

2026 -2027 Upper School

Student/Family Handbook

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DUNN SCHOOL MISSION

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

DUNN SCHOOL CORE VALUES

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

Emotional Wellness
Physical Readiness
Intellectual Growth
Social Responsibility
Moral Courage

Message from Kalyan Balaven
Head of School

Welcome to Dunn School!

I'm thrilled to welcome each of you as we begin another exciting year at Dunn School. Within the pages of this handbook, you'll discover the essence of our institution — the heart of who we are and what we stand for. While the handbook provides important information about our guidelines, practices, and procedures, it only scratches the surface of our remarkable story.

The true narrative unfolds in the dynamic interactions among students, teachers, advisors, and coaches — an experience best appreciated when immersed in the spirit of our inclusive and compassionate community, where fulfillment in life is found.

We're excited to offer you the opportunity to embark on a comprehensive educational journey. Since its founding, Dunn School has been dedicated to nurturing the whole student. Today, this commitment holds greater significance than ever. In an increasingly disconnected world, it's essential that our students feel seen, heard, and valued as integral members of a thriving school community.

Tony Dunn, the visionary founder of our school, established Dunn School with the purpose of preparing young individuals to make meaningful contributions to the world. At the core of his vision lies the belief in an educational environment that fosters the holistic development of every student, empowering each to reach their full potential.

Building upon Tony's legacy, Dunn School has embraced a mission to equip our students with the tools for lifelong learning and responsible leadership in society. As we embark on this new school year together, let's embrace the timeless principles that have shaped Dunn School into the extraordinary institution it is today. With an unwavering commitment to whole student education, we endeavor to inspire, empower, and support every member of our community, fostering a lifelong love of learning and a profound sense of purpose. Together, we will continue to pave the way for a future where our students can soar and leave a lasting impact on the world.

Appreciate you,

Kal

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NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

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

SCHOOL SUCCESS AND OPPORTUNITY ACT

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

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

THE DUNN SCHOOL STUDENT

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

The following are major goals for the students, professional community members, and the school:

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

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

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

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

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

RESPONSIBILITY AND DISCIPLINE

Expectations and Norms

Dunn School aspires to be a community wherein the following "Expectations and Norms" are the basis of individual and community decision making and the foundation of relationships that form the community. Behaviors that do not fit with these norms may be addressed through a restorative process at many different levels including individually or with a small group of students, within a classroom or dormitory, within a social group, athletic team, club or committee, and/or within the larger Dunn School community.

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

Restorative Disciplinary System and Culture

The success of our school community is predicated upon cooperation, respect, and a common understanding of the importance of the relationships that form the foundation of community. Accordingly, Dunn School has certain standards and boundaries which must be respected and maintained by all members of the Dunn School community at all times.

When the behavior of members of the Dunn School Community is inconsistent with these standards and boundaries, we use a restorative disciplinary system to address this. A culture based on respect, dignity, and mutual concern is the core of a community that is able to thrive and is able to educate the whole student in preparation for responsible leadership in society.

In a traditional punitive disciplinary system, the foundational assumption is that fear of punishment and/or experience of punishment will compel members of a community to abide by the established rules and norms. When punitive consequences fail to deter bad behavior the offender is removed from the community.

Restorative discipline is an approach to community accountability built on a different foundation. It focuses on repairing harm caused by wrongdoing, and on restoring relationships, rather than simply punishing offenders. There will unfortunately be instances where restorative actions alone are insufficient. In such cases, as described below, the school may proceed with more traditional punitive measures up to and including suspension or expulsion as warranted by the facts.

Community Standards and Boundaries

In order to ensure that we live within a safe and productive school community, we choose to live by the following set of "Community Standards and Boundaries." It is understood that these apply to any student who is on school property, in attendance at school, at any school-sponsored or school-related activity, or whose conduct at any other time or place (including off campus) has a harmful effect on others or self, disrupts school order and discipline, infringes upon the safety and welfare of others, disrespects the community, or may damage the good reputation of the school. Violations of Community Standards and Boundaries may be met with restorative actions, which could include disciplinary actions up to and including expulsion.

1. Be Honest

Do not engage in dishonesty of any kind, including academic dishonesty or lying to members of the professional community

2. Respect All Community Members

Do not engage in behavior injurious to other persons, including bullying, cyberbullying, using AI or deepfake technology to impersonate others without consent, hazing, verbal harassment, assault, or any inappropriate sexual behavior, including sexual harassment.

Do not show disrespect toward professional community members.

3. Respect Others' Property

Do not steal or borrow items without permission.

Do not intentionally damage or vandalize school or personal property.

4. Respect the Learning Environment

Do not repeatedly or intentionally disrupt the learning of others.

Avoid unjustified absences and fulfill all school commitments.

Follow all school policies and rules as outlined in this Handbook.

5. Be Safe and Healthy

Do not violate the school's drug and alcohol policy, including using or possessing vaping devices.

Do not leave campus without permission.

Do not tamper with fire safety equipment or violate fire codes (e.g., burning materials, setting fires, making false alarms, etc.).

Do not possess any weapons on campus, including guns (real or replica), pellet/BB guns, paintball markers, knives, or tasers.

6. Follow Residential Community Guidelines

Do not leave the dorm after check-in without permission.

Do not host unauthorized visitors or be an unauthorized visitor in dorm rooms.

7. Use Electronics Responsibly and Safely

Follow the school's Digital Citizenship Agreement when using the internet or electronic devices.

8. Use Motor Vehicles Appropriately

Do not operate a motor vehicle without authorization.

Do not ride in a vehicle without appropriate permission.

Do not use school vehicles (including golf carts).

Honor Council

The Honor Council is a group of students and professional community members that meet to uphold Dunn's standards and community beliefs. A student will meet with the Honor Council when there is a breach in trust or a violation of the community's Expectations and Norms, and/or a violation of the Community Standards and Boundaries. Whether a series of small infractions, or a larger offense, the student and the student's advisor will go to the Honor Council and seek to agree on restorative steps to be a student of good standing in the community once again. The Honor Council will recommend a community response to the Administration, who will make the final decision regarding the school's response. At the direction of the Head of School or their designee, certain sensitive matters will not proceed before the Honor Council.

Disciplinary Status

As noted above, when a student has not acted within the Expectations and Norms, or has violated the Community Standards and Boundaries, part of a restorative disciplinary system may include assigning a temporary disciplinary status to a student. The status is meant to clarify the expectations for the student and the student's family. A student may be placed on any of the disciplinary statuses listed below. Disciplinary status is based on the concept of progressive discipline; however, for actions of a serious nature, the Head of School or their designee may in their sole discretion elect not to use progressive disciplinary status placement, and can further proceed directly with disciplinary actions including punitive actions. In a case where the health and safety of students or the Dunn community is in question, the Head of School may immediately separate a student from school until a

determination of consequences is made.

Dean's Warning - A written notice to students and their parents indicating that the student's behavior is not meeting the expectations of Dunn School.

General Conduct Warning - Students may be placed on General Conduct Warning when they accumulate excessive verbal warnings and/or have violated community Expectations and Norms. Continued violations of Expectations and Norms may result in a move to Final Conduct Warning, Final Probation, suspension, or expulsion from school.

Final Conduct Warning - Students may be placed on Final Conduct Warning when they have continually violated community Expectations and Norms or the Community Standards and Boundaries. Continued violations may result in a move to Final Probation, suspension or expulsion from school. A Final Conduct Warning may be issued with a suspension.

Final Probation - Students may be placed on Final Probation when they have chronically or egregiously violated community Expectations and Norms or the Community Standards and Boundaries, violated the Dunn School Drug and Alcohol Policy, or violated the Academic Ethics Code. This is the highest level within the Dunn School discipline status system. Final Probation may be issued with a suspension. Students who violate the Community Standards and Boundaries while on Final Probation will, in all likelihood, be separated from school.

Restorative Disciplinary Process

In all cases, Dunn School considers each student and their individual circumstances in determining specific restorative and/or punitive responses to violations of Expectations and Norms, and/or Community Standards and Boundaries. When such violations occur, the student and their advisor will meet with the Honor Council (unless otherwise directed by the Head of School or designee) and will then receive a letter from the Dean of Students with the responses to the violation including punitive and restorative actions which will likely include a combination of the following: communication with those harmed; presentations to or projects for the Dunn Community, as a whole or in smaller groups; service tasks; work crew hours; letters to those affected in the process; and/or other appropriate measures.

An additional program that is sometimes selected for students to participate in is 'Connections'. 'Connections' program components include restorative conversations, mentorship, reflection and positive acknowledgements.

Punitive measures may also be a part of the response to a student's violation of community Expectations and Norms. These may include:

- Restriction to campus
- Detention/ study hall/ work crew
- Disciplinary status

For violations of Community Standards and Boundaries, the restoration and/or disciplinary measures may also include one or more of the following:

- Final Conduct Warning
- Final Probation
- Suspension
    - Academic policy for suspended students:
        - When suspended, students are responsible for all assignments and assessments that can be completed remotely.
        - For assignments and assessments that cannot be completed remotely, there is room for teacher discretion. Students are held responsible for work that can be handed in late, and whatever late work policy an individual teacher uses should be followed.

- Expulsion

Policies and Agreements

Academic Ethics Code

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

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

1. Plagiarism is prohibited. Plagiarism is the presentation of another's writings, artistic creation, or ideas as one's own and constitutes theft. Plagiarism includes not only copying another's work (e.g., writing, artwork, audio, etc.) word-for-word and also using thoughts or ideas of another's work without acknowledging the author or creator. The use of proper citations are taught at every level of the Dunn School curriculum. See 2.e. below regarding the use of artificial intelligence; unauthorized use of AI is a form of plagiarism and is strictly prohibited.
2. Within the context of an exam or other assessment, students will not:

a. Possess, use, or transfer copies of examination questions or solutions that are not intentionally provided to them by a professional community member.

b. Possess or use during an examination any unauthorized reference material, either in the form of a text, "crib sheet," writing upon the person's body, or any other form of notes or electronic devices to assist in answering examination questions.

c. Use a computer, calculator, or other electronic device, or possess or use any information in a recorded form unless permission is granted by the classroom teacher.

d. Share their work with another student.

e. Use AI in a manner that provides thoughts that are not generated by the student, or changes the student voice. Assistive technology such as Grammarly is allowed by teachers in certain cases for editing, but may be not allowed at teacher discretion. The use of AI is a moving target, with its use/non-use to be directed by a classroom teacher.

A student who violates the Academic Ethics Code will be issued a warning. The student may be placed on Academic Probation and any further violation may result in a dismissal from school. The Head of School will make a final determination with respect to the student's status within the Dunn community.

Reporting of Student Discipline to Colleges

As part of the application process, students may be asked to disclose their disciplinary history. Colleges expect BOTH students and the College Counseling Office to answer these questions truthfully and to the best of their ability. Failure to do so may compromise admission.

Colleges are most concerned with whether there is a discernable pattern of behavior that might jeopardize the safety or integrity of the campus community. Academic honesty is extremely important in the university setting, and admissions teams aim to admit scholars possessing the integrity and self discipline to submit work that is solely their own.

Colleges are more forgiving of infractions that take place in the freshman and sophomore years and expect a greater level of responsibility as students progress through their high school career. Admissions officers understand that adolescents make mistakes. Further, they

are not looking to punish a student a second time for a lapse in judgment. With this in mind, it is important for the student to explain the situation that resulted in the disciplinary response, what they learned from the experience, and how they have course corrected.

The Common Application has recently[1] changed their disciplinary reporting standard and will remove the common question regarding school discipline and other legal/criminal infractions from its common section. However, individual colleges may still ask students to disclose their disciplinary history within their college-specific sections.

If you have had any major disciplinary action while at Dunn School that resulted in probation, suspension, or separation from Dunn, we ask you to do the following:

- Read through the application literature carefully to determine what information is being requested
- Take time to write a thoughtful response to the questions posed, including a quick summary of what transpired, what the consequence was and what you learned from the experience
- Share your draft with the College Counseling Office so that we can have an opportunity to discuss it and clarify any questions.

For those colleges that require disciplinary disclosure, the College Counseling team will provide our own summary of the event(s) as well as highlight subsequent growth, where appropriate. This information will be shared with the colleges via a supplemental document outside of the standard College Counseling letter.

