a Medications Record Form to help keep track of medications during your stay.

## **Special Medical and Dietary Needs**

The guardians of students with dietary limitations should complete the special Dietary Questionnaire and return it to you. Send the dietary forms to the Outdoor School with the medical forms two weeks prior to your attendance date. Any special dietary needs due to medical limitations (i.e., food allergies or diabetes) should be discussed with the Ranch Food Service Manager. Please have the guardians contact the Food Service Manager at least two weeks prior to the visit.

Discuss special medical concerns you are aware of with the Outdoor School Principal well in advance of the visit, so we may do our best to accommodate those students' needs. Two wheelchair accessible cabins with bathrooms and showers are available. Students with special needs who rely on a high level of care should have arrangements made to have a guardian or one-on-one aide attend with them. Special sleeping accommodations can be made as needed and there will be a room and board fee (\$120).



## PACKING LIST FOR TEACHERS

The following is a list of equipment that teachers should bring with them to Outdoor School. Some equipment is optional but may be very useful to teachers during their stay. If the weather is cold or rainy you may want to bring more warm clothes.

### Essential Items

- |   |  |
|---|--|
| <input type="checkbox"/> Long Pants                     | <input type="checkbox"/> Refillable Water Bottle         |
| <input type="checkbox"/> T-shirts & long sleeved shirts | <input type="checkbox"/> Day pack                        |
| <input type="checkbox"/> Warm sweater or sweatshirt     | <input type="checkbox"/> Flashlight                      |
| <input type="checkbox"/> Warm Jacket                    | <input type="checkbox"/> Rain Gear (no matter how sunny) |
| <input type="checkbox"/> Pajamas                        | <input type="checkbox"/> Sun Hat or Baseball Cap         |
| <input type="checkbox"/> Toiletries                     | <input type="checkbox"/> Sunscreen                       |
| <input type="checkbox"/> Bath towel                     | <input type="checkbox"/> Extra pair of shoes             |
| <input type="checkbox"/> Sturdy hiking shoes            | <input type="checkbox"/> Alarm clock or watch            |
| <input type="checkbox"/> Warm Hat                       |  |

### Recommended Personal Items

- |  |   |
|--|---|
| <input type="checkbox"/> Slippers or shower flip-flops | <input type="checkbox"/> Snacks for Teachers' Lodge |
| <input type="checkbox"/> Rain boots                    | <input type="checkbox"/> Personal Laptop Computer   |
| <input type="checkbox"/> Reading books or magazine     | <input type="checkbox"/> Camera or video camera     |

### Recommended Equipment for Students and Teacher Meeting Time

- |  |  |
|--|--|
| <input type="checkbox"/> Extra water bottles for students              | <input type="checkbox"/> Letter writing materials (paper, envelopes, stamps) |
| <input type="checkbox"/> Snacks for Cabin Leaders                      | <input type="checkbox"/> Pencils (at least 1 per student)                    |
| <input type="checkbox"/> Stuffed Animal (to loan to homesick students) | <input type="checkbox"/> Class reading book                                  |
| <input type="checkbox"/> Blank paper                                   | <input type="checkbox"/> Additional class work or activities                 |

### Note:

- The teachers lodge is equipped with refrigerator, stove, and microwave if you choose to bring extra personal food or snacks. Do not bring alcoholic beverages.
- While there may be some time for grading and working on other outside projects, we encourage you to take full advantage of this time with your students by participating in activities and interacting with students during trail time.
- Many schools choose to provide snacks or treats for their Cabin Leaders during the week in appreciation for volunteering their time. Teachers may also choose to combine their efforts and share snacks between the schools.

## A TEACHER'S WEEK AT OUTDOOR SCHOOL

Classroom teacher participation is a vital part of the Outdoor School Program. The classroom teacher accompanies the class to the Outdoor School and functions as a member of the instructional team for reinforcing learning, maintaining discipline, and safeguarding students from hazards. The classroom teacher assumes key responsibilities and supports a successful and effective program by:

- *Contributing special knowledge regarding the physical and mental abilities of the students.*
- *Supervising students during meals, recreation, teacher meetings, and night cabin checks.*
- *Distributing medications and providing first aid to their students and rotating responsibilities with the other teachers to provide 24-hour coverage in the Health Center.*

By getting involved, a teacher can make the students' experience at Walker Creek even more rewarding. In addition, the outdoor school experience is a unique opportunity for teachers to strengthen personal relationships and to develop trust with their students.

### Schedule

<b>TEACHERS ARRIVAL DAY SCHEDULE</b>	
10:30- 11:00	Arrive at Walker Creek Ranch <ul style="list-style-type: none"> <li>▪ Students unload luggage and receive tour of campus.</li> <li>▪ Confirm the number of students and make any last minute changes to trail groups.</li> <li>▪ Move into teachers' lodge</li> </ul>
TBD Time	Opening Ceremony: Staff Introductions, Trail Groups Assigned
<b>11:45- 2:45</b> <b>(approximate start time)</b>	<ul style="list-style-type: none"> <li>• <b>Students:</b> <ul style="list-style-type: none"> <li>○ <b>Introductions to hike group and lunch with naturalists</b></li> <li>○ <b>Drop off luggage in cabins</b></li> <li>○ <b>Welcome Walk</b></li> </ul> </li> <li>• <b>Cabin Leaders: Receive orientation by ranch staff.</b></li> </ul>
12:30	Teacher Orientation: <ul style="list-style-type: none"> <li>▪ Meet with Admin staff for orientation information and responsibilities. (Teacher's Lodge)</li> </ul>
1:45	Teachers meet with Cabin Leaders and Admin staff to review goals, rules, and check in about individual and group needs (Maple)
<b>2:45</b>	<b>Students return from trail and meet in amphitheater with the Cabin Leader Coordinator for community talk</b>
3:00-3:30	Meet with Naturalists to discuss goals for the week and student needs. (Maple)
<b>3:15</b>	<b>Students participate in Fire Drill on ballfield</b>
3:30-5:15	Free time
5:15	Dinner
6:00-7:00	Teacher Time <ul style="list-style-type: none"> <li>▪ Meet with students in assigned meeting rooms. (Cabin leaders on break)</li> <li>▪ Drop off students in cabins to Cabin leaders</li> </ul>
7:15-8:45	Campfire Program
9:00-11:00	Perform cabin checks and night patrol.

<b>Daily Schedule</b>	
8:00	Breakfast
9:00	Brief check in with Principal/Manager of Outdoor Education in Teacher Lodge
9:15- 11:45	Trail Activities <ul style="list-style-type: none"> <li>▪ Assist with field studies, supervise infirmary, or conduct cabin inspections.</li> </ul>
12:00	Lunch
12:30-1:15	Recess: <ul style="list-style-type: none"> <li>▪ Supervise recreation time on ball field. Cabin leaders on break.</li> </ul>
1:30-4:00	Trail Activities <ul style="list-style-type: none"> <li>▪ Assist with field studies, supervise infirmary, or conduct cabin inspections</li> </ul>
4:00 – 5:15	Cabin Time
5:15	Dinner
6:00 -7:00	Teacher Meeting Time <ul style="list-style-type: none"> <li>▪ Meet with your students in assigned meeting rooms.</li> </ul>
7:15 -9:00	Night Programs <ul style="list-style-type: none"> <li>• Teacher supervising Buckeye Meeting Room for Barn Boogie should be here by 7:15</li> </ul>
9:00	Cabin Time <ul style="list-style-type: none"> <li>▪ Lights are out at 9:30</li> <li>▪ Teachers monitor infirmary for evening medications.</li> <li>▪ Perform cabin checks and night patrol.</li> </ul>
<b>Departure Day</b>	
7:30	Students Move-out and Clean Cabins Assist with Supervision on Dining Hall Deck
8:00	Breakfast
9:00	Trail Activities for students Teacher Meeting with Principal/Manager of Outdoor Education in Teacher Lodge <ul style="list-style-type: none"> <li>▪ Move out of teacher's lodge.</li> </ul>
10:30	Closing Ceremony
11:15	Lunch
11:45- 12:15	*Buses should arrive by 11:30 to prepare for departure. Coordinate bus loading.