College acceptances are conditional on the student completing the year in good standing, with grades consistent with those presented in their application and with a clean disciplinary record. Therefore, should students face disciplinary action during their senior year, they are required to report the incident to all colleges to which they have applied and/or have been accepted in accordance with each college's disciplinary policy. We recommend that students email their admissions officer(s) and follow with a phone call to explain the situation. Please note, Dunn School is obligated to call each college admission office to report the incident, and we will work in tandem with the student to ensure both messages are delivered in a timely fashion.

Policy Regarding Tobacco Products

The use of tobacco products is prohibited on the Dunn School campus. The Office of Student Life will respond to each violation of this policy in an appropriate manner. At a minimum, the student will be required to meet with the Health Office to discuss the dangers of smoking and a letter will be sent home. Students who are in the presence of other students who are using a tobacco product may be subject to disciplinary action as well. Note: this policy is limited to recognizable tobacco delivery products such as cigarettes and chewing tobacco. Use of other delivery methods, including vaping devices, e-cigarette devices, etc. will be considered a violation of the Policy Regarding Drugs and Alcohol (see below).

Policy Regarding Drugs and Alcohol

Dunn School strives to maintain the health and wellbeing of our student body. Alcohol, marijuana, and other drug use is illegal and threatens the health and safety of our students.

If students possess or use alcohol, marijuana, or other drugs (including the misuse of prescription drugs) at Dunn, then their position in the school is immediately at risk. The Head of School may dismiss students from school at that time. In this case, a student may be placed on immediate suspension until a determination of response from the school is made. If the student is permitted to continue at Dunn, the Head of School will impose requirements that the student must satisfy. These requirements may include, but are not limited to, at least three counseling sessions and random drug testing (to last approximately six months from the date of the infraction. If students are permitted to return to school after a first incident involving drugs/alcohol, they will engage in restorative actions to help heal the community they have harmed. They will also be placed on Final Probation. Final Probation will continue to be in effect until a review process is completed (generally six months from the date of the infraction). A second violation of the Drug and Alcohol policy while on Final Probation will most likely result in immediate dismissal. Any students who are found by the school to have sold or distributed alcohol, marijuana, or other drugs to their peers will most likely be dismissed on the first offense.

The Head of School reserves the right to report a student's use, sale, or distribution of

alcohol, marijuana, or other drugs to the appropriate police authorities.

Parents and students tacitly agree to drug testing on campus when deemed necessary in extreme circumstances at the request of the Head of School, the Administrator on Duty, and/or the Health and/or Wellness Office.

Safe Harbor Policy

There are times when students may wish to seek help for themselves or others without fear of disciplinary consequences. Especially when a student's health or safety is at risk, we encourage students to seek Safe Harbor. Safe Harbor can be invoked in the following situations:

- Involvement with drugs and alcohol
- An attempt to self-harm or to harm another member of the community
- Any abusive situation and/or any situation that may be harmful to a member of the community

Students are encouraged to seek help from the school's professional community members and administration, counselors, health care providers, law enforcement, or other adults when any situation arises that may require immediate medical attention or other assistance with any of the above described situations.

The purpose of this policy is to ensure the wellbeing of all students. In general terms, Safe Harbor confirms the following:

- Students in need of help may come forward without the risk of being placed on a formal disciplinary status.
- A student who requests Safe Harbor for another student will not be subject to a disciplinary response as long as the concern is honest and there is no malicious intent.
- This program is not intended for students to evade disciplinary consequences by violating School policy, and then after being threatened with discipline, invoking this Safe Harbor policy.
- School professional community members and administration will not, to the extent possible, disclose the names of students who assist others in seeking Safe Harbor.

Safe Harbor is not intended as a haven or shield for students who seek sanctuary after they know or suspect that an adult is aware of unacceptable behavior. Safe Harbor does not apply to students who distribute illegal substances or aid others in obtaining them. The school's treatment of students who are distributing or aiding others in the acquisition of drugs/alcohol is outlined in the Policy Regarding Drugs & Alcohol section of the Student/Family Handbook. It is expected that during any Safe Harbor request students will demonstrate honesty and fully disclose the extent of their involvement. The absence of full disclosure may result in a disciplinary response. The following outlines, in general terms, actions the school may take when a student seeks assistance under the Safe Harbor policy:

- Notify parents
- Seek an assessment by a trained counselor/therapist
- Create a plan, with the assistance of the above-mentioned people, to help the student address the situation. Part of this plan may require drug testing and/or separation from school for a period of time to seek professional help (i.e., medical leave).

When the student returns to school, a variety of options will be considered. These considerations are not intended as punishment but are designed to support students as they reintegrate into the Dunn Community. Possible areas of review may include automobile privileges, residential status, and student leadership positions. Each circumstance will require an individual plan, and other actions may be considered.

After students have utilized the Safe Harbor policy, they will most likely be required to participate in periodic drug testing when appropriate and/or ongoing counseling/therapy. If students fail, refuse, or do not appear for drug testing or do not attend or cooperate in the

counseling process, the benefits of Safe Harbor may be terminated and their standing with respect to formal discipline may change.

Safe Harbor may be utilized, without a formal disciplinary response, only one time during a student's career at Dunn. A student who requests or is assisted by this Safe Harbor policy more than once may, on the second occurrence, be subjected to the school's regular discipline policies and procedures as outlined in the Student/Family Handbook.

Safe Harbor is designed to help students seek and receive assistance for themselves or other students in time of crisis or potential crisis. The goal is to encourage students to help themselves and to help others when health and safety may be in jeopardy.

Safe House Agreement

Dunn School continues its efforts to help students and parents work together to eliminate substance use and abuse. To attain the goal of a drug- and alcohol-free community, parents are asked to support Dunn School's Drug and Alcohol Policy when students are guests in their homes. It is our expectation that parents do not permit the use of, or supply, illegal substances to minors. A united effort will create the best opportunity to maintain an environment that promotes a healthy, drug-free lifestyle.

The Safe House Agreement will help parents support our students as well as other Dunn families while creating a common understanding and set of expectations for our community. It will provide parents with the opportunity to engage in constructive, positive practices and attitudes with regard to adolescent substance use/abuse. Working together, a unified set of standards and expectations can be created that will make a powerful statement concerning our opposition to the use of drugs and alcohol by our students. All Dunn parents are strongly encouraged to join in this effort.

Accordingly, each parent and student will be asked to sign the Safe House Agreement prior to the school year. The Safe House Agreement simply states: **"I share Dunn School's goal of providing a drug- and alcohol-free environment whenever Dunn students are guests in my home. During any organized social event in my home involving Dunn Students, I will be present and supervise the event."**

Parent Behavior Policy

A positive and constructive working relationship between Dunn School and a student's family is essential to the fulfillment of Dunn School's educational purpose. Dunn School reserves the right to dismiss students if the Head of School determines, at the sole discretion of the Head of School, that the actions of a parent(s)/guardian(s) impair the positive and constructive relationship with the School. Dunn School's expectations about the behavior and actions of its parent(s)/guardian(s) include both on- and off-campus behavior and actions.

Student Dress Code

The following is the Dress Code for Dunn Upper School, developed by Student Government.

The dress code is divided into three distinct sections: the campus minimum dress code, the academic day dress code, and the formal events dress code. The campus minimum applies to weekends, before and after the academic day, and during sports. The academic day dress code is applicable from 8:25 a.m. to 3:30 p.m. or when students are in classes. Finally, formal dress applies to formal dinners, events, and graduation. Clothing may not contain images or text that is not school-appropriate (e.g., no obscenity, harassing, or offensive language or images; no promotion of drugs, tobacco, or alcohol; no nude images; no portrayal of stereotypes or tropes).

The Campus Minimum

The campus minimum applies to all students while on campus. Shoes must be worn at all times and must be tasteful and appropriate. When on-campus, students must wear a shirt and pants/skirt or dress (or the equivalent) that fully covers buttocks and chest; additionally, the material cannot be see-through. Clothing may be more casual than the academic day; however, students need to have a bottom and a top where undergarments are not exposed (does not include bra straps). During sports or while working out (i.e., campus loop, cardio room, etc.), clothing must fully cover underwear, buttocks, and chest, even when sitting. Sheer

clothing may not expose these areas.

Academic Day
During the academic day, clothing should always be clean and tasteful. Students must wear shoes, a shirt, and pants, shorts, skirt, or dress (or the equivalent) that fully covers body parts and is not see-through. Tops must follow the three-finger rule concerning exposed midriffs. Shirts and dresses must have fabric in the front, back, and sides. Clothing must cover undergarments (bra straps allowed to be visible). Sleepwear is not permitted. Sweatpants are not permitted on upper campus during the academic day, but leggings, basketball shorts, track pants/joggers are allowed. Also, Dunn School jerseys are permitted to support school spirit during the academic day, at the discretion of captains and coaches.

Formal Dress
At formal events, such as formal dinners and graduation, students are expected to meet a certain standard of neatness. Appropriate dress wear includes dresses, blouses, skirts, suits, slacks with belts, collared dress shirts, sports jackets, suit and tie and appropriate formal footwear, i.e., heels or dress shoes (shoes should be dress shoes; no sneakers, athletic shoes, flip-flops or any other non-formal shoes). No bandannas, baseball caps, or other informal headwear is allowed. Religious headwear is allowed. All other rules for the academic day must be followed at formal events.

Swimwear
All swimwear must be appropriate for the school campus environment with bottoms that fully cover the buttocks. All swim tops, either one-piece or two-piece bathing suits must also fully cover the bust.

Dunn school supports gender and cultural diversity and expression within the boundaries of the dress code above. It is essential that students adhere to the dress code but may do so in the manner that best allows for self expression.

Re-invitation

Each year there is a review process regarding students' potential re-invitation to the school for the following academic year; all students must be re-invited each year. Re-invitation is not a right. This review includes progress toward all graduation requirements, contributions to the school community, and any behavior/discipline issues. Our goal is for all students to continue at Dunn through graduation. If there is a question about a student's return for the following year, that student may receive a Hesitation Letter. In general terms, a Hesitation Letter outlines specific concerns and delays a final decision about re-invitation. Re-invitation and Hesitation Letters are mailed in early March. Ongoing evaluation of a hesitated student's progress will continue until such time as a final decision can be made.

ADVISOR PROGRAM

The role of the Dunn advisor is to support and guide advisees in all aspects of Dunn life and serve as the main conduit for communication between families and Dunn School. While each advisor/advisee relationship is unique, all advisors seek to develop a relationship based on mutual respect and trust, facilitating open communication, mentoring, and the ongoing development of students' growth and autonomy. Advisors take a special interest in their advisees' lives both inside and outside of the classroom and regularly communicate with families about their child's academic standing, social and behavioral comportment, dorm life, athletics, and general orientation to the Dunn community.

The Dunn School advisory model is that students remain with their advisors for the entirety of their time in the Dunn Upper School. As students enter the upper school program, we make every effort to match them well with advisors in the upper school professional community. Occasionally, the relationship between advisor and advisee does not prove to be the best fit. As well, there are some circumstances in which it is not possible for students to remain with their advisors (e.g., an advisor leaves the Dunn professional community, or a student moves into or out of the Learning Strategies Program). In these cases, students are asked to make

requests for advisor changes at the end of the academic year. The Dean of Students coordinates the advisor assignment and reassignment process.

ACADEMICS

Academic and intellectual pursuits are a vital part of the Dunn School experience. Our professional community balances challenge and support in helping students to achieve at the highest level possible. The Dunn learning environment is an exciting place where initial inquiries, investigations, and concepts will be presented, discussed, and shared among students and teachers. Students are expected to actively engage in the learning process in a consistent and respectful manner. It is important to note that academic commitment is not limited to the classroom. Students must utilize their time outside of class to augment their in-class efforts.

Learning Goals

1. Build a Broad and Deep Foundation of Knowledge
Students will cultivate a strong, interdisciplinary understanding across academic subjects through dynamic learning experiences, inquiry, and real-world application.

2. Master Essential Academic, Social, and Life Skills
Students will develop the core skills of communication, collaboration, adaptability, and self-management to set them up for success in academic settings and diverse communities, and for personal growth.

3. Strengthen Critical Thinking and Problem-Solving Abilities
Students will think creatively and analytically by applying multiple reasoning strategies, synthesizing diverse
perspectives, and conducting thoughtful, evidence-based research.

4. Embrace Curiosity, Cultural Fluency, and a Love of Learning
Students will demonstrate intellectual curiosity, active engagement, cultural awareness, and a commitment to continuous learning in an interconnected world.

5. Foster Independent, Purposeful Learning
Students will take ownership of their educational journeys, making informed choices, leveraging the expertise of mentors and resources, and becoming self-directed, reflective learners

Academic Expectations & Conduct

1. Honesty is the expectation in every aspect of student life. This expectation carries equal weight both inside and outside of the classroom.
2. A maximum effort should be exerted in response to every challenge students encounter. 3. Students should come prepared to class each day and actively seek extra help when necessary.
4. It is our expectation that students attend class each day unless there is a compelling reason for their absence. Attendance is required whether the class meets in a classroom, on a field trip or online. **Travel arrangements that make a student unable to meet Dunn School obligations do not excuse a student from those obligations. Such an absence will be considered unexcused.**
5. Students are expected to use their time wisely and productively.
6. Students are expected to show respect to their classmates and teachers at all times.
7. During the academic day, study conditions are to be observed throughout the campus. Students are not permitted to leave campus during this time without specific permission from the Student Life Coordinator.

Artificial Intelligence Policy

Students may use Artificial Intelligence (AI) tools in limited circumstances when explicitly directed or approved by a teacher. AI should be used to support learning rather than replace original thinking or effort. Students may not use AI to generate, complete, or substantially produce work submitted for assessment purposes unless specifically authorized by the teacher. Any unauthorized use of AI in assessments may be considered a breach of academic integrity.

Homework

Students should expect, on average, approximately twenty minutes of homework per class each night. Students enrolled in advanced courses should expect 45-60 minutes of homework per class each night. Homework may be assigned during vacation periods.

Policy on Submitting Work Electronically

How work is submitted matters as much as what is submitted, especially as AI tools become part of the writing and research process. The following expectations apply to all electronic submissions at Dunn School.

1. **Google Workspace Requirement.** All computer-typed written assignments of notable length must be completed in **Google Workspace**, including Google Docs, Google Slides, or Google Sheets, unless the teacher has explicitly approved a different platform or workflow for that specific assignment. The length of assignments considered "notable" is determined by teacher discretion.
2. **Teacher Access.** When required by the teacher, students must share the Google Workspace file with the teacher at the beginning of the work process, with the access rights requested by the teacher. This may also be done by placing the file in a shared Google Drive folder for the class. Teachers may give specific instructions about when and how files should be shared.
3. **Document History.** When an assignment is completed in Google Workspace, the document history must remain intact and accessible to the teacher. Students may not intentionally disable, restrict, obscure, manipulate, or fake the document history or writing process.
4. **Writing Process and Transparency.** Students should complete their work in a way that allows the teacher to see meaningful development over time when process is part of the assignment expectation. Students may not draft outside Google Workspace and paste work into the final document unless that workflow has been explicitly approved by the teacher.
5. **Academic Integrity.** Students may not submit work that misrepresents the origin, authorship, or development of their ideas, writing, images, data, or other content. Academic integrity concerns may include:
    - submitting work that does not meaningfully reflect the student's own thinking
    - using tools that simulate or obscure the writing process
    - copying
    - paraphrasing too closely
    - stitching together source material
    - reusing previous work without permission
    - misrepresenting sources
    - using unsupported or fabricated citations
    - failing to credit images or graphics
    - citing sources out of context

6. **Additional Review or Re-submission.** If the development process of an assignment is unclear, the teacher may require additional review. This may include:
    - a conversation with the student
    - a request for earlier drafts or notes
    - an oral explanation of the work
    - a supervised rewrite
    - another appropriate step based on the assignment and circumstances
    - If a rewrite or resubmission is allowed, the teacher may determine whether the assignment is considered late and whether course late-work policies apply.

Whole Student Graduation Requirements

Dunn School's graduation requirements reflect our mission to educate whole students to their fullest potential. Therefore, our graduation requirements include not only academic courses, but successful completion of all the programs that make up Dunn School's whole-student curriculum.

Program	***Participation Requirements***	***Successful Completion Criteria***
Academics	**English** 4 years	To receive credit toward satisfaction of academic graduation requirements, students must achieve: **• Grade of D- or better** **• 80% attendance minimum** **• To move on to the next level in a sequential course (World Language and Math), student must earn a C- or higher.** Dunn's academic graduation requirements are based on the commitment to our students' intellectual lives and their preparation for future academic challenges and lifelong learning. Students must meet the departmental requirements and be enrolled in a minimum of five academic classes each semester, four of which must be core academic classes.
	History 3 years to include World History and U.S. History	
	Math 3 years to include Math 3 or Advanced Pre-Calculus	
	Science 3 years to include Chemistry and Biology	
	World Language 2 years of one language to include the second level	
	Arts 1 year to include completion of one year-long course	
	Enrichment All enrichment cycles (currently 3 cycles annually) Mini-Term class	Participation Engagement

Outdoor Education	**Students entering in** **9th grade: 4 years** **10th grade: 3 years** **11th grade: 2 years** **12th grade: 1 year** *(In exceptional circumstances, could be fulfilled by an individual student who completes a course with NOLS, Outward Bound, etc.)* Students who are not able to accompany their class may be required to participate in another trip that year either with another grade level or through Outward Bound School or NOLS (or other approved organization) during vacation time at their own expense.	Participation will be assessed as Complete or Incomplete. as Pass, Pass with Distinction, Fail or Incomplete (student participates but does not meet all of the objectives set for a specific trip). Participation will be evaluated using a matrix or rubric based on the identified desirable program outcomes: ● Collaboration ● Leadership ● Outdoor Skills ● Leave No Trace ● Respectful Engagement
Athletics	3 seasons; at least 1 competitive sport each year	Participation Engagement

Wellness	Wellness curriculum is delivered through a Seminar format. Topics may include, but are not limited to, nutrition, sex ed, drug/alcohol use & abuse, healthy relationships, coping strategies, stress management, self-care, and increasing mental health literacy.	Pass, Fail, or incomplete
Residential *(for all boarding students)*	Residential Curriculum focusing on Respect and Responsibility	Participation Engagement
	Residential Curriculum focusing on emotional and physical health (combined with wellness?)	
	Residential Curriculum focusing on community living	
Community Service	10 hours/year	10 hours per year with at least 5 each year as part of a Dunn-sponsored opportunity

Global Citizenship	Participation in on-campus events such as awareness/celebration days, example, MLK Jr. Day, Earth Day, etc.	Participation will be assessed as Pass, Pass with Distinction, Fail or Incomplete

Grading System

A, B, C and D's are considered passing grades in ***most*** classes. Grades below a 60% (F) are not considered passing and thus do not earn credit. "I" signifies incomplete, and "P" indicates a passing grade in a pass/fail course. (Note: pass/fail courses are not considered in calculating students' GPAs.) "W" will be noted for withdrawal from a class that occurs after the add/drop period.

Exception: Students must earn a C- or higher in the final term of sequential subject to continue to the next level

- World Language Courses
- Math Courses
- Sequential Science Courses

Students are officially graded at the end of each semester. There are no cumulative annual grades.

Dunn School's Grading Scale:

Range	Letter	GPA
93% to 100%	A	4.0
90% to 92.99%	A-	3.7
87% to 89.99%	B+	3.3
83% to 86.99%	B	3.0
80% to 82.99%	B-	2.7
77% to 79.99%	C+	2.3
73% to 76.99%	C	2.0
70% - 72.99	C-	1.7
67% to 69.99%	D+	1.3
63% to 66.99%	D	1.0
60% to 62.99%	D	0.7
0% to 59.99%	F	0.0

Students who are enrolled in advanced classes receive additional weighting when factoring grade point averages. Advanced classes receive a 1.0 weighting. Examples: students who earn a "B" in an advanced class will receive a 4.0 when factoring their GPA.

Effort grades accompany each letter grade on report cards mailed home. The effort grades are: Excellent, Good, Satisfactory, Poor, and Unacceptable. Effort grades are not indicated on transcripts.

Remediation of a Low Grades (F and D)

**When needed, remediation recommendations and decisions will be made on a case-by-case basis.*

Low grade: If a student earns a semester grade between 60 - 69 (D range) in a course that is required in order to fulfill the Dunn School graduation requirements, Dunn will *recommend* remediation. While Dunn will issue credit, some colleges will not accept D's for credit and/or see them as unfavorable during the selection process.

Failing grades: If a student earns a semester grade lower than a 60 (D-) for a course that is required to meet graduation requirements, Dunn will **require** remediation.

If a student receives a semester grade lower than D- in a course that is required in order to fulfill the Dunn School graduation requirements, that course must be remediated. In some cases remediation can occur through online courses or summer courses at other institutions; in some cases, remediation is best achieved by repeating a Dunn School course.

In some cases remediation can occur through online courses or summer courses at other institutions; in some cases, remediation is best achieved by repeating a Dunn School course. In both cases **the original grade remains on the transcript**; however, the way the grade is factored into the cumulative GPA is different:

Option 1: Repeat the class at Dunn the following school year

The new grade earned will replace the original grade in the student's Dunn School GPA.

Option 2: Repeat the class through a UC-approved summer school or online program

The new grade earned will be displayed on a separate transcript and will not impact the Dunn School GPA.

Academic Probation

Students will be placed on academic probation when one of the following occurs:
1. They have a weighted grade point average of less than 2.0 at the end of any semester.. A weighted grade point average adds one point for any advanced course.
2. They have all poor and/or unacceptable effort grades.
3. They receive two (2) Fs as final semester grades in any core course (English, Math, Science, History, World Language) within an academic year.
Grades and grade point averages will be factored at the end of each semester.

When students are placed on academic probation, they may be required to adhere to some or all of the following as determined by the Dean of Academics

1. Meet regularly with the Dean of Academics and adhere to any set work plans.
2. Receive a letter from the Dean of Academics with a copy sent to the student's parents.
3. Have their academics reviewed weekly by the Dean of Academics.
4. Be placed in the Afternoon or Evening Proctored Study Hall.
5. Be considered for mandatory summer school programs and/or online programs to maintain their academic standing. 6. Mandatory attendance at office hours or help in specific subjects
7. Be subject to other support or expectations at the discretion of the Dean of Academics.

Students placed on academic probation during the second semester will begin the following school year on academic probation. Students who fail to adhere to the requirements of academic probation and/or who fail to progress while on academic probation may be separated from the school or not invited back for a subsequent school year. A grade point average less than 2.0 may also jeopardize students' eligibility to compete in varsity athletic contests.

Course Selection and Course Eligibility

The course selection process for returning students starts in the spring. Students are given the course selection forms, course descriptions, and recommended advanced course eligibility criteria so that they can work with their families, advisors, teachers, the College Counseling Office, and the Registrar's Office to make appropriate and informed course selection decisions. Students fill out the course selection form, which are reviewed by the College Counselor, the Registrar, the Dean of Academics, and the Associate Head of School.

Advanced courses have recommended eligibility criteria. Each student requesting to be recommended for an advanced course is reviewed to determine appropriate class placement.

Such criteria include teacher recommendations and grades. The process of reviewing students is based on a combination of all the eligibility criteria.

Advanced courses are not required by Dunn School; advanced courses may be helpful, but they are not necessary for college admission. Rather, the highest priority is for students to find what is most appropriate for themselves, as success in the classroom is an important criterion for college admission. Over the course of a high school career, students should strive to balance a challenging schedule and good grades.

Students may be placed in higher-level course than a typical grade-level course in Spanish and Math based on:

- Teacher and Department Lead approval
- Completion of agreed-upon coursework through an agreed-upon provider (e.g., UC Scout, or BYU). The student must present an official transcript to the registrar prior to the start of the next year and :
- Passing a screening exam prior to the start of the next school year

Policy for Changing or Dropping Classes

To make a course change, a student must complete a course change request form and submit it to the Registrar for processing. The paragraphs below provide the important deadlines students must follow for course changes. Students will be notified of these deadlines at the start of each semester.

- There is a two-week period at the beginning of each semester during which time course changes may be made without consequences to students' transcripts.
- There is a six-week period at the beginning of each semester during which Advanced courses may be dropped without consequences to the students' transcripts. In most cases, students will move from an advanced course to a similar non-advanced course.
- If a student drops or changes a class after the deadlines described above, the transcript will indicate that the student was enrolled in the class and a grade of Withdrew "W" will be indicated on the transcript, and no credit will be achieved.
- No course change requests will be granted when there are fewer than six weeks left in the semester..
- Any student who earns a letter grade of C- or lower in an advanced course at the end of the first semester will, in all likelihood, be removed from the advanced course and enrolled in the non-advanced course for the second semester.

Attendance Policy

The expectation for all students is daily class attendance. Dunn School considers "class attendance" to refer to any gathering organized by Dunn professional community members, online or in person, where school content is delivered. This could be course material, enrichment, health and wellness or any form of experiential learning. When students need to miss "classes" to meet obligations outside of school, their absence from school should be pre-arranged.* Knowing ahead of time that students will not be in class will allow both students and teachers to minimize the impact of missing classes.