\*Outdoor School staff will not be available to monitor students who arrive early on arrival day or leave late on departure day.

## Teacher's role and responsibilities

### Teacher's Meetings

Each day, teachers will have a 45-60 minute meeting with their students. This is an important time to touch base with the students to find out how the week is going, discover special needs or problems among the students, tie in related classroom activities, and provide students an opportunity to process their experience at Outdoor School. Suggested activities include:

- A sharing circle where students can tell their teacher and other students about their day. This is a time when they may also make you aware of concerns or problems.
- Quiet time during which students write in their journals.
- Passing out mail (mail can be picked up in the Office)
- Students write letters or make a post card for home.
- Coordinate games or activities with other school teachers to help build community and break down barriers between schools.

Students will be provided with journals the first day of program. These journals include writing prompts that you may choose to use during your meeting time.

\*Please be sure to bring pencils and other supplies needed for your Teacher meetings. Have some additional activities ready (such as reading a book together) in case students finish before meeting time is over.

### Daily Tasks

These responsibilities are shared by all the teachers.

#### Health Center Supervision

A teacher is on duty in the Teachers' Lodge and Health Center throughout the day. Health Center shifts are from 9:15 a.m. to 11:45 a.m. and from 1:30 p.m. to 4:00 p.m. While supervising the Health Center and Teachers Lodge, teachers provide first aid, distribute student medication, care for sick students in the Health Center, serve as a contact person in case of emergencies, and provide discipline support.

**Cabin Inspection** Teachers inspect student cabins between 9:30 a.m. and 11:45 a.m. "Golden Broom" awards can be given on the Cabin Shout Out Board in the Dining Hall for cleanliness and energy conservation on sheets in the students' cabins. Laundry facilities are available in the Teacher's Lodge to help if a student wets their bed during the night. In this situation, the cabin leader will leave a shoe on the bed of the student as a discrete signal for the teachers. Surreptitiously wash wet sheets or sleeping bags and return them to the students' cabins before students return from field activities.

**Mail Pick Up** Pick up students' mail in the Outdoor Education Office between 3:30 p.m. and 5:00 p.m. and put it on the table in the Teachers' Lodge.

#### Recess Supervision

One teacher from each school should be present on the dining hall deck and ball field to supervise recess between 12:15 p.m. and 1:15 p.m. Cabin leaders will be on break and students may not return to their cabin during this time. Balls and P.E. equipment are available on the ball field. In case of rain, indoor space (such as the Discovery Center) is available for rainy day activities such as board games, cards or PVC pipe builders. Cabin Leaders will pick up their students on the ball field at 1:15 p.m.

#### Trail Observation

Teachers are encouraged to observe the naturalists on trail to see what their students are experiencing. The Outdoor School teaching staff appreciates the participation of teachers in all aspects of the program including field activities.

Please feel free to provide feedback for the naturalists when they are not working with students. Observing field activities will also make it easier for teachers to integrate the Outdoor School Program into the regular curriculum.

Naturalists are charged with the responsibility of supervising and instructing the students out in the field. Let them take the lead with discipline and instruction. If you see things that constitute a safety concern or behavioral problems with your students that the Naturalist didn't observe, quietly deal with them on the side.

### **Cabin Checks**

Due to the active schedule at Walker Creek, it is important for the students to get a good night's sleep. Teachers take shifts patrolling the cabin area from 9:00 p.m. to 11:00 p.m. to make sure that the cabins are dark and quiet. This responsibility is shared by all the teachers. If talking is heard from any of the cabins (you may have to listen at the door), a teacher should enter the cabin and quiet the students. Teachers should use their judgment on disciplining noisy cabins. With loud, boisterous cabins a stronger presence is necessary. "Quiet Cabin" awards can be given on the Cabin Shout Out Board in the Dining Hall for cabins that are safe, quiet, and respectful.

Cabin leaders are expected to remain in their cabin for supervision during this time. Offer your experience and group management tools to cabin leaders who may not be used to managing larger groups of students.

If stronger disciplinary action is needed we suggest that you check in with the Cabin Leader Coordinator for advice, and use your judgement. Cabins that are entered twice in the same night may write letters of apology to cabin leader. Challenging students may be removed from the cabin and taken to the lodge to meet with the appropriate teacher from their school. At this time, a send home warning may be appropriate, and the students should call home.

### **After hour support**

The Cabin Leader Coordinator (an experienced Walker Creek Ranch staff member) will be scheduled each evening until 9:30pm in case you need assistance. In addition, every night an on-site manager is available in the event of an emergency. Details regarding on call staff will be listed in the teacher's lodge.

## **NOTES:**

## **CAMPUS RULES AND GUIDELINES**

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 Safe
- Be Responsible
- Be Respectful of yourself, others, and the environment
- Follow the directions of your Teachers, Cabin Leaders, and Naturalists. Stop talking when signaled to be silent.
- Use appropriate language. No swearing, or offensive language of any kind.
- Use the buddy system. Students should never go anywhere alone.
- Rule of three: No staff member should be alone with a student at any time.

### **Safety and Trail Rules**

- No Running – except for on the ball field or in designated areas.
- Leave No Trace: Leave sticks, rocks, plants and animals where you found them. Watch, examine, and observe without disturbing.
- Stay on the trail, walk behind your Naturalist or Cabin Leader / Chaperone.
- Wear closed toed shoes as well as 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 after lunch.
- Don't throw rocks
- No climbing trees

### **Cabin Rules**

- Stay with your cabin group. If your Naturalist, Cabin or Teacher authorizes you to leave the cabin group (to go to the 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 other cabins.
- No pillow fights, wrestling or roughhousing in the cabins.
- Keep food out of the cabins.
- No medications are allowed in the cabins, except Epi Pens, inhalers, or other emergency medications.
- Do not tell stories that might scare anyone.

### **Dining Hall Rules**

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

## **DISCIPLINE POLICY**

The outdoor school uses a combination of Positive Discipline and a check system to determine consequences for unacceptable behaviors. Positive Discipline is discipline that teaches; it is based on kindness and firmness, and focuses on solutions, not punishment. Positive Discipline comes from understanding and compassion. It has the goal of guiding and teaching internal discipline, as well as essential social and life skills. Positive Discipline operates under the understanding that mistakes are learning opportunities. Checks are a way to help students understand that they are reaching a behavior limit. Checks may be given by teacher, naturalists or cabin leaders. This system is intended to support the success of individual students while providing a useful tool for staff and cabin leaders.

- First Check - Verbal Warning
- Second Check - Verbal Warning and time-out if appropriate.
- Third Check - Written contract with naturalist and teacher. Optional: loss of free time or assignment.
- Forth Check- Conference with naturalist, classroom teacher and / or Outdoor School Manager, send home warning given, student calls home.
- Fifth Check- Sent home from Outdoor School, student is taken home by guardians, teacher, or district representative.