Excused and Unexcused Absences

Absences will be classified as excused or unexcused in accordance with school guidelines by the Office of Student Life. Documentation may be required to verify excused absences. The consequences for unexcused absences will be determined by the Office of Student Life.

Missed Work and Assessments

- For unexcused absences, students may received a temporary grade of zero for any missed assignments, quizzes, or assessments.
- Students are permitted to make up missed assignments with 3 days of returning to school.
- Work not completed within this timeframe will receive a permanent zero.
- For excused absences, students may make up all missed assignments for full credit within a reasonable timeframe, typically within three days, as determined by the

teacher.

Dunn School requires a minimum of 80% attendance in every class for all students. Less than 80% will result in a parent conference and possible further consequences which may include a grade of incomplete, or no credit.

Unexcused Absences

The Office of Student Life will determine whether a particular absence is unexcused. The consequences for unexcused absences will be determined by the Office of Student Life. Work missed during unexcused absences is likely to result in 0's unless deemed otherwise at the discretion of the classroom teacher.

Disciplinary status and action as described in the section "Responsibility and Discipline"

COLLEGE COUNSELING

Selecting a college is one of the first adult decisions most students make. As such, the more engaged they are in the process, the more likely they will identify "right fit" schools and ultimately select a college that suits them academically, financially, and socially.

With the student squarely in the driver's seat, we use the college admission process to expand their capacity for personal development and self-awareness. Approached in this way, students are empowered both within and beyond the college selection process.

While we expect students to drive this process, it is truly a collaborative effort between them, their parents, and our office. The College Counseling team is here every step of the way to help students:

- Design a course schedule that is appropriately challenging and has college interests in mind • Take ownership of the college search process
- Understand the myriad of college options that exist
- Develop a well-balanced list of colleges for consideration
- Create an authentic and compelling application
- Manage the admissions process
- Decide between college offers including reviewing financial aid and scholarships

Student Expectations

Prior to Applying:

- Attend and engage in both group and personal meetings with the Director of College Counseling • Check email regularly for important meeting requests, updates, etc.
- Familiarize themselves with colleges and universities through a variety of resources including: o Utilizing online research tools (Maia Learning, College Board, Common App, etc.) and recommended college guides/books
  - o Attending on-campus college visits, nights, and fairs
  - o Visiting college campuses via school-organized college visits and/or with their families
- Register, pay for and complete necessary standardized tests (ACT/SAT/AP/TOEFL/IELTS/Duolingo, etc.) o Coordinate transportation as needed to testing locations with the Registrar at least one week in advance. SAT/ACT/AP exams will also be available at Dunn.
  - o Complimentary transportation provided to:
    - SYV Union HS (SAT Code: 05793)

        ▪ Lompoc Cabrillo HS (ACT Code: 191630)
    o Transportation (for a fee) provided to other local tests and locations
• Develop, refine and maintain their list of potential colleges in Maia Learning
    o Decide if Early Decision (ED)/Early Admission (EA) applications are an appropriate strategy and update their Maia Learning account accordingly
    o Arrange visits and interviews to the colleges
    o Submit their signed Early Decision form online (if applicable)
• Request letters of recommendation from 2 teachers in May of the Junior Year
• Prepare and submit supplemental materials when applicable (e.g., artist portfolio, videos, writing sample, etc.) • Order standardized test scores to be sent to all universities (at least 3 weeks prior to the application deadline)

When Applying:

• Answer all questions on applications truthfully and to the best of their ability
• Notify the College Counseling Office/Registrar of any new "applying to" schools at least three weeks prior to the deadline
• Apply for financial aid by completing all necessary forms/processes (e.g. FAFSA and/or CSS Profile) • Complete and submit all college applications prior to the stated deadlines
• Follow all rules surrounding Early Decision, Restricted Early Action, etc.

After Applying:

• Create individual login/passwords for each college's admissions portal
• Monitor email/portals for additional documents required (e.g., Certificate of Finances, midterm grades, additional letters, etc.) and submit in a timely fashion
• Submit other items that may arise throughout the process and deemed mandatory by a college, university, or other relevant party
• Continue to focus on coursework and avoid disciplinary issues – remember all admissions decisions are conditional on the completion of the senior year in good standing
• Submit ONE enrollment deposit by May 1st and notify all other colleges that they will not enroll • Notify the Office of College Counseling of all admission decisions (admit, deny, waitlist, defer, etc.) and scholarship awards – update Maia Learning accordingly
• Initiate transfer of I-20 Visa to selected college prior to graduation
• Withdraw all other applications if admitted early decision. No further applications may be filed if a student is admitted early decision.

Parent Expectations

Prior to Applying:

• Meet with College Counseling during the junior year and senior years and complete parent questionnaire • Support college exploration by taking your student to college campuses locally and/or while on vacation o Once a more definitive "list" is developed, try to facilitate campus visits to targeted schools either virtually or in person
• Look beyond college "rankings" to help your student with locating colleges that will suit your family's financial, academic, and geographical needs

- Have open conversations about financing college and support the financial aid process
    - o Do not immediately assume that public universities will be the least expensive option for your student o Utilize Net Price Calculators (each college is required by law to provide one on their website) to understand the anticipated cost of attendance
- Check in with your student to understand their engagement and progress and reach out to the College Counseling Office with any questions or concerns

When Applying:

- Allow your student to direct this process
- Provide emotional support by checking in regularly
- Collaborate on the financial aid process and ensure all necessary forms/processes are complete at the time of application to maximize opportunity for institutional funding
- Ensure that the student follows all rules regarding early decision and restricted early action applications

- Ensure that the student withdraws all other applications if admitted early decision, and does not file any regular decision applications

After Applying:

- Provide bank statements/documents necessary to certify finances in a timely fashion (international families) • Reassure and continue to provide emotional support, especially around key decision dates, such as Early Decision, Early Action, Early Decision II, or Regular Decision
- Upon receipt of admissions decisions, support attendance of or travel to "admitted students" events and/or travel with your child to visit campuses to facilitate their decision
- Ensure students are well positioned to make a decision and submit a deposit to their selected college • Ensure that the student submits ONE deposit to ONE college on or before May 1st, or by the published deadline if accepted early decision

College Counseling Policies

College Visits

Students are permitted and strongly encouraged to visit college campuses as much, and as early as is feasible. It is the expectation that these visits are, whenever possible, completed during weekends and vacations. If a visit must be arranged during academic time, the student is expected to make the appropriate arrangements according to the procedures outlined by the Dean of Students as well as each syllabus of the course(s) impacted. Students and families should aim to minimize the amount of missed academic and co-curricular time as much as is possible.

Standardized Tests

Students are responsible to notify the Office of College Counseling and the Registrar of all standardized tests they have taken and/or plan to take. Students are also responsible for test registration, meeting relevant deadlines, and arranging payments for testing services. Dunn provides transportation for students to local testing centers (SYV High School and Lompoc Cabrillo HS) provided sufficient notice has been given to the Registrar.

Testing Schedule at Dunn:

- **9th grade** – None
- **10th grade** – Pre-ACT and PSAT (some students may also take AP exams in the Spring)
- **11th grade*** – PSAT and Practice ACT (FALL), SAT/ACT/AP exams offered on campus (SPRING) • **12th grade** – SAT and ACT offered on campus (FALL)

Off Campus Testing:

- **11th grade** – Retake ACT or SAT as necessary during summer
- **TOEFL, IELTS, or Duolingo** – (Summer prior to Senior Year)*
- **12th grade** – Retake ACT or SAT (no more than 3 times and no later than Nov); Retake TOEFL or IELTS (no later than Sept for EA/ED and Nov for RD)*

*All students for whom English is a second language may be asked to include TOEFL, IELTS, or Duolingo scores with their application for admission to college. Students in this situation are responsible for registration, payment for testing services, and coordination of transportation through the Registrar.

Letters of Recommendation

Colleges use letters of recommendation to better understand applicants and how they might add value to their classrooms and campus community. Each Dunn Student will have the opportunity to receive three letters of recommendation: two from academic teachers and one from College Counseling.

While it may be tempting to ask for letters from advisors or from people with particular titles (Headmaster, Head of School, etc.), colleges prefer to read letters from academic teachers (1-STEM and 1-Humanities) ideally from the junior or senior years.

Seniors must request letters of recommendation from their teachers in May of the Junior Year (first in person and then via Maia Learning). Students are expected to respond promptly to teacher and counselor requests for meetings and/or materials to help inform their letter writing.

Dunn School Transcripts

A student's official transcript and the school profile are sent in with a student's application, to provide colleges with a transparent and accurate picture of a student's four-year academic performance. The weighted and unweighted grade point average (GPA) calculation on the Dunn School transcript reflects all high school coursework taken at Dunn. Wherever possible, transfer students are to retrieve school profiles from their previous institutions and supply them to the Registrar for inclusion with their official transcript(s) from each high school attended.

Reporting Standardized Test Scores

Dunn does not include SAT, ACT, PSAT, or TOEFL scores in its transcripts and therefore does not submit these scores on behalf of the student. It is the responsibility of the student to ensure the appropriate scores be sent from the testing services to respective colleges, by the appropriate deadline. Please be aware of the timing required for testing services to report scores to colleges. Careful attention to deadlines is extremely important. We recommend requesting test scores to be sent at least three weeks prior to the application deadline.

Reporting of Student Ranking

Dunn School does not rank students and therefore does not report ranking to colleges or other entities.

Reporting of Student Discipline to Colleges

As part of the application process, students may be asked to disclose their disciplinary history. Colleges expect BOTH students and the College Counseling Office to answer these questions truthfully and to the best of their ability. Failure to do so may compromise admission.

Colleges are most concerned with whether there is a discernable pattern of behavior that might jeopardize the safety or integrity of the campus community. Academic honesty is extremely important in the university setting and admissions teams aim to admit scholars possessing the integrity and self-discipline to submit work that is solely their own.

Colleges are more forgiving of infractions that take place in the freshman and sophomore years and expect a greater level of responsibility as students progress through their high school career. Admissions officers understand that adolescents make mistakes. Further, they are not looking to punish a student a second time for a lapse in judgment. With this in mind, it is important for the student to explain the situation that resulted in the disciplinary response, what they learned from the experience, and how they have course-corrected.

The Common Application has recently changed their disciplinary reporting standard and will remove the common question regarding school discipline and other legal/criminal infractions from its common section. However, individual colleges may still ask students to disclose their disciplinary history within their college-specific sections.

If you have had any major disciplinary action while at Dunn School that resulted in probation, suspension, or separation from Dunn, we ask you to do the following:

- Read through the application literature carefully to determine what information is being requested • Take time to write a thoughtful response to the questions posed, including a quick summary of what transpired, what the consequence was and what you learned from the experience
- Share your draft with the College Counseling Office so that we can have an opportunity to discuss it and clarify any questions.

For those colleges that require disciplinary disclosure, the College Counseling team will provide our own summary of the event(s) as well as highlight subsequent growth, where appropriate. This information will be shared with the colleges via a supplemental document outside of the standard College Counseling letter.
See "The Common Application" https://www.commonapp.org/

Final Note

College acceptances are conditional on the student completing the year in good standing, with grades consistent with those presented in their application and with a clean disciplinary record. Therefore, should students get into disciplinary trouble during their senior year, they are required to report the incident to all colleges to which they have applied and/or have been accepted in

accordance with each college's disciplinary policy within one week of the discipline decision being rendered.

We recommend that students email their admissions officer(s) and follow with a phone call to explain the situation. Please note, Dunn School is obligated to call each college admission office to report the incident, and we will work in tandem with the student to ensure both messages are delivered within one week of the discipline decision being rendered.

DUNN SCHOOL LEADERSHIP PROGRAM

Mission: Empower students to become leaders who effect positive change in the community.

The Leadership program aims to cultivate the potential in all students to lead by developing essential capacities including self awareness, empathy, communication skills, decision making, giving and receiving feedback, and fostering communities of belonging.

The Leadership Program consists of the following components: Community Service, Global Citizenship, Seminars and Speakers, Outdoor Education, Athletics, and Student Leadership.

- **Community Service** helps students grow in compassion and empathy while building community amongst peers as they serve others together. At a minimum, students must participate in ten hours of service each year in grades 9-12 as a graduation requirement.

- The **Global Citizenship** aspect exposes Dunn students, grades 6-12, to an array of cultural experiences which contain components of cultural literacy and immersion, community service, humanitarian projects, and environmental awareness through travel nationally and worldwide. As a member of Round Square, Dunn students have access to international and regional conferences as well as the possibility to participate in an exchange with peers in schools in over 50 countries.

- **On Campus: Forum, Block, and Speakers** is the aspect of the Leadership Program in which each student participates in a curriculum that teaches leadership skills and character development, instills integrity, and helps each student gain more knowledge of self and others.

- **Outdoor Education** provides inspiring wilderness adventures. Dunn students build confidence, character, and community when they accept the challenge to venture outside of their normal routines. Dunn's proximity to the high desert, to snow-capped peaks, and to miles of coastline sets its Outdoor Education programming apart. Diverse ecologies create opportunities for student growth beyond the classroom through week-long grade-level trips and weekend offerings. These trips include adventures in iconic National Parks including the Channel Islands, Joshua Tree, and Yosemite. We also offer weekend camping in our neighboring Los Padres National Forest and Central Coast. While developing a deeper connection to the environment and their peers, students learn key leadership and teamwork skills, furthering Dunn's mission to educate the whole student.

- Participation in **Athletics** provides opportunities to develop grit and determination while learning to work as part of a team. Players who exhibit group leadership skills may be selected as Team Captains.

- The **Student Leadership** aspect of the Leadership Program is an integral piece in developing young leaders. The focus is on mentoring and supporting emerging student leaders in all aspects of Dunn community life.

Student Government

The Dunn School Student Government provides an opportunity for involvement by prospective student leaders of all ages. Composed of an Executive Council and Senate, approximately 10 students are elected to Student Government each year. Executive officers are the Student Body President and Vice President. Candidates for these positions must have a minimum of one year of experience as a student leader before running for office. One senator represents each class. Elections for office are held annually in the spring (exception: freshman class elections are held during the fall). The Executive Council oversees the student committees and clubs: Adventure, Environmentalism, Service Learning, and Internationalism. Committees are also open to interested members of the Dunn community.

Prefects

Prefects are selected on the basis of leadership capabilities, their involvement in the Dunn Community, the example they have set through past performance, their disciplinary and academic records, their willingness to live within the limits and expectations set by the school community, and their willingness to serve the school. Residential Prefects are leaders in the dormitories. They are in charge of the House Council and assist the House Head in managing the dorm. This leadership role requires students to be positive role models, to be actively involved in all areas of dorm life, and to help all residents of their dorm. These student leaders have as their primary responsibilities:

1. To serve as a visible example of the spirit and standards of the school.
2. To meet weekly with the Student Leaders Team to review student concerns and discuss leadership responsibilities and strategies.
3. To assist the student community with residential, personal, and general issues. 4. To be a member of the Advisory Committee.
5. To act as a liaison between the students and members of the professional community. 6. To work in conjunction with the Student Government and other leadership groups to further improve the Dunn experience for all students.

House Council / Day Council

The main goal of the House Council and Day Council is to improve student life for both residential and day students. Councils give students a voice in the decision-making process for the residential and day programs that promote a healthy environment for all students. They represent the student community by addressing issues and concerns as they arise, and by envisioning positive improvements for community life.

House Council members assist the House Heads and Resident assistants in promoting dorm unity. This leadership role requires students to be positive role models, and to be actively involved in all areas of dorm life.

Students volunteer for membership of the councils and as such will have opportunities to hone leadership skills as they strive to improve the overall student experience.

Admission Ambassador Program

This program provides opportunities for students to assist the Admission Office with student recruitment and retention. It includes both

- Student Tour Guides
- Peerwig Program

Student Tour Guides take prospective students and their families on a walking tour of campus. Following a tour, they complete a handwritten note to the prospective student and family, and oftentimes exchange email addresses. More experienced Student Tour Guides assist with new tour guide training. Student Tour Guides are selected annually through an application and interview process. To be considered for this program, students must have attended Dunn Upper School for at least one year.

Each member of the Peerwig Program is assigned one or two new students to contact prior to the start of the school year. They provide answers and reassurances for any questions new community members may have about Dunn. Peerwigs are also actively involved in New Student Orientation, and check-in on new students periodically throughout the first semester.

Round Square Committee

The Round Square Committee has the responsibility of promoting the IDEALS at Dunn, designing and hosting activities, advertising opportunities such as international and regional conferences, fundraising, and student exchange opportunities. The IDEALS are Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service.

Honor Council

The Honor Council is composed of both students and members of the professional community. They meet weekly to serve as an advisory committee to the Dean of Students and other administrators with respect to reparations when a student has committed an infraction against the community.

Leadership Training

Leadership Training takes the form of special workshop days at the start of the first semester as well as ongoing training sessions specific to the student's leadership position throughout the school year.

ATHLETICS & ACTIVITIES

Mission and Purpose

An interscholastic athletic program is an integral part of the total educational and growth experience at Dunn. Athletics are designed to affirm and promote the Dunn School values as stated by its founder Tony Dunn. Student athletes, coaches, and parents are asked to work together in a true spirit of sportsmanship to assist in creating an environment in which those values can be revealed, tested, and proven relevant to participants and to the entire school community. Students will learn to take responsibility for personal growth by developing pride, integrity, and commitment. Athletics provide the opportunity for student athletes to exhibit physical skills and knowledge of a particular sport, enabling them to apply these to new situations in a variety of learning formats. Through participation in athletics at Dunn, students will develop physically, emotionally, and socially. Dunn School athletics aims to foster leadership, self-confidence, and commitment to a team. Through practice, training, and competition, Dunn students harness an appreciation for teamwork, sportsmanship, perseverance, and establish healthy life habits— traits transferable to life beyond athletics.

Sports & Activities

Dunn School offers a variety of interscholastic teams and activities, allowing ample opportunity for students to participate.

Anticipated Interscholastic Sports Offerings These offerings are subject to change					
Fall		**Winter**		**Spring**	
Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
Cross Country*	Cross Country*	Basketball*	Basketball*	Baseball*	Beach Volleyball*
	Tennis*	Soccer*	Soccer*	Swimming*	Swimming*
	Volleyball*			Tennis*	Track*
				Track*	
				Volleyball*	

Anticipated Co-Ed Activities These offerings are subject to change		
Fall	**Winter**	**Spring**
Dramatic Public Speaking	Surfing	Drama
Ultimate Frisbee		
Fall Baseball		

All students must select one sport or activity in each season from the list above. All students must participate in at least one season of interscholastic athletics or team activities.* Depending on enrollment, sports and activity offerings may be changed.*

Commitment

All students are expected to participate in the Athletics program throughout the school year. Students are expected to attend all scheduled team meetings, practices, performances, and contests. Athletics practices run for 90 minutes Monday through Friday, and many teams will have practices, performances, or contests on Saturdays. Our coaching staff consists of on and off campus coaches who expect students to participate and compete to their fullest potential. While success is a relative term, even if victory is not in hand, success lies in the effort and spirit put forth.

ALL STUDENTS must participate in sports or activities all three seasons.
ALL STUDENTS must participate in at least one season of interscholastic athletics* or team activities.*

Athletics & Activities Attendance Policy

- Student athletes must be present for the academic day, and attend all academic classes in order to participate in the training session or competition.
- If student athletes are late for morning classes, decisions about participation in athletics will be made by the athletic director, the Health Center, and administration.
- If student athletes miss classes because of illness, they will most likely not be permitted to participate in training or competition that day.
- Student athletes may only be excused from attending practice by the Health Center. ○ If student athletes have missed part or all of the school day, but are not excused from practice by the Health Center, they must still attend the practice, but will not be permitted to participate in training or competition.
- To participate in athletic contests, student athletes must be present at the previous training session, unless a pre-approved absence was granted by the coach and Athletic Director
- Missing a training session will be reported to the Office of Student Life as an Unexcused Absence.
- If a student is unable to attend a training session due to illness, the Health Center will communicate this information to appropriate coaches prior to 4:00 p.m.
- An unexcused absence in athletics will lead to two restorative hours on Work Crew.
- Students must attend all training sessions with the following exceptions:
    - The Health Center may excuse student athletes. If student athletes are excused from participating in a training session, they must inform coaches.
    - Coaches may grant approval to miss a practice in conjunction with the Athletic Director.

Independent Sports

Permission to pursue an independent sports option is normally granted to a student who wishes to participate in an athletic activity not currently offered at Dunn. Examples include: participating in local ice hockey programs, swim teams, or organized horseback riding programs at a competitive level, etc. Activities must be structured and meet at least 6 hours a week. Athletes participating in independent sports must be coached and have opportunities to compete or perform. Independent sports will not be granted for a sport during the season that sport is offered at Dunn. In addition, permission to participate in

independent sports / activities is not granted for taking "lessons" or going to the gym for a sport or activity. There must be a clear goal that includes a competition or performance that the student is working toward. The Dunn School Athletic Director will determine approval for independent sports.

Equipment

Student athletes must purchase the equipment necessary for each sport. Owning equipment is essential to each student being able to fully participate and remain safe. Articles of equipment such as running shoes, tennis racquets, soccer cleats, need to be personal possessions of the participant. Team uniforms are provided by Dunn.

Changes and Cancellations

It is inevitable in every sport schedule that there will be game, time, and/or site changes. All students are notified as soon as the information is available. Decisions about games being canceled due to inclement weather will most likely be made in the early afternoon on a game day. If a game is canceled, most coaches will hold practice instead, but the time frame may vary from the originally scheduled game. In the event of inclement weather students should check in with their coach to see if practice is still on. Please do not assume that if there is bad weather practices are canceled since the time can often be used in a classroom setting, weight room, etc. If parents have questions, they can contact the Athletic Department. We always recommend checking the athletic calendar the day of an athletic event to verify the start time.

Swimming Pool Policies:

Planned pool use requires a certified lifeguard. Two lifeguards are required if more than 30 participants are expected in the pool during the event.

Exceptions:

A professional community member may oversee lap swimming if it is the only activity in the pool. A 1 to 5 ratio of professional community member to students must be observed. Athletic teams may use the pool if two coaches are present and oversee the pool. One coach must remain on the pool deck.

Student Lifeguards When a current student is the lifeguard, a professional community member must be present to assist with the management of the students / pool.

Dunn employees and school residents: Dunn School employees may use the pool at their discretion. Dunn School employees may supervise their children and/or their friends in the pool without a lifeguard present. A ratio of 1 adult to 4 children must be maintained.

Non-Dunn School Affiliated Users: Individuals who are not employed by Dunn School--immediate family members who live with the Dunn employee are exempt--may not use the pool unless there is a lifeguard present unless they are a guest of a Dunn School employee. This includes any individual who has been granted permission and those in possession of a summer Pool Pass.

STUDENT LIFE

The Dean of Students is responsible for the overall health and welfare of the Upper School student body. For boarding students, this includes room assignments, driving permission, travel plans, weekend permissions, and disciplinary concerns. For day students the Dean regulates the means by which they arrive and leave campus, monitors attendance at all school commitments, and assists them with daily logistic and behavioral concerns.

Dunn School Activities Curriculum

The Activities Curriculum provides experiences that enrich students' lives outside the classroom and athletic arenas, helping them to open their minds through cultural events and other social outlets. The activities program seeks to provide opportunities for students to develop students in social and cultural settings. A tenet of the activities program is that students must have a framework in which to enjoy their free time just as

they do for their academic pursuits. Activities may be on campus or in the local Santa Barbara area. All of the activities provided are open to boarding and day students and provide important opportunities for boarding and day students to mix in non-academic settings.

Dunn School Boarding Policy

Because much of the Dunn School experience happens outside the classroom, living on campus is an vital part of the boarding school culture of the schools. All students who are not living at home with parent(s) or immediate family relatives (e.g., grandparents, aunt / uncle, brother / sister over the age of twenty-five) are required to live in Dunn School dormitories; students may not reside with family friends. Boarding on campus provides students the opportunity to learn about themselves and prepare for college and life within the context of Dunn's carefully planned and purposefully designed residential program.

Residential Life Expectations and Information

The dormitories are the students' homes away from home. It is the expectation that all students care for their rooms in a respectful manner and maintain the rooms in a fashion that promotes an organized, clean, and healthy environment in which to study and live.

Student Boarding Rooms expectations:

Students will maintain their dorm rooms at an acceptable level of cleanliness at all times.
Students are financially responsible for all damage to their rooms. Any dorm damage noted at the end of the year final room inspection will be charged to the student and the student's family.
Rooms are inspected regularly for the health and well-being of the student community.
Each dorm room can be viewed entirely from its doorway without obstruction, and all decorations in the dorm rooms are in good taste as defined by the school. No decorations that represent drugs, alcohol, nudity, or offensive subjects are permitted.