**The following actions justify immediate expulsion: bullying; violent acts against another person; discriminatory remarks or behaviors, possession of alcohol, narcotics or tobacco; offensive sexual behavior or remarks; theft or vandalism; possession of a weapon.**

## RESOURCES

- Cabin Assignment List: Separate groups
- Cabin Assignments List: Mixed school groups
- Cabin Leader Application Form
- Cabin Leader School Release Form
- Cabin leader Responsibility Contract
- Cabin Leader Responsibilities
- Cabin Leader Interview Questions
- Cabin Leader Rating Form
- Student Behavior Agreement
- Pre-trip Activities
- Post-trip Activities
- Board Policy 4141
- Adult Sexual and Gender-Based Harassment
- Board Policy 5205
- Student Sexual and gender-Based Harassment

For more downloadable forms and resources please visit our website [www.walkercreekranch.org](http://www.walkercreekranch.org) where you will find:

- Guardian Information Packets & Packing Lists
- Health & Dietary Forms
- Student Health Update
- Guardian Information & Packing List
- Maps & Directions
- Protocols for Medical Care



**Cabin Assignment List - Separate School Groups**

Use this form if you will NOT be mixing with other schools.  
If you are mixing with other schools use FORM B

School \_\_\_\_\_ Program Dates \_\_\_\_\_

**Instructions: Before you start, verify the number of students and trail groups with the Outdoor School.** Students will be divided into hiking groups of about 18-20 students, consisting of a male-identified cabin and a female-identified cabin. Each hiking group should have about the same number of students, with a balanced number of male-identified and female-identified students. These students will remain together throughout the program. If you have a student that is gender non-conforming, they may choose which cabin group to be assigned to. For more information regarding the Walker Creek Ranch Gender Identity policy please contact the Outdoor School.

PLEASE PRINT FIRST AND LAST NAMES CLEARLY

**Male-Identified Cabin**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Female-Identified Cabin**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Male-Identified Cabin Leader(s):**

\_\_\_\_\_  
\_\_\_\_\_

**Female-Identified Cabin Leader(s):**

\_\_\_\_\_  
\_\_\_\_\_

\*Note: You should have at least one cabin leader per 8 students in a cabin.\*

Special Notes/ Requests: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Cabin Group Assignment List – Mixed School Groups**

Use this form if you WILL be mixing with other schools.  
 If you are NOT mixing with other schools USE FORM A

School \_\_\_\_\_ Program Dates \_\_\_\_\_

1) Break students up into groups of three to be partnered within the cabins. (Use separate sheets for male-identified and female-identified students). If you have a student that is gender non-conforming, they may choose which cabin group to be assigned to. For more information regarding the Walker Creek Ranch Gender Identity policy please contact the Outdoor School. We will mix these groups of 3 with other schools to form trail groups. These student groups will remain together throughout the program.

2) Rank each group according to supervision needed in the cabin. It can be helpful to separate students with severe behavioral challenges.

1- Least supervision                      2- Average                      3- Constant supervision

**PLEASE PRINT FIRST AND LAST NAMES CLEARLY**

Rank _____ 1. _____ 2. _____ 3. _____	Rank _____ 1. _____ 2. _____ 3. _____
Rank _____ 1. _____ 2. _____ 3. _____	Rank _____ 1. _____ 2. _____ 3. _____
Rank _____ 1. _____ 2. _____ 3. _____	Rank _____ 1. _____ 2. _____ 3. _____
Rank _____ 1. _____ 2. _____ 3. _____	Rank _____ 1. _____ 2. _____ 3. _____
Rank _____ 1. _____ 2. _____ 3. _____	Rank _____ 1. _____ 2. _____ 3. _____

**Special Notes/ Requests:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



7. List any leadership experience and/or responsibilities you have had at school, or with any organizations. (i.e. clubs, sports, etc.) \_\_\_\_\_

\_\_\_\_\_

8. What is your experience working with children, especially 5<sup>th</sup> and 6<sup>th</sup> graders? \_\_\_\_\_

\_\_\_\_\_

9. What does it mean to be a good role model for students? How will you be one for the students in your group? \_\_\_\_\_

\_\_\_\_\_

9. What do you think the goal of outdoor school is? \_\_\_\_\_

\_\_\_\_\_

10. Anything else you would like to tell us about yourself? \_\_\_\_\_

\_\_\_\_\_

I HAVE READ THE "RESPONSIBILITIES OF A CABIN LEADER" FORM AND, IF SELECTED AS A CABIN LEADER, I AGREE TO COMPLETELY ABIDE BY THE STATED RESPONSIBILITIES.

\_\_\_\_\_

**Print Full Name**

**Sign**

**Date**

*\*PLEASE RETURN TO THE CAREER CENTER OR ELEMENTARY SCHOOL COORDINATOR BY ABOVE DUE*

*DATE.*

# CABIN LEADER SCHOOL RELEASE FORM

---

## Teachers of Cabin Leaders,

Your student has expressed an interest in serving as a Cabin Leader at the Marin County Outdoor School Program at Walker Creek Ranch.

The four day program is a residential, outdoor educational experience for students that focuses on social emotional learning, nature connection and science education, and global awareness. Cabin Leader duties include supervising a cabin group and assisting instructional staff, serving as positive and caring role models, maintaining group safety, and teaching small instructional units. Cabin Leaders work under the supervision of visiting classroom teachers and the outdoor education staff at all times. The success of the program relies greatly on the effectiveness of the Cabin Leader.

As the Marin County Office of Education, we value academic success for high school students. This program offers valuable experiences not available in regular high school curriculum. Our program provides high school students with leadership training, the opportunity to work with educators, and experience working with youth. This opportunity may be valuable in achieving future career or educational goals.

This program is four days long and will necessitate the approval of all teachers of the participating student. **It is understood by the students involved that it is their responsibility to make up all regular classroom work that is missed.** It is the student's responsibility to schedule their school work so that this experience will not interfere with their grades or attendance.

Your consideration of the release of this student is appreciated. Please contact the Career Center if you need more information. Thank you for your support and flexibility.

---

## Request for Release from Classes

Student's Full Name \_\_\_\_\_

Date \_\_\_\_\_

I request to be excused from the following classes for a period of one week, beginning \_\_\_\_\_  
\_\_\_\_\_ and ending, \_\_\_\_\_ to serve as a Cabin Leader at the Outdoor  
Education Program, sponsored by the Marin County Office of Education.

Attending with \_\_\_\_\_ School \_\_\_\_\_ Grade: \_\_\_\_\_

I previously attended the Outdoor Education Program:  No  Yes (date) \_\_\_\_\_

**Class**

**Class Instructor's Signature**

Period I \_\_\_\_\_

\_\_\_\_\_

Period II \_\_\_\_\_

\_\_\_\_\_

Period III \_\_\_\_\_

\_\_\_\_\_

Period IV \_\_\_\_\_

\_\_\_\_\_

Period V \_\_\_\_\_

\_\_\_\_\_

Period VI \_\_\_\_\_

\_\_\_\_\_

Period VII \_\_\_\_\_

\_\_\_\_\_

**Conditions for making up work and tests will be identical to arrangements made for illness.**

## **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 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 remain with the students at all times 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

### RESPONSIBILITIES OF A CABIN LEADER

#### I. ESTABLISHING AN EARLY AND SMOOTH RELATIONSHIP WITH THE STUDENTS

- A. LEARN THEIR NAMES --- also, learn nicknames of your students.
- B. Show a friendly spirit and interest in each student.
- C. Be patient and understanding (especially with students that need more attention).
- D. Always praise within the group atmosphere; criticizing in front of others can embarrass a student.
- E. Remember that your students are adolescents and make mistakes. It can benefit you to keep an open mind about what they can do, or how they can change.
- F. Try to see the students' points of view. There is usually a reason why things happen.
- G. Kidding or horseplay with students can be easily misunderstood.
- H. Enter into one-on-one conversation with each student as early as possible. Make them feel like they are an important part of the group.
- I. Students appreciate a good sense of humor in their leaders.
- J. Being a good listener helps establish positive rapport with the students.
- K. Students like fairness, honesty, and clarity in their leaders.
- L. Encourage the student to gain confidence by sharing about themselves.

#### II. HANDLING THE GROUP

- A. Be polite and courteous to your students and expect the same from them.
- B. Do not engage in arguments with students.
- C. If you disagree with other leaders, discuss this away from the group when students are not present.
- D. Always use kind, non-judgmental, positive language when speaking to students.
- E. Be aware of personal prejudices, and work to give all students a chance to show you who they are.