Students may have small refrigerators, computers, hair dryers, fans, clocks, and stereos in their rooms. For safety reasons, appliances such as hot plates, rice cookers, or coffee pots are not permitted.
When any student is in any dorm room, the door must remain unlocked.
It is the expectation that students are only in another student's dorm room when accompanied by the student who resides in that room. If students are found behind a locked door or in another student's room without permission, this is considered a major school rule violation, and the students will meet with the Dean of Students and their advisors. After lights out, residents of Senior Dorm are permitted to lock their doors.

Residential Community Boundaries:

Students are required to remain in their own dormitories from evening check-in until 6:00 a.m. If students wish to leave the dorm prior to 6:00 a.m. or arrive back on campus late, they must obtain permission from the House Head or Dean of Students. Non-dorm residents are not permitted in student dorm rooms, except during designated times. They are allowed in dorm lounges only during posted hours.
If a boarding student wishes to sleep in another boarding student's room, they must get permission from the on-duty professional community member. This may only happen on a non-academic, Friday or Saturday night. One guest is permitted per person in each room.
It is the expectation that students will remain on campus after dark on Upper Campus- in areas bounded by the academic classrooms, dorms, gym, and Munger Common.

Use of technology in dormitories:

Computer technology is to be used as an educational tool (see the Digital Citizenship Agreement).

Electronic video equipment must be used appropriately. It is the expectation that appropriate material is viewed, and only during appropriate viewing times (i.e., non-academic or as outlined by dorm policy). Violations of these rules will result in a loss of the computer equipment and media.
To help promote good sleep habits the internet will be shut off from 1:00 am until 6:00 am.

Room Inspection

Room inspections are conducted on all school nights by the professional community member on duty. Additional inspections may occur at any time during the day. Students are expected to maintain their rooms in a clean, orderly, and safe condition at all times.

Repeated failure to meet expectations may result in disciplinary action, including meetings with the House Head and the Dean of Students.

Room Inspection Checklist

Students should ensure the following before inspection:

• **Bed** is neatly made and remains fully assembled (mattress, frame, headboard, and footboard). Mattresses may not be placed on the floor, and beds may not be joined together.

• **Trash** is emptied.

• **Floors and walkways** are swept and free of clutter. No sports equipment is allowed outside of

Senior Dorm rooms. • **Furniture surfaces** (dresser, desk, table, closet) are clean and organized.

• **No furniture or decorations** near heat sources.

• **School-issued furniture** (bed, desk, chair, dresser) must remain in the room.

• **Window coverings** must be limited to school-provided blinds. Screens must remain on windows. Any additions must be approved by the Dean of Students.

• **Prohibited items**: Candles, incense, lighters, matches, edged blades, and aerosols.

• **Personal furniture**: May be added within reason. The school reserves the right to limit additional items.

Laundry

Washers and dryers are available in each dormitory for student use. To ensure fair access, laundry should be promptly removed once cycles are complete. A laundry fee of $80 is charged to all boarding students per year.

Los Olivos Grocery
Students may visit the Los Olivos Grocery, located adjacent to campus, during the

following hours: Sunday–Thursday: 7:00 a.m. – 7:30 p.m.

Friday & Saturday: 7:00 a.m. – 8:30 p.m.

Visiting the store is a privilege and must be treated with respect. Students may only go during free time and must not be late for or miss any school obligations due to a store visit. Appropriate behavior is expected at all times, including showing respect to store employees and other customers.

Jurgensen's Market and Earwig Café
Jurgensen's Market and the Earwig Café carry school and classroom supplies, personal toiletries (such as soap, toothpaste, shampoo, & laundry soap), Dunn School apparel (t-shirts, sweatshirts, hats, etc.), and snacks and beverages. The store uses a self-checkout system which accepts debit, credit, cash and Apple Pay.

The Student Store and Earwig Cafe are managed by Dunn students as part of a business class called Jurgensen's Toolkit. Any net income derived from these ventures is invested by students enrolled in the Investors and Philanthropists class of the Jurgensen Entrepreneurship program.. These student-run business ventures provide valuable leadership, business management, investment management, and work experience for interested students.

Transportation Charges
Dunn School will provide courtesy transportation to and from the Santa Barbara Airport, Santa Barbara Amtrak station, Santa Barbara Airbus, and Central Coast Shuttle (in Buellton) for students returning home for regularly scheduled Breaks (see pages 40-41 for vacation details) and for some medical appointments.

Any other transportation not related to school breaks will be the responsibility of the family. The Office of Student Life may help arrange ground transportation. If schedules permit, Dunn staff and vehicles may be available to provide local ground transportation based on the following rate schedule:

Santa Barbara, Santa Maria $75 - $115
Los Olivos, Solvang, Buellton, Santa Ynez $20 - $40
Extended transportation / Emergency travel TBD
Wait time charge (per hour) $20

Credit Card on File

All boarding students must provide a credit card to the Business Office on Registration Day to keep on file. The card will be used to clear any late incidental payments on a monthly basis.

Student Keys, Textbooks, and Athletic Uniforms
Dunn will issue cyber keys, which open dormitory outer doors and student's individual rooms, and mailbox keys to boarding students during Registration Day. Day students have the option to have a mailbox and key. Boarding students are responsible for returning their cyber and mailbox keys to their House Head before they leave campus at the end of the school year. Day students are responsible for returning their mailbox key to Dunn Upper School Assistant. If a student fails to return their keys, Dunn will charge $200 for a replacement cyber key.
For academic classes at Dunn Upper School that use textbooks, students will sign out a textbook from their teacher at the beginning of each school year and are responsible for returning their textbooks in good condition and undamaged at the end of the school year. Students who fail to return their textbooks to their teachers by the last day of classes or who return their textbooks in poor and/or damaged condition (beyond normal wear and tear) will be charged the cost to purchase a new textbook.

Students participating in Dunn Athletics will sign out a uniform from their coach at the beginning of each season and are responsible for returning their uniforms cleaned and in good condition at the end of each sports season. Students who fail to return their uniform by the last day of the athletic season or who have returned their uniform in poor and/or damaged condition (beyond normal wear and tear) will be charged for the cost to purchase a new uniform.

Room Condition
Any dorm damage noted at the end of the year final room inspection will be charged to the student and the student's family.

Student Spending-Money Options
All boarding students attending Dunn should arrive with a debit and/or credit card for expenditures off campus. Dunn School strongly discourages students from having large amounts of cash in their dormitory rooms, or on their persons. Using the banking system is a far safer and more efficient means of providing students with spending money.

On-Campus Student Spending (Incidental Charges)
On-campus student spending may include: Outdoor Education gear, athletic equipment, school dances, yearbooks, student testing fees, health center charges, private drives, and special activities. All charges will be billed and paid monthly via a family's Clarity Tuition account. Late fees will be incurred if monthly payments are not received.

Cell Phone Policy

Cell phones are not permitted on Upper Campus (academic areas, gym, and CBLC) from 8:30am to 3:35pm. Exceptions to the policy are to be explicitly communicated by the school. Cell phones are turned into Advisors at the morning check in, and picked up after the last academic commitment. Phones are never to be used in the Dining Hall.

Helmet Policy

Students must wear helmets whenever riding a bicycle, skateboard, scooter or other wheeled vehicle on campus.

Car Policy for residential students

Having a car on campus is a privilege extended to those students who demonstrate academic diligence, excellent citizenship, and maturity. Students who qualify to have a car on campus must petition the Dean of Students. Dunn School reserves the right to review each petition and grant the privilege of having a car to those students who qualify. **The extent to which students may use their cars will be determined by the Dean of Students.**

Process for seniors or juniors to have a car on campus

- Seniors may petition to have a car on campus. Juniors may petition to have a car on campus starting in the second semester.
- Student must maintain a 2.5 GPA
- Students who are on a disciplinary status of Final Conduct Warning or higher may not petition to have a car on campus or may lose permission to have a car on campus.
- Students who violate the car use policies may lose permission to have a car on campus.

Maintaining the privilege of having a car on campus
Each student must sign a Motor Vehicle Student Contract and abide by the rules set forth in that contract. A copy of the student's driver's license and insurance card must be on file with the school. Misusing a car by driving off campus without permission, driving in an unsafe manner, transporting passengers without permission, parking in an inappropriate place, or any other action deemed inappropriate may cause a student to lose the privilege of having a car on campus. Students who are placed on Final Conduct Warning or Final Probation may lose the privilege of having a car on campus. All boarding students who are given the privilege of having a car on campus must have a Dunn School parking permit displayed at all times.

Specific Car Rules

Students must have their cars registered and their Motor Vehicle Student Contract signed and submitted to the Dean of Students before the car may be used. All cars belonging to boarding students must be parked in the designated boarding parking area as outlined by Dunn School.

Keys must be turned in to the Office of Student Life each time a student returns to campus. Students may only use their cars with permission granted by an on duty PC member.

Students may only transport other students in the car in accordance with the Automobile: Riding & Driving Parental Permission forms.
Boarding students may use their cars to drive home / primary residence on weekends or vacations. All boarding students who have cars on campus will be reviewed at regular intervals. The results of this review will determine continued use / nonuse of the car. The review may also result in additional car privileges.

Day Students at Dunn

- Day students are an essential element of the Dunn School Community. Day students are welcome on campus throughout the day and evening and may attend all meals. Because day students do not reside on campus, they have a specific set of expectations:
- Day students must attend all classes and sports obligations.
- When day students are absent from school, their parents or guardians should call the Office of Student Life -- (805) 686-0607 -- or send an email to **studentlife@dunnschool.org** before 8:30 a.m. If a student is late to school in the morning, an email or call from the student's parent or guardian is required. Students who arrive late or are departing before the end of their last commitment must sign in / out at the Dean of Students Office.
- When day students are absent from school due to appointments or other approved obligations or commitments, they must obtain the proper permission from the Dean of Students Office. In addition, the parents must email or call the Office of Student Life (see above) prior to the day of the absence.
- All students are expected to remain on the campus from the time of their arrival in the morning until the point at which their last commitment has been fulfilled in the afternoon. The Dean of Students or designee must grant permission for any exception.
- Day students are welcome on campus during hours outside of the academic and athletic school day. • Generally, it is expected that day students will depart campus when residential students begin study hall at 7:30 p.m. If day students are present on campus past 7:30 p.m, they must be either engaged in a school activity, accompanied by a PC member, or in dorm common areas with permission.
- Day students are welcome on campus until 10:00 p.m. on Friday and Saturday nights unless there is a special event which may run later.
- All students must adhere to the dormitory guidelines listed in this handbook.
- Any student who drives to campus must sign a Motor Vehicle Student Contract and abide by the rules set forth in that contract. A copy of the student's driver's license and insurance card must be on file with the school. A day student driving a car that is registered with the school must have the appropriate parking permit displayed. Day students who drive their cars to school must park in the designated student parking area. After arrival at school, students may not use their car for any reason. Students may retrieve necessary items from their car throughout the day, but they may not sit in the car and/or use it as a meeting place. The car should be parked and not used again until the student is ready to leave campus after the student's final commitment. Misusing a car by driving off campus without permission, driving in an unsafe manner, transporting passengers without permission, parking in an inappropriate place, or any other action deemed inappropriate, may cause a student to lose the privilege of having a car on campus.
- Day students are welcome to stay overnight on campus. To do this, day students must have their parents / guardians contact the Dean of Students at least 24 hours prior to the time of residence. Day students must complete the necessary form with the signatures of their advisors, their student hosts (if applicable) and the House Heads of the dormitories in which they wish to stay. In addition, on the night of residence, day students should check in with the OD in the dormitories. Day students who remain on campus overnight agree to abide by all boarding school rules.

LEAVING AND VISITING CAMPUS

Students must complete the information required in the REACH Boarding System online app and contact the on-duty professional community member on the walkie-talkie when leaving campus. Students returning to campus must contact the OD on the walkie talkie and arrange a face-to-face meeting to sign back onto campus. When leaving or returning to campus, all Dunn students are required to verify that the OD has updated their status in REACH. Students are always responsible for fulfilling any on-campus obligations whether during normal sign-out times or not (e.g., athletic contests and practices, meetings, jobs, etc.).

Normal sign-out times are:

- Friday from 5:30 p.m. to 10:00 p.m. (Seniors at 10:30 p.m.)
- Saturday from 9:00 a.m. to 10:00 p.m. (Seniors at 10:30 p.m.)
- Sunday from 9:00 a.m. to 6:30 p.m.

An infraction of the sign in/sign out policy — not using REACH, not signing out with an OD, not signing in on time, etc. — will result in being campused for the following 7 days.

Boarding Student Travel, Weekend & Overnight Permission, and REACH Requirements

The Office of Student Life must have verification of student travel arrangements prior to the student leaving campus for an overnight or a vacation. If the student is to visit a friend or relative, the school must have permission from the parents *and* an invitation from the host family submitted through REACH. When students sign off campus to a specific destination, they must arrive at that destination before departing for a subsequent destination.

When students leave campus for an overnight, it is the expectation that they will be chaperoned by an immediate family member or an approved adult. Students may only leave campus with an approved person (as stated in the signed riding permission). Proper permission for all plans must be obtained from the Office of Student Life.

If students wish to leave for the weekend, the following must be submitted through REACH to the Dean of Students by Thursday.

Arrangements for the weekend need to be made ahead of time. It is expected that a student will not miss any part of the academic day or a sports commitment due to a weekend departure.

Boarding Students Visiting Day Students' Homes

Boarding students may visit day student homes during normal sign-out times for meals or other activities. If boarding students are planning to stay overnight, the parent(s) of the day student must extend an invitation. Boarding students who wish to visit a day student's home overnight should follow the REACH protocol by the end of school day Thursday and have an invitation from the day student's parent(s) they are visiting.

Vacations

It is school policy that students do not leave for a vacation prior to the departure time specified by the school. It is the expectation that all students return on the day designated by the school. Please note that students are not released for summer vacation until after the commencement ceremony. Exceptions must be cleared through the Office of Student Life

- On the departure day of each break, the campus closes and student supervision concludes at 12:00 p.m..
- On the return day after each break, the campus opens at noon and students should return by 6:00 p.m.
- On graduation weekend, the campus closes approximately two hours after graduation ends, and all dorms will be locked at that time.

Dunn provides complimentary transportation on scheduled departure and return days to the Santa Barbara Amtrak station (see important Amtrak restrictions below), Santa Barbara Airport, Santa Barbara Airbus, and Central Coast Shuttle (in Buellton); Tickets are the students' own financial responsibility, and Dunn does not make their reservations for them.

It is expected that boarding students will return to campus prior to 6:00 p.m. the evening before the resumption of classes.

Students departing or arriving at other times will need to make arrangements with the Office of Student Life for paid drives by members of the professional community. Prices vary based on the distance of the drive, the time of day, and the number of students sharing the ride. Parents will be charged for any transportation that falls outside of the prescribed dates and times of Dunn's transportation.

All students, boarding and day, are expected not to leave early for vacation and to be in school for their first class following a vacation.

Boarding students may not remain on campus during holiday periods. The school will make every effort to ensure the safety of students' belongings during vacations. However, boarding students are encouraged to make arrangements with professional community members for the care of their valuables during extended vacations. Students are responsible for packing their rooms at the end of the school year and are personally responsible for the shipment of their belongings at that time. The school will provide storage containers in which returning students may store their belongings over the summer vacation. The storage containers are not intended for electronic equipment or other valuable items. Dunn School is not responsible for items left in storage.

Guests and Visitors

All guests and visitors to the campus should check in with a professional community member on duty. Parents are welcome at any time. Non-family visitors should obtain prior approval to come to campus from the Office of Student Life or the Administrator On Duty. Guests are welcome on the campus during the following times:

- Friday 5:30 p.m. - 10:00 p.m.
- Saturday 9:00 a.m. - 10:00 p.m.
- Sunday 9:00 a.m. - 7:30 p.m.

TECHNOLOGY DEPARTMENT

Digital Citizenship Agreement

Scope

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

Student Device Requirements

Dunn students are required to bring their own **laptops** to class each day as part of our Bring Your Own Device (BYOD) program. Laptops are essential for research, communication, coursework, and project work across all subjects. All student laptops—whether for day students or boarders—must meet the following minimum specifications:

- **Operating System**: macOS Ventura (13) or later, Windows 10 or later.
    - The operating system must be kept up to date with the latest security patches.
    - All system settings must be set to **English**. This ensures that teachers and IT staff can provide support effectively, especially when navigating menus, settings, or installing necessary applications.
- **Memory (RAM)**: Minimum 8 GB
- **Battery**: Devices should last most of the school day on a single charge. Students are also required to bring a power brick and charging cable each day in case charging becomes necessary during class.
- **Connectivity**: Must support modern Wi-Fi standards (802.11ac or higher).
  Nearly all student activity is conducted over Wi-Fi, therefore, ethernet ports are not required.
- **Storage**: Minimum of **20 GB of *available*** local storage for essential downloads and app installations. Most data will be cloud-based through Google Drive.
- **Backup**: All student work should be backed up to Google Drive through the school Google account. No external hard drive is required.
- **Software**: All student laptops must run an up-to-date version of **Google Chrome.** Chrome must be used with the student's Dunn School Google account. Chrome provides the most reliable compatibility with Google Docs, Google Classroom, and other web-based academic tools. While students may use other browsers for personal browsing, Chrome must be used for all school-related work.

Dunn *strongly* recommends Apple **MacBooks** for student use. Historically, MacBooks offer the most reliable hardware, the longest battery life, and the fewest software issues on our campus. These qualities make them best suited to the demands of our academic environment. However, Windows laptops are also permitted—families should simply be aware that these devices often have shorter battery life and may require more frequent charging throughout the school day.

Chromebooks are not adequate substitutes for student laptops and do not meet the academic requirements at Dunn School. While they may be suitable for basic web browsing or entertainment, Chromebooks lack compatibility with several key tools used in class. Teachers may ask students to install specific software for experimentation, creative work, or STEM-related activities—many of which can not be run on a Chromebook. Additionally, the College Board's Bluebook testing platform, used for AP and SAT exams, cannot be installed on Chromebooks. For these and other compatibility reasons, Chromebooks are not permitted as a student's primary academic device at Dunn School.

Personal Devices in Dorms

Boarding students are welcome to bring personal devices such as desktop computers, gaming consoles, and entertainment systems for use in their dorm rooms. These devices must follow all school technology and conduct policies. While no special permission is required to bring personal computers or consoles, devices must be used responsibly and should not disrupt others.

Please note: Permission to have and use such devices in the dorms is ultimately subject to the rules and expectations set by the dorm parent. In some cases—such as ongoing disciplinary issues, changes in dorm

culture, or temporary restrictions—students may be asked not to bring or use certain personal devices. This policy represents a general guideline and may be adjusted at the discretion of dorm leadership.

Network use at Dunn School

Dunn School provides campus-wide network and Wi-Fi access to support school operations, communication, academic use, and other approved activities. Access to the school network is a privilege, not a right, and availability, restrictions, or hours of operation may be modified, limited, suspended, or revoked by the Technology Department or school administration at any time, with or without prior notice, based on operational, safety, security, disciplinary, or community needs.

Use of the school network is guided by Dunn's Core Values and shaped by principles outlined in the **Children's Internet Protection Act (CIPA)** and the **American Library Association's Library Bill of Rights**. While Dunn fosters freedom of inquiry and open access to information, use of the network must reflect good judgment, respect for others, and responsible citizenship.

Please remember that the school owns and manages all infrastructure and accounts related to its digital systems. This includes Wi-Fi equipment, school-owned devices, school-issued email accounts, and all content stored on school-managed servers or platforms. Therefore, network access is a privilege, and continued access depends on users following the expectations outlined in this agreement.

Guidelines for Dorm Devices:

- Devices like gaming PCs and consoles may connect to the campus Wi-Fi.
- Connecting personal routers, wireless access points, or switches to Ethernet ports is not allowed without prior approval from the Technology Department.
- All devices must operate within the expectations of good digital citizenship and may be disconnected from the network if they pose a security or bandwidth issue.

Passwords

Students must not use another person's account, even with permission. Passwords should never be shared under any circumstances. Each student is responsible for keeping their login credentials secure and private.

Strong passwords are critical for protecting online accounts. Whenever possible, students should use passwords that are complex and unique, incorporating a mix of letters, numbers, and symbols according to the requirements of the platform. **Reusing the same password across multiple sites is strongly discouraged.**

To manage their passwords safely and effectively, students are encouraged to use a **password manager**—an app that stores and autofills login information securely. Popular options include 1Password or Dashlane.

While using the **Google Chrome browser**, students are encouraged to save their usernames and passwords using Chrome's built-in password manager. This makes it easy to stay signed in across educational platforms without needing to remember every login. However, because saved passwords are tied to the **Chrome profile linked to the student's Dunn School Google account**, access to those passwords will be lost if the student leaves the school. Students should plan ahead and export their saved passwords if they want to transfer them to a personal account.

Copyright and Academic Integrity

You are expected to produce your own original work and to credit all sources properly, whether they come from books, websites, peers, or AI tools. Copying text, code, images, music, or other digital media without permission or citation is a violation of both academic integrity and copyright laws.

To better understand the types and severity of plagiarism, refer to this infographic: Did I Plagiarize?

This includes work created using artificial intelligence tools such as ChatGPT, Grammarly, image generators like MidJourney, and AI video tools such as Sora. If you use these tools to generate content, you must clearly

acknowledge how and where they were used. Passing off AI-generated work as your own—without citation—is considered plagiarism.

Electronic Submission and Use

How work is submitted matters as much as what is submitted, especially as AI tools become part of the writing and research process. The following expectations apply to all electronic submissions at Dunn School.

6. **Google Workspace Requirement.** All computer-typed written assignments of notable length must be completed in **Google Workspace**, including Google Docs, Google Slides, or Google Sheets, unless the teacher has explicitly approved a different platform or workflow for that specific assignment. The length of assignments considered "notable" is determined by teacher discretion.
7. **Teacher Access.** When required by the teacher, students must share the Google Workspace file with the teacher at the beginning of the work process, with the access rights requested by the teacher. This may also be done by placing the file in a shared Google Drive folder for the class. Teachers may give specific instructions about when and how files should be shared.
8. **Document History.** When an assignment is completed in Google Workspace, the document history must remain intact and accessible to the teacher. Students may not intentionally disable, restrict, obscure, manipulate, or fake the document history or writing process.
9. **Writing Process and Transparency.** Students should complete their work in a way that allows the teacher to see meaningful development over time when process is part of the assignment expectation. Students may not draft outside Google Workspace and paste work into the final document unless that workflow has been explicitly approved by the teacher.
10. **Academic Integrity.** Students may not submit work that misrepresents the origin, authorship, or development of their ideas, writing, images, data, or other content. Academic integrity concerns may include:
    - submitting work that does not meaningfully reflect the student's own thinking
    - using tools that simulate or obscure the writing process
    - copying
    - paraphrasing too closely
    - stitching together source material
    - reusing previous work without permission
    - misrepresenting sources
    - using unsupported or fabricated citations
    - failing to credit images or graphics
    - citing sources out of context
7. **Additional Review or Re-submission.** If the development process of an assignment is unclear, the teacher may require additional review. This may include:
    - a conversation with the student
    - a request for earlier drafts or notes
    - an oral explanation of the work
    - a supervised rewrite
    - another appropriate step based on the assignment and circumstances

If a rewrite or resubmission is allowed, the teacher may determine whether the assignment is considered late and whether course late-work policies apply.

Unacceptable Use

All use of Dunn School's network and digital tools must reflect our Core Values. The following behaviors are prohibited:

1. **Recording** or **sharing** photos, videos, or audio of others without their explicit permission.
2. Using another person's **login credentials** or sharing your own.
3. Attempting to access **unauthorized** systems, data, or areas of the network.
4. Intentionally modifying, damaging, or deleting **files** or **software**, either locally or online.

5. Downloading, copying, or distributing **copyrighted materials** without permission.
6. **Plagiarizing** content from online sources.
7. Harassing, bullying, or sending threatening or offensive messages to others. This includes acts of **cyber-bullying** which is a violation of law and can be defined as:

   "...when a preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones." — Adapted from StopBullying.gov (U.S. Department of Health & Human Services)

8. Knowingly **posting** false, defamatory, or inappropriate content.
9. Accessing or distributing **pornographic** material.
10. Participating in online **gambling** or other illegal activity.
11. Arranging to meet **strangers** encountered online.
12. Sending **spam** or chain messages to large groups.