- F. Help your group understand the reason for setting cabin standards. Try not to set down regulations without purpose.
- G. Be aware that students will hear what you say (even in casual situations). Keep all of your conversation appropriate.
- H. Be sure to only offer things to students if you are able to provide them within the rules of the Outdoor School.
- I. Be careful of teasing or kidding.

### III. BEHAVIOR PROBLEMS

- A. Always be on the alert for behavior problems, but do not look for them.
- B. Establish standards when you first interact with the students. Do not wait for a problem to arise and then set the rule to meet the situation.
- C. If you are uncertain how to handle a problem, consult your Naturalist.
- D. Be careful how you discipline a student. Many hours of constructive work, particularly by the classroom teacher, may be ruined in one remark.
  - 1. Do not yell at a student.
  - 2. Do not intentionally embarrass a student in front of others.
  - 3. Be Honest and appropriate.
  - 4. Discipline students when you are not angry or irritated.
  - 5. Be patient.
- E. The following suggestions may be of help:
  - 1. Be careful of how you approach a student. Be courteous.
  - 2. Your job is to help the student, not to punish. Show them how they can improve.
  - 3. Reason with the student. Show the student their mistakes and how they are affecting the whole group.
  - 4. Admit your own mistakes.
  - 5. Give a person a chance to save face.
  - 6. Think, before you act; think how you might react in the offender's position.

## Marin County Outdoor School at Walker Creek Ranch

### CABIN LEADER INTERVIEW QUESTIONS

1. Why would you like to be a cabin leader?
2. What do you think your responsibilities as a cabin leader will be?
3. Why do you think we have our students attend the Outdoor School?
4. What do you personally hope to gain from the experience?
5. How would you use your skills (mentioned on the application) at Outdoor School?
6. What is one thing you would like to have your students remember about you?
7. If you could teach your students one thing that they will remember forever, what would it be?
8. What adjectives would you use to describe a 5<sup>th</sup> or 6<sup>th</sup> grade student?
9. What are your plans after you graduate from high school?
10. What advice would you give to a fellow student who has never been a cabin leader?
11. Can you give us a job description for a cabin leader?

### Problem Scenarios

1. Homesick student
2. Student who is always talking
3. Bed wetter/wet pants
4. Candy in cabins
5. Cabin raids
6. Two students against one or whole cabin against one student.
7. Clique(s)
8. Disrespectful students

**MARIN COUNTY OUTDOOR SCHOOL**

**CABIN LEADER INTERVIEWS**

**HIGH SCHOOL:** \_\_\_\_\_

**Date:** \_\_\_\_\_

=====

Name \_\_\_\_\_ Gender \_\_\_\_\_ Grade \_\_\_\_\_

Maturity 1 2 3 4 5 \_\_\_\_\_ Communication 1 2 3 4 5 \_\_\_\_\_

Enthusiasm 1 2 3 4 5 \_\_\_\_\_ Good judgment 1 2 3 4 5 \_\_\_\_\_

Experience 1 2 3 4 5 \_\_\_\_\_ Ease/Comfort 1 2 3 4 5 \_\_\_\_\_

Leadership style/general sense: \_\_\_\_\_

Logistical/scheduling info: \_\_\_\_\_

Notes:

=====

Name \_\_\_\_\_ Male Female Grade \_\_\_\_\_

Name \_\_\_\_\_ Gender \_\_\_\_\_ Grade \_\_\_\_\_

Maturity 1 2 3 4 5 \_\_\_\_\_ Communication 1 2 3 4 5 \_\_\_\_\_

Enthusiasm 1 2 3 4 5 \_\_\_\_\_ Good judgment 1 2 3 4 5 \_\_\_\_\_

Experience 1 2 3 4 5 \_\_\_\_\_ Ease/Comfort 1 2 3 4 5 \_\_\_\_\_

Leadership style/general sense: \_\_\_\_\_

Logistical/scheduling info: \_\_\_\_\_

Notes:

=====

Name \_\_\_\_\_ Gender \_\_\_\_\_ Grade \_\_\_\_\_

Maturity 1 2 3 4 5 \_\_\_\_\_ Communication 1 2 3 4 5 \_\_\_\_\_

Enthusiasm 1 2 3 4 5 \_\_\_\_\_ Good judgment 1 2 3 4 5 \_\_\_\_\_

Experience 1 2 3 4 5 \_\_\_\_\_ Ease/Comfort 1 2 3 4 5 \_\_\_\_\_

Leadership style/general sense: \_\_\_\_\_

Logistical/scheduling info: \_\_\_\_\_

Notes:

## MARIN COUNTY OUTDOOR SCHOOL

### STUDENT BEHAVIOR AGREEMENT

It won't be long before the trip to the Marin County Outdoor School at Walker Creek Ranch. Participation in this Outdoor School program is a privilege. In order to assure the safety and enjoyment of all students on this trip, we want to have clear expectations for certain aspects of the trip, and the behavior of the students. This is the same behavior we expect at. Students must maintain appropriate, positive school behavior in the classroom and outside the classroom to be able to attend. If there is a question about behavior, students will be given a warning, and guardians will be notified.

I, \_\_\_\_\_, agree to behave appropriately at the Marin County Outdoor School at Walker Creek Ranch.

- \_\_\_\_\_ I will respect myself, other students, and the Walker Creek Ranch staff.
- \_\_\_\_\_ I will contribute to a positive experience for everyone.
- \_\_\_\_\_ I will keep my hands to myself and I will use respectful appropriate language.
- \_\_\_\_\_ I will be a respectful listener.
- \_\_\_\_\_ I will contact a staff person for help if I am not sure about something.
- \_\_\_\_\_ I will obey the following Outdoor School rules:

- ★ **BE SAFE**
- ★ **BE RESPONSIBLE**
- ★ **BE RESPECTFUL**

#### General Rules

- Be Safe
- Be Responsible
- Be Respectful of yourself, others, and the environment
- Follow the directions of your Teachers, Cabin Leaders, and Naturalists. Stop talking when signaled to be silent.
- Use appropriate language. No swearing, or offensive language of any kind.
- Use the buddy system. Students should never go anywhere alone.
- Rule of three: No staff member should be alone with a student at any time.

#### Safety and Trail Rules

- No Running – except for on the ball field or in designated areas.
- Leave No Trace: Leave sticks, rocks, plants and animals where you found them. Watch, examine, and observe without disturbing.
- Stay on the trail, walk behind your Naturalist or Cabin Leader / Chaperone.
- Wear closed toed shoes as well as 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 after lunch.
- Don't throw rocks
- No climbing trees

#### Cabin Rules

- Stay with your cabin group. If your Naturalist, Cabin or Teacher authorizes you to leave the cabin group (to go to the 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 other cabins.
- No pillow fights, wrestling or roughhousing in the cabins.
- Keep food out of the cabins.
- No medications are allowed in the cabins, except Epi Pens, inhalers, or other emergency medications.

**Dining Hall Rules**

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

The Outdoor School staff has a check system for determining consequences for unacceptable behaviors. Guardians will be called to pick up their child if they cannot follow these rules.

WE HAVE DISCUSSED THESE EXPECTATIONS IN CLASS, AND AT HOME, AND WE AGREE TO FOLLOW THEM.

Student's signature:

\_\_\_\_\_

Date \_\_\_\_\_

Guardian's signature:

\_\_\_\_\_

Date \_\_\_\_\_

Teacher's signature:

\_\_\_\_\_

Date \_\_\_\_\_

COMMENTS:

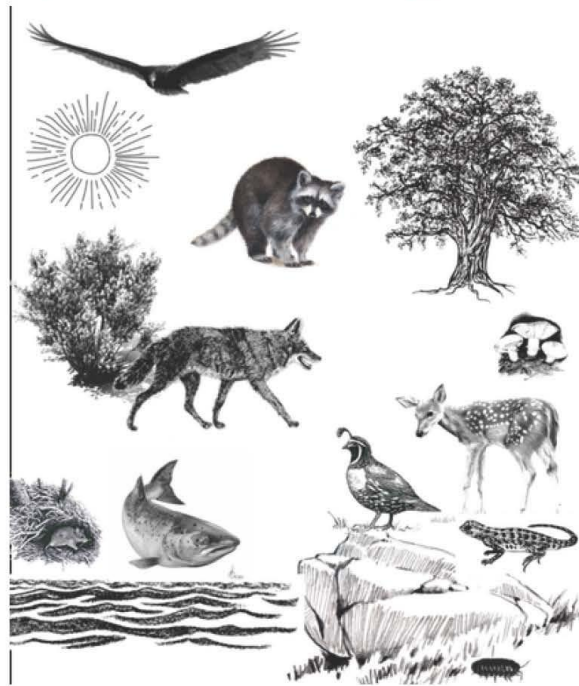
# 2023-2024 Walker Creek Ranch Outdoor Science School Pre-Trip Survey



School Name

Classroom Teacher

Use the ecosystem picture below to answer the following questions.



1. An example of an abiotic (non-living) thing in this ecosystem is \_\_\_\_\_.

the tree

the deer

the rock

the mushroom

2. Which sequence shows how energy might flow through this ecosystem?

Sun>tree>deer>mushroom

Coyote>deer>quail>sun

Sun>salmon>mouse>tree

Water>turkey vulture>mushroom>rock

3. Which characteristics are needed within this ecosystem for salmon to survive?

Cold, clean water

Areas to hide and build nests

A variety of macroinvertebrates (bugs)

All of the above

Access to the ocean

None of the above



**Please rate the following statements using the scale below.  
(5 = highest, 1= lowest)**

**1. My choices can impact the experience of others.**

5    4    3    2    1

**2. I feel comfortable in nature.**

5    4    3    2    1

**3. It is important for me to try new things.**

5    4    3    2    1

**4. I like science.**

5    4    3    2    1

**5. My actions can have a positive impact on the environment.**

5    4    3    2    1





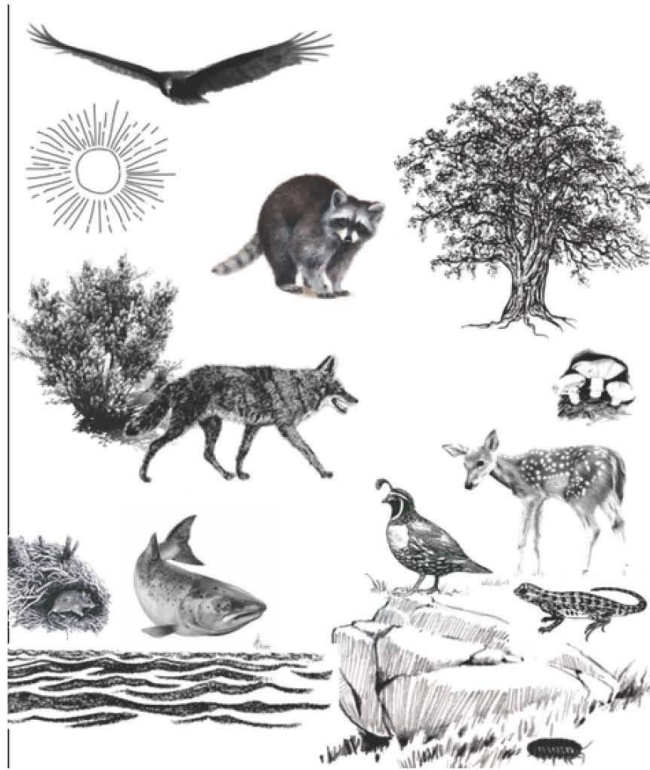
# 2023-2024 Walker Creek Ranch Outdoor Science School Post-Trip Survey



School Name

Classroom Teacher

Use the ecosystem picture below to answer the following questions.



1. An example of an abiotic (non-living) thing in this ecosystem is \_\_\_\_\_.

the tree

the deer

the rock

the mushroom

2. Which sequence shows how energy might flow through this ecosystem?

Sun>tree>deer>mushroom

Coyote>deer>quail>sun

Sun>salmon>mouse>tree

Water>turkey vulture>mushroom>rock

3. Which characteristics are needed within this ecosystem for salmon to survive?

Cold, clean water

Areas to hide and build nests

A variety of macroinvertebrates (bugs)

All of the above

Access to the ocean

None of the above



Please rate the following statements using the scale below.  
(5 = highest, 1= lowest)

1. My choices can impact the experience of others.

5    4    3    2    1

2. I feel comfortable in nature.

5    4    3    2    1

3. It is important for me to try new things.

5    4    3    2    1

4. I like science.

5    4    3    2    1

5. My actions can have a positive impact on the environment.

5    4    3    2    1

What was your favorite activity or activities?

What is something you learned that you hope to bring back to your school, family, or community?

Other comments





# Pre-Trip Lesson #1

## Summary of Activity

Students examine maps and other sources of information about Walker Creek Ranch.

<b>Time:</b>	30 to 45 minutes
<b>Setting:</b>	Classroom
<b>Materials:</b>	Maps, student journals
<b>Subjects:</b>	Geography, math, and language arts
<b>Key Words:</b>	

## Objective

The students will: 1) locate places on a map, 2) choose a practical route between them, and 3) measure the distance using a map scale.

## Preparation and Lead-up

Collect as many maps of the area as you can (such as maps of California, Marin County or USGS topo maps). A variety of types of maps will make the activity more interesting. If you cannot get enough maps, assign students to bring them from home or make copies of maps (be sure to include scale).

## Procedure

Organize students into groups of three and distribute maps to each group. Ask students questions and let the groups work together to answer them. When a group has an answer, they raise their hand without calling out the answer so other groups can keep working.

## Discussion Questions

1. Where is your school on the map?
2. Where is Walker Creek Ranch on the map?
3. What direction is Walker Creek Ranch from your school?
4. What is the most efficient route to the Walker Creek Ranch Outdoor School?
5. How far is it from your school to Walker Creek Ranch? How accurate is your estimation?
6. Following posted speed limits (you will have to guess), approximately how long will it take to get to Walker Creek Ranch?
7. In what county is Walker Creek Ranch located?
8. Where are the other schools who will also be at Walker Creek Ranch Outdoor School located?

## Evaluation

Students' responses and observed cooperation demonstrate the students' map-reading skills and group dynamics.

## Extension Idea

Discuss map scale in terms of ratios (topo maps usually show scale in terms of a ratio).

Ask the student groups to come up with good questions for all of the other groups to try to work out. Students may also be interested in looking at special maps such as geological maps. For example - how close is Walker Creek Ranch to the nearest major earthquake fault?

## Home Learning Suggestion

Students choose one animal from the species list, research information about it (find out where it lives, what it eats, what eats it, and special features that it has that help it survive). Fill out the Wildlife Report sheet (See Pre-Trip Lesson 3). Draw a poster size drawing of the animal. Prepare a two minute presentation for the rest of the class.

## Species List

<b>Bay Woodland</b>	<b>Grassland</b>
Shelf Fungus	Puffball Fungus
California Bay Laurel	California Buttercup
Poison Oak	California Poppy
Sword Fern	Grass
Earthworm	Golden Argiope Spider
Carabid Ground Beetle	Darkling Ground Beetle
Springtail	Grasshopper
California Slender Salamander	Gopher Snake
Ensatina Salamander	Western Fence Lizard
Pacific Tree Frog	Common Raven
Great Horned Owl	Red Tailed Hawk
Northern Flicker	Turkey Vulture
Dusky-footed Wood Rat	Western Bluebird
	Black-tailed Deer
<b>Coastal Scrub</b>	<b>Riparian Areas</b>
Coyote Bush	Blue-green Algae
Sagebrush	Cattail
Bush Lupine	White Alder
Indian Paintbrush	Willow
Soaproot	Back Swimmer

Sticky Monkey Flower	Caddisfly
Bordered Plant Bug	Damselfly
Buckeye Butterfly	Diving Beetle
Western Toad	Dragonfly
Anna's Hummingbird	Giant Water Bug
California Towhee	Mayfly
California Quail	Water Boatman
Scrub Jay	Water Penny Beetle
Wrentit	Water Scorpion
Black-tailed Jackrabbit	Water Strider
Gray Fox	Whirligig Beetle
	Steelhead Trout
	Foothill Yellow-legged Frog
	Rough-skinned Newt
	Western Aquatic Garter Snake
	American Coot
	Black Phoebe
	Great Egret
	Red-winged Blackbird
	Raccoon

# Pre-Trip Lesson #2

## Summary of Activity

Students write a letter to a pen pal at the school that will be at Walker Creek Ranch the same week as their class.

<b>Time:</b> 30 to 45 Minutes
<b>Setting:</b> Classroom
<b>Materials:</b> Pencils and paper
<b>Subjects:</b> Language Arts

## Objective

The students will: 1) write letters to introduce themselves to new people, and 2) take active steps to meet students from other schools.

## Background Information

Involving your students in pen pal relationships with other schools will greatly enhance socialization while at the Outdoor School. Students get off the bus looking forward to meeting their pen pals rather than viewing the students from the other schools as rivals.

## Preparation and Lead-up

Call the Outdoor School to get the names of teachers or contact persons in the other schools that will be visiting the outdoor school concurrently with your class. Exchange names of students, pair up pen pals and find out basic information about the school.

## Procedure

Discuss how people make new friends. Relate this to the experience that they will have with people from the other schools at Outdoor School. Discuss writing to a pen pal as a way of getting to know new people. Discuss how to write a letter and what specifically about themselves, would be of interest to someone in another school.

Give students time in class to write letters to their pen pals. Let them know that these letters are open and that you will read them. Collect and mail letters in one envelope. Teachers might want to screen some students' letters before mailing to make sure that they are appropriate. When the packets of letters arrive from other schools, distribute them to the students. Have the students write a second letter to their pen pals. Ask them to answer any other questions that their pen pal had for them and to talk about things that they are looking forward to.

## Discussion Questions

1. How many people have ever gone to a new school or moved to a new neighborhood where they had to meet a lot of new people?
2. What is it like trying to make new friends?
3. What are some things that make it easier to meet new people?
4. How many people have had a pen pal before? Ask students to describe that experience.
5. What would you like to know about a student in another school?
6. What would a student in another school like to know about you?

## Evaluation

Look over letters and analyze students' participation in discussions to determine if students are making an effort to make new friends. You may find students that develop a negative attitude toward the other school. This is a good time to talk with them about changes that they need to make in their behavior.

## Extension Idea

Students make artwork and send it to the other school or make gifts to send or give to their pen pals when they meet them.

# Pre-Trip Lesson #3

## Summary of Activity

Students give presentations about animals at Walker Creek Ranch and demonstrate interdependent relationships between them.

<b>Time:</b>	30 to 45 Minutes
<b>Setting:</b>	Classroom
<b>Materials:</b>	Completed Wildlife Report forms, animal posters, name tags and ball of string or yarn
<b>Subjects:</b>	Science
<b>Key Words:</b>	Interdependence, habitat, adaptation

## Objective

The students will: 1) describe adaptations, physical appearance, habitat, and position in the food chain of one species of animal, and 2) demonstrate relationships between species of animals.

## Preparation and Lead-up

Collect Home Learning Assignments (Wildlife Report forms and posters) from previous week. Prepare a place from which students can make presentations.

## Procedure

Students make brief presentations to the rest of the class about their animal. Following the presentations, instruct students to stand in a circle, choose or ask for a volunteer to start. Ask the student to tell the name of their animal and give that student the end of the string. Ask the students: "Does anyone have an animal that affects or is affected by the first student's animal?" Pass the string to that student and continue until all students are connected by the web of string. You may have to help include students who are being passed up by specifically asking if anyone affects their animal. The result is a web of interconnections with each animal connected to every other in some way (albeit indirect). To avoid a string tug of war, instruct students to gently hold the string with one hooked finger and not to pull on it.

Once the web is complete examine how anything that affects one organism in the web affects all others. Tell the students that hunters have eliminated all the mountain lions in the area. Instruct the mountain lion to gently pull on the string by wiggling their finger. Any student who feels the pull on their string should also wiggle their finger and so on, until all students have felt the pull. Stop them and start with another animal. To re-roll your string, retrieve the string from the student's one at a time as you discuss the results.

## Discussion Questions

1. John Muir, a conservationist and naturalist, once wrote "When we try to pick out anything by itself, we find it hitched to everything else in the universe." What do you think he meant?
2. Who can give me an example of an unusual way that two real animals affect each other?
3. How do we affect some of these animals?
4. How do some of these animals affect us?

## Evaluation

Students discuss connections between different animals. Students demonstrate relationships by connecting related animals with string.

## Extension Idea

Collect Wildlife Report sheets and make a "Walker Creek Ranch Field Guide" to bring with you to the Outdoor School. Use posters to make a wildlife display in your classroom.

## Home Learning Suggestion

Students write haiku, cinquains, or poems about their animal.



# Marin County Outdoor School

## Wildlife Report

Animal name:

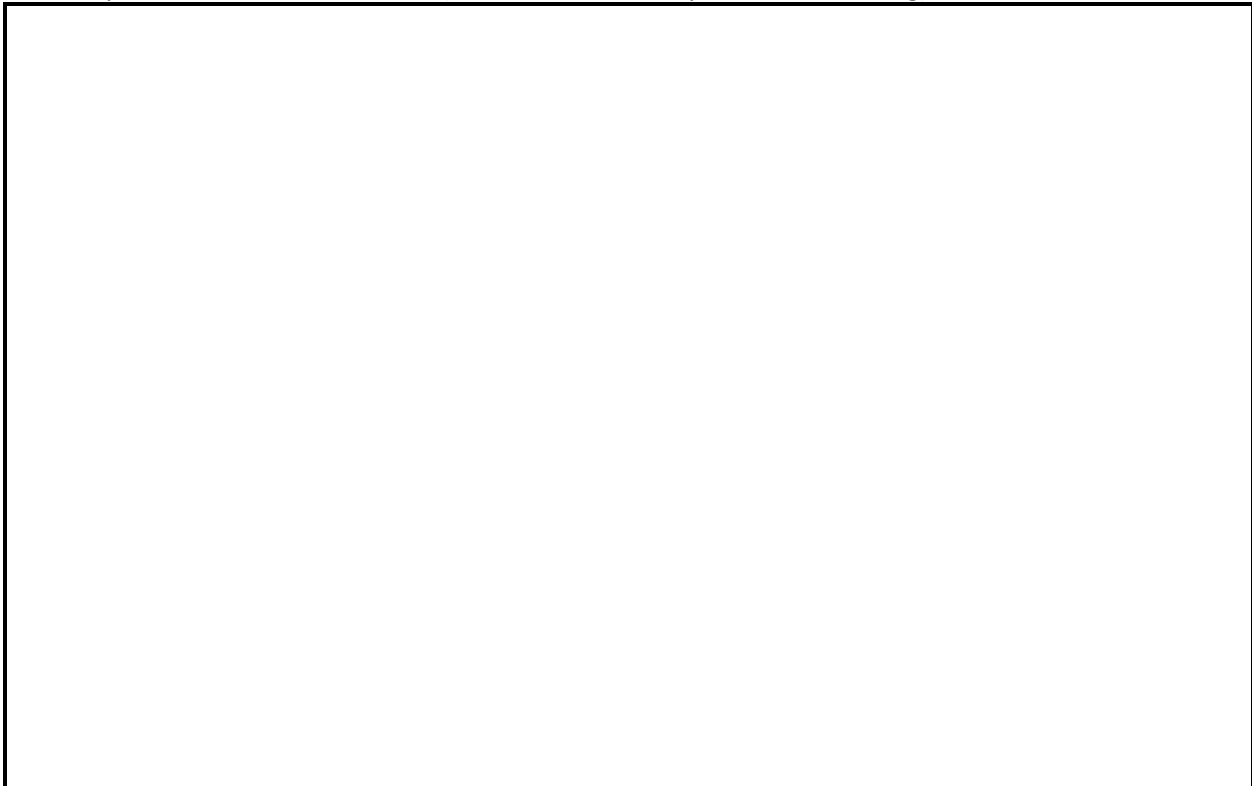
Where does this animal live?

What does this animal eat?

What animals eat it?

What features does it have that help it survive (adaptations

Draw a picture of the animal below (also make a second poster size drawing).



# Pre-Trip Lesson #4

## Summary of Activity

Students review guidelines for behavior and express expectations about their visit to Walker Creek Ranch.

<b>Time:</b>	30 to 45 minutes
<b>Setting:</b>	Classroom
<b>Materials:</b>	Student journals
<b>Subjects:</b>	Language Arts
<b>Key Words:</b>	Goals, expectations

## Objective

Discuss behavior expectations and school rules. Define expectations of what the week at Outdoor School will be like.

## Preparation and Lead-up

Paper and pencils for each student

## Procedure

At Walker Creek Ranch there are certain guidelines and expectations for all students. Discuss the following rules with your class and ask students to think of reasons for each rule.

### **General Rules**

- Be Safe
- Be Responsible
- Be Respectful of yourself, others, and the environment
- Follow the directions of your Teachers, Cabin Leaders, and Naturalists. Stop talking when signaled to be silent.
- Use appropriate language. No swearing, or offensive language of any kind.
- Use the buddy system. Students should never go anywhere alone.
- Rule of three: No staff member should be alone with a student at any time.

### **Safety and Trail Rules**

- No Running – except for on the ball field or in designated areas.
- Leave No Trace: Leave sticks, rocks, plants and animals where you found them. Watch, examine, and observe without disturbing.
- Stay on the trail, walk behind your Naturalist or Cabin Leader / Chaperone.
- Wear closed toed shoes as well as 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 after lunch.
- Don't throw rocks
- No climbing trees

### **Cabin Rules**

- Stay with your cabin group. If your Naturalist, Cabin or Teacher authorizes you to leave the cabin group (to go to the 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 other cabins.
- No pillow fights, wrestling or roughhousing in the cabins.
- Keep food out of the cabins.
- No medications are allowed in the cabins, except Epi Pens, inhalers, or other emergency medications.

### **Dining Hall Rules**

- Use good table manners.
- Do not talk during announcements.
- Talk quietly at your table.
- Only “hoppers” are allowed up during serving and clean up.

### **Discussion Questions**

1. How many people have been away from their families for a week or more?
2. What are you looking forward to doing most at Walker Creek Ranch?
3. What about the upcoming trip are you the most concerned about?
4. What can we do (individually or as a group) to help with some of those concerns?
5. What are some problems that might arise in a group living situation?
6. What can we do to prevent those situations from arising or deal with them if they do?
7. What special goals do you have for yourself at Outdoor School?

### **Extension Idea**

Teachers may want to have students write or sign a student contract if behavioral problems are expected. A sample Student Behavior Contract (Appendix M) is to be used at the teacher's discretion.

## **Additional Pre-Trip Activities**

<b>Language Arts</b>	<ul style="list-style-type: none"><li>• Write letters to public and private agencies requesting information and materials about environmental problems.</li><li>• Use the vocabulary list for a pre/post spelling or vocabulary test.</li></ul>
<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Gather information concerning current, local environmental issues. Debate the issues.</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>• Study constellations that will be in the sky when your students are at Outdoor School. Have each student write a report on one constellation and draw a picture of it.</li></ul>
<b>History</b>	<ul style="list-style-type: none"><li>• Study the lives of the Coast Miwok Indians. Investigate how they used the natural resources of the area to meet their needs.</li></ul>
<b>Art</b>	<ul style="list-style-type: none"><li>• Paint a wildlife mural using species found at Outdoor School.</li><li>• Design posters to depict solutions to environmental problems.</li></ul>

# Vocabulary List

The following vocabulary list contains words that may be used during the student's week at Outdoor School. Students are not expected to know all these words upon arrival at the Outdoor School. However, some teachers have found this list to be helpful in planning their own curriculum in preparation for their visit.

**Abiotic** – Not alive.

**Acclimation** - Changes in an organism due to conditions in the environment during the lifetime of the organism (not genetic).

**Adaptation** – A characteristic or behavior of an organism that helps it survive in it's habitat (genetic).

**Aerobic bacteria** - Bacteria that needs oxygen to survive.

**Algae** - Simple, usually aquatic plants without true roots, stems or leaves. Almost all of them contain chlorophyll and thus are able to produce their own food. Kelp is one example.

**Amphibian** - A vertebrate with cold blood and usually with smooth, moist skin (frogs and salamanders). Many are aquatic as young and terrestrial as adults.

**Anaerobic bacteria** - Bacteria that does not need oxygen to survive.

**Aquatic** - Growing or living in or on water.

**Bacteria** - Small single-celled organisms. Some help break down dead animals and plants into soil.

**Biotic** – Alive, pertaining to life or specific life conditions.

**Carnivore** - Animals that eat only other animals.

**Chlorophyll** - The green pigment in plants that allows them to make food by the process of photosynthesis.

**Commensalism** - A symbiotic relationship in which one organism benefits and the other neither benefits nor is hurt.

**Community** - The living organisms in an area.

**Consumers** - Living organisms that feed on living material. They are not capable of making their own food.

**Crepuscular** - Active during and adapted to dawn and dusk.

**Decomposer** - Organisms that feed on dead material, breaking it down into soil.

**Diurnal** - Active during and adapted to the day.

**Ecology**- Science of the relation of living things to the environment.

**Ecosystem** – All living and non-living things within a defined area and the interactions between them.

**Environment** - All external conditions affecting the life of plants or animals.

**Erosion** - The wearing away of earth or rock, particularly by water, air, and temperature changes.

**Evolution** – Changes in an organism that are passed on to successive generations.

**Fungi** - A group of organisms that lack chlorophyll and feed on decomposing matter (includes mushrooms).

**Habitat** - The environment in which an organism (plant or animal) lives and contains all the things an animal needs, including water, food and shelter.

**Herbivores** - Animals that eat green plants but not other animals.

**Humus** - The top, organic portion of the soil formed by partial decomposition.

**Inorganic** - Matter that has never been living.

**Insect** - Small invertebrate animals. Adults have three clearly defined body regions, three pairs of legs and usually wings.

**Interdependence** - Reliance of two or more living things on one another for survival.

**Invertebrate** – Animals lacking a backbone or spinal column (such as worms, slugs and insects).

**Lichen** - A composite organism consisting of algae and a fungus living together in a mutually beneficial relationship.

**Mammals** - Warm-blooded animals they give birth to live young and nurse with milk.

**Mutualism** - Symbiotic relationship in which both organisms benefit.

**Niche** - An organism's role in a community (its job).

**Nocturnal** - Active during and adapted to the night.

**Omnivores** - Animals that eat both meat and plants.

**Organic** - Pertaining to or derived from living organisms.

**Organism** - A living individual plant or animal.

**Parasitism** - A symbiotic relationship in which one organism benefits and the other is harmed.

**Photosynthesis** - A process by which green plants produce food in the presence of sunshine.

**Predator** - An animal that hunts and kills other animals for food.

**Prey** - An animal that is hunted as a source of food.

**Producer** - Green plants that have the ability to convert the sun's energy into food by the process of photosynthesis; i.e., food makers.

**Riparian** - Plants or animals living along the banks of streams or other bodies of water.

**Reptile** - Cold-blooded, air-breathing vertebrates usually covered with scales or bony plates (snakes, lizards and turtles).

**Scavenger** - An animal that consumes dead organic material.

**Symbiosis** - Two organisms living together in a close relationship. (See Mutualism, Commensalism and Parasitism).

**Vertebrate** - Animals that have a backbone or spinal column (such as snakes, birds, and humans).

# Post-Trip Lesson #1

## **Summary of Activity**

Students review the writing in their journals, share memories with other students and evaluate their experiences.

Time: 30 to 45 minutes Setting: Classroom Materials: Journals and pencils Subjects: Language Arts
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## **Objective**

The students will: 1) review their expectations of, and experiences at Outdoor School, 2) express their feelings about their experiences at Outdoor School, and 3) correspond with people they met at Outdoor School.

## **Background Information**

Give the students some time to share stories and "remember when's" to help bring some sense of closure to their experience. Students also enjoy the opportunity to correspond with their naturalists and people they met during their week at Outdoor School.

## **Preparation and Lead-up**

Get addresses of other schools that participated concurrently with your class. Letters to the Outdoor School staff should be sent to: Walker Creek Ranch, 1700 Marshall/Petaluma Road Petaluma, CA 94952

## **Procedure**

Ask the students to read their journal entries throughout the week at the Outdoor School. Encourage a discussion about their experiences and memories (good and bad). Discuss with the students how their experiences were similar or different from their expectations.

## **Discussion Questions**

1. What were your favorite parts of the week at Outdoor School?
2. If you were in charge of the Outdoor School Program, what changes would you make in the program?
3. What were some of the funniest things that happened during the week?
4. What advice do you have for the students who will be going to Walker Creek Ranch next year?
5. What new people did you meet that you want to remember?

## **Evaluation**

Teachers can evaluate students' experiences at Outdoor School by reading journal entries and letters from students.

## **Extension**

Paint pictures or make drawings to illustrate your letters.

## **Home Learning Idea**

Students write letters to naturalists, pen pals or new friends at other schools.

## **Resources**

The Outdoor School can give you the addresses of other schools that were involved in the program the same week as your class.

# Post-Trip Lesson #2

## Summary of Activity

Students participate in a scavenger hunt to explore wildlife in their own school yard and apply information learned at Outdoor School.

Time: 30 to 45 minutes  
Setting: Playground, vacant lot or field, near your school.  
Materials: Pencils, clipboards, paper, hand lens (if available).  
Subject: Life Science

## Objective

The students will: 1) cooperate to find evidence of wildlife near their school, and 2) find examples of producers, herbivores, carnivores and scavengers.

## Background Information

Wildlife is everywhere. Even in a school yard, plants and animals carry out the same functions and processes that they did at Walker Creek Ranch. A line of ants feeding on a discarded peanut butter sandwich or a dandelion pushing its way through a crack in the black top provide valuable learning opportunities. Students can generalize their Outdoor School experience to familiar surroundings.

## Preparation and Lead-up

Collect enough materials for each group. Explore the area and determine boundaries before taking the students outside. Look for special features to add to the scavenger hunt list. We suggest the following list but you may want to add more.

- something that seeks the sun
- something that hides from the sun
- an animal's home
- a producer
- a herbivore
- a carnivore
- an omnivore
- a decomposer
- evidence of an animal
- a seed
- something camouflaged
- a brightly colored living thing
- something unexpected
- something living in an unusual place
- the largest wild living thing you can find
- the smallest living thing you can find
- something living underground
- something flying

## Procedure

Divide students into groups of three. Give students a copy of the scavenger hunt list. You can make this a memory test by letting the students only see the list for fifteen seconds and then challenge them to write down as many of the items as they remember.

Take them out to the study site and show them the boundaries. Explain that they have fifteen minutes to find and document as many things on their list as possible. Encourage them to record more than one of any item (for instance two producers).

All items on the list must be accurately documented by careful, detailed sketches or written notes. Any items found but not fully documented will not count. Stress to the students that they need to be careful not to harm any plant or animal or its home.

When fifteen minutes are up, gather everyone. Review the items one at a time. Discuss the meanings of the words (such as producer), the details in the students' observations, and the presence of wildlife near the school.

### **Discussion Questions**

1. What items were the most difficult to find?
2. What items were the easiest to find?
3. What was the most interesting thing that you found in the study area?
4. What was the most unexpected thing that you found in the study area?
5. How are the plants you found adapted to living in this environment?
6. How are the animals you found adapted to living in this environment?

### **Evaluation**

By looking at the details in students' notes and participation in the closing discussion, teachers can evaluate the students understanding of the vocabulary words and observational skills.

### **Home Learning Idea**

Students conduct a wildlife search in their own home and make a detailed record of the safari.

### **Resources**

A useful field guide is: Natural History of Vacant Lots, by Matthew F. Vessel and Herbert H. Wong, University of California Press, 1987.



## Additional Post-Trip Activities

Language Arts	<ul style="list-style-type: none"> <li>• Prepare a school assembly to share slides, experiences, and songs from the Outdoor School.</li> <li>• Create a newspaper on your Walker Creek week.</li> <li>• Make a travel brochure on Walker Creek.</li> <li>• Write letters to public and private agencies requesting further information and materials about environmental problems.</li> <li>• Tape record a news broadcast about your week at Outdoor School.</li> <li>• Present a puppet show for the primary grades about environmental problems and how to solve them.</li> <li>• Write letters to decision makers expressing students' views on environmental issues.</li> <li>• Write letters to staff members at the Outdoor School (they love this).</li> <li>• Use the vocabulary list for a pre/post test. Put together a class book. Each student does a page.</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Prepare maps, charts, and graphs to interpret and contrast information collected at Outdoor School.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Gather information concerning current, local environmental issues. Debate the issues.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Study constellations that were in the sky when your students were at Outdoor School. Have each student write a report on one constellation and draw a picture of it.</li> </ul>
History	<ul style="list-style-type: none"> <li>• Study the lives of the Coast Miwok Indians. Investigate how they used the natural resources of the area to meet their needs.</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Make a mobile to represent your experience at Outdoor School.</li> <li>• Create mural to illustrate your week at Walker Creek and what you learned.</li> <li>• Prepare a slide show of the class' week at Outdoor School.</li> <li>• Put up a bulletin board on the week at Outdoor School. Include photos, stories, and poems from class members.</li> <li>• Design posters to depict solutions to environmental problems.</li> </ul>

**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 guardian/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

FREEDOM FROM SEXUAL HARASSMENT

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### 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 guardian 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.

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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.

6/24/97



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.

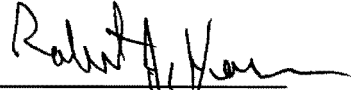
### **Notification**

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.

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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4141

#### ADMINISTRATIVE REGULATION 4141

#### ADULT SEXUAL AND GENDER-BASED HARASSMENT Reporting

##### Procedure

Any employee who believes he or she has 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.

## 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 guardians.

## 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.

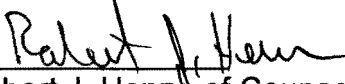
### **Special Assistance**

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 he or she has 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 guardian 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,

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 guardians.

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, he/she 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.

### **Investigation Process**

The investigator shall promptly investigate all complaints of sexual or gender-based harassment. In so doing, he/she 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 guardian/guardian of the student who complained;
- (c) If the alleged harasser is a student, his/her guardian/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;

(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.

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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 guardians, 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 guardians/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 guardians

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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 guardian/guardian (if the guardian/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 guardians 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](http://www.ed.gov/ocr)