Communication and Violation

Use of Dunn School's email, accounts, and network services is not private. All online communication using school-managed platforms may be monitored as needed for safety, diagnostics, or policy compliance. Think of school email and messaging as more like a postcard than a sealed envelope—visible to others when necessary.

Vandalism and Tampering

Dunn School prohibits any attempts to interfere with or damage the school's technology systems. This includes:

- Accessing others' files without permission.
- Attempting to bypass security controls or filters.
- Installing or uninstalling software without authorization.
- Changing network settings or physical connections (like unplugging equipment or rerouting cables).

Security, Safety, and Misuse

If you identify a potential security issue with any school system—or encounter a message, online content, or situation that makes you feel unsafe or uncomfortable—**report it immediately** to a teacher, administrator, or the Technology Department. Don't wait—your safety and well-being come first.

Students must not share or exploit vulnerabilities in school systems. The network is monitored to detect unusual behavior, and **all activity**—including email, web browsing, printing, and file storage—can be traced to individual users.

Inappropriate or suspicious use of school systems should also be reported. Prompt communication helps protect **both the security of our systems and the safety of our community**.

Disclaimer

Dunn School makes every reasonable effort to maintain a safe and functional technology environment. However, the school is not responsible for personal device damage or data loss. Absolute control over online content is not possible, and students must use good judgment at all times.

Policy updates will be communicated to the school community before taking effect.

Support

Please contact Dunn's IT department at techsupport@dunnschool.org with any specific questions.

HEALTH SERVICES

Mission Statement

The Dunn School Health Services' mission is to provide medical resources that enhance the physical readiness and emotional well being of our students. These resources include an experienced Health Services staff under the leadership of a Registered Nurse (RN), and CPR/First Aid-trained professional community members. In addition, we have liaisons with the Santa Ynez Valley Cottage Hospital, Cottage Urgent Care in Buellton, local therapists, local pharmacies, and various local specialists. Also available to the students are MFT and psychological counseling services in the Santa Ynez Valley and a pediatric / adolescent psychiatrist.

The members of the Health Services team are available for triage of medical concerns and illnesses, processing of proper and timely referrals, and the management of medications. The office also supplies first aid kits, maintains student medical and immunization records, and communicates special needs of students to the professional community members as needed.

The Health Services members encourage students to take an active part in their own well-being and health care through preventive measures such as proper nutrition, physical exercise, hygiene, adequate rest and overall healthy habits.

Students' parents/guardians are responsible for keeping within the California Department of Public Health mandates such as required vaccinations, annual physicals and proper documentation of all requirements.

General Information

The Health Center is located near the Dining Hall on upper campus. Students who need medical attention when the office is closed should report to the ODs (on-duty professional community members) or to the AOD (Administrator on duty). The school provides transportation to and from appointments for a fee, which is charged to the student's account. It is the expectation that students utilize this service. Boarding students may not drive themselves to appointments unless an unusual circumstance, as determined by the school, dictates a necessity to do so. Parents are billed for any medications, doctor visits, dental appointments, drives, or other health services.

A student may be excused from class or sports for medical reasons only by the personnel in the Health Center. Arrangements for emergency medical or dental appointments must be made through this office.

If a student is unable to attend class, sports or other activity, they are required to remain in the Health Center. It is expected that the student will follow the directions of this office and that the student will remain in the Health Center until discharged.

- The Health Center is staffed Monday through Friday from 8:00 a.m. to 4:00 p.m. On weekends, the Health Center will not be open, but members of the professional community will help students with medical needs and/or in a medical emergency.
- After hours, students should contact their House Head, coach, residential professional community member, or Administrator on Duty.
- Students may keep supplements and vitamins in their rooms, but they are not allowed to keep any other over-the-counter or prescription medications. In some cases, students may be allowed to keep medications, such as inhalers or EpiPens, as approved by the Director of Health Services.
- If students have questions or concerns about medications, please refer them to the Director of Health Services.

Required Health Forms and Immunizations

Please log in to Magnus Health (https://secure.magnushealthportal.com/) to access required health forms and immunization information. Parents are required to re-enroll students in Magnus prior to each school year thus keeping all medical information and consents up to date. This entails opening each section of the profile then reviewing, resigning, or re-uploading documents as dictated. This enables Health Services the information necessary to make informed decisions for the health of the "Whole Student."

Sick Policy

When the Health Services staff excuses a student from daily obligations, we ask that the student follow the sick policy described below. It is our goal to help students regain their health and return to a normal daily routine as soon as possible.

If students need medical attention during the night, they should inform an adult living in the dorm. If a student is not well enough to attend classes they are required to be evaluated by a member of the Health Services staff prior to the start of class.
Students who are sick are expected to report to the Health Center before the start of the academic day in order to request an excuse from classes. Upon being excused by the Health Services staff, students will:

- Spend the day in the Health Center. A member of the Health Services staff will check students periodically during the school day. If students are unable to attend their classes, they will not be allowed to attend sports and/or evening activities. They must remain in the Health Center until the end of scheduled activities. The determination about readiness to return to class will be made by the Director of Health Services.
- Attend dinner with the permission of the Health Services staff.
- Stay in their rooms for the evening as directed by the Health Services staff. No visitors are allowed. • If students are restricted to the Health Center on Friday for the entire day due to illness, they may not participate with their athletic teams and may not leave campus on Saturday. The Health Services staff will provide specific orders to on-duty professional community members regarding care for the student over the weekend.

Medications

All prescription medications must be sent to the school in original bottles with written dispensing directions. If refills are mailed to Dunn, they should be addressed C/O Dunn Health Services, Attn: Director of Health Services. Medication will be dispensed daily at breakfast, dinner, and bedtime.

All students requiring prescription medications will have in their Magnus account a signed authorization for medications to be taken while at school. **It must be signed by a parent / guardian and the attending physician and renewed annually. A written order from the physician must be sent to the Health Center when there is a change in the schedule for dispensing the medication or modification in the dosage.**

It is the students' responsibility to obtain their medication from the Health Center. Students may not possess any prescription medications, with the exception that in some cases, students may be allowed to keep medications, such as inhalers, EpiPens, etc. Routine medications must be refilled by parents. The Health Services staff will give approximately two weeks' notice prior to refills being needed. The medications must be addressed to C/O Health Services, Attn: Director of Health Services. **All parents must sign a form giving permission for their child to receive over-the-counter drugs and prescription medications; both can be found in students' Magnus accounts.** The students' entire medication supply will be sent home with the students for all breaks longer than 4 days. When students return from vacations and breaks, the ODs (on-duty professional community members) will ask for medications and retrieve them for the Director of Health Services. At the end of the academic year, all remaining medications will be sent home with the parents and/or students. If students leave their medication, it will be kept for one (1) week. After one week, all medications will be discarded.

Off-campus Appointments

The Health Services staff will schedule off-campus appointments and arrange transportation for students to doctors' offices and clinics within the Santa Ynez Valley. Dunn School discourages appointments beyond the Santa Ynez Valley because they tend to cause students to miss an inordinate amount of class time. There will be a transportation cost associated with Dunn School transportation to off-campus appointments. **Dunn School cannot guarantee that there will be transportation**
available for appointments that are not scheduled by members of the Health Services staff.

Debilitating Injury, Communicable Diseases, or Illness

If a student has a debilitating injury, communicable disease, or illness, and the prognosis for recovery is more than three (3) days, Dunn School will, when at all possible, arrange for that student to return home

for the duration of the recovery. Students who may need surgery for any reason must go home for surgery and recovery. This will be considered an excused absence. The student may therefore miss in-class instruction and on-campus programs but will be kept up to date with all curricular assignments through contact with the advisor. As possible, the student will be provided with opportunities to make up work, complete exams, and to receive full academic credit while recovering at home. A tutor may be required in such cases. If a tutor is required, the parents will be responsible for retaining the tutor.

Sexual Health

The school recognizes that sexual issues are an important part of adolescence and therefore seeks to help students cope effectively with aspects of sexuality. As relationships between students develop, the desire to demonstrate affection for one another is normal and healthy. It is expected that students will express their feelings for each other in an appropriate manner. The members of the professional community will determine the appropriateness of public displays of affection. When students are asked to modify their behavior, it is the expectation that they will comply in a respectful manner. We hope that thoughtful decision-making will help students postpone sexual activity. However, since adolescents make their own decisions in these matters, the school aims to minimize the social, emotional, and medical risks of those who do become sexually active. Local medical professionals offer

counseling and gynecological services, as well as referral and support, in the event of pregnancy, or sexually transmitted diseases. They also offer access to and education surrounding contraception. These medical professionals and the school urge students to communicate with their parents on these matters. However, to ensure that students in need seek appropriate help, the medical professionals and the school offer such care confidentiality as required by California state law.. In the event of pregnancies, the Head of School will determine the best course of action for future schooling. Students who engage in inappropriate sexual activity, as determined by the school, will be subject to disciplinary action.

COUNSELING SERVICES

Overview

An integral part of the Dunn Wellness Center is school-based counseling services to promote emotional, psychological and social well being. Social-emotional learning and support will be provided through opportunities to connect with others, participate in student centered counseling groups, attend (information specific classes) as well as attend individual counseling provided as needed. A primary objective of school-based counseling is to provide students with weekly, bi-weekly, or monthly support so that they are better able to engage in learning and access curriculum.

A tiered level of services allows for students to be provided with a level of support based on individual need. Students will learn about managing stressors, relating to others and making healthy choices. School-based counseling does not replace individual outside counseling or therapy. Students at any tier may also receive care and support from an outside provider. Should ongoing school-based counseling co-occur with outside provider support, the School Counselor will seek consultation with the outside provider and will have separate goals and objectives. Consent for a Release of Information will be required.

Tier 1

- Single individual session (scheduled or drop in during office hours)
- Individual session for a small peer group
- Counseling Groups to explore student-driven topics
- Groups will be 6-8 sessions
- Example groups: Adulting 101, Exploring Healthy Relationships, Reasons to be Cheerful, Life Bootcamp etc. Tier 2
- Student self-referral (2-3 session maximum) short term, scheduled appointments
- Teacher referral (1-3 sessions)
- Parent/guardian referral (1-3 sessions)

- Restorative Peer Group (structured support when there is a peer need or conflict)

Tier 3

- Solutions based counseling, short term. 6-8 sessions, parent consultation recommended, consent required

Tier 4

- Ongoing counseling 1 x per month, parent consent required consultation required

Tier 5

- Ongoing counseling, weekly or bi-weekly, parent consent required consultation required

It is important to acknowledge that students and parents may seek outside counseling support and/or therapy services. Further, through school based counseling services, the School Counselor may recommend that a student benefit from or require a greater level of support than what may be appropriate at the school site level. In these circumstances, the School Counselor and School Nurse will partner with the family to assist with coordinating support from an outside provider. Outside providers may include, but are not limited to, medical care from a General Practitioner or Pediatrician, a Healthcare Specialist, a Psychiatrist, a Psychologist, a Licensed Therapist, or a Nutritionist/Dietician.

Mental Health

A student who requires counseling / therapy due to social emotional needs and concerns will receive support from a combination of people which may include: the Director of Counseling Services, off-campus therapists, psychologists, or psychiatrists or additional outside providers. Depending upon demonstrated need, the student / family may request, or be required by the school, to take a medical leave until a thorough evaluation can be completed. A return to campus would then occur only after a collective agreement has been reached among relevant mental health professionals, student, family, and school officials.

Medication: Any student who receives care through pharmacology will have all diagnoses, medications, doses, and provider contact information documented with the Health Office. All medications are mandated to be stored and dispensed by the Health Office.

Self Harm: Students who engage in self harm will most likely be required to return home for parental supervision and care from an outside provider (family physician, pediatrician, psychologist, or psychiatrist). Dunn remains committed to providing a high level of care to all of its students and recognizes that not all needs and demonstrated concerns/behaviors can be met within the school setting.

ADVANCEMENT OFFICE

Our school's vibrant community thrives thanks to the generosity of individuals like you who believe in our mission of nurturing young minds for a bright future. Donors have shaped Dunn School's foundation by building facilities and establishing endowments, ensuring that our students receive the best education possible.

At Dunn School, we understand the power of giving back and the importance of community. Our mission is to partner with parents, alumni, trustees, and friends to educate them about the impact of charitable contributions. Together, we aim to secure participation in Dunn's Annual Fund and future capital campaigns, ensuring our continued success.

The Annual Fund is our top priority, providing critical, unrestricted dollars that sustain the student experience, support our community, and address areas of greatest need. Your donations directly impact every aspect of life at Dunn School, from classroom resources to extracurricular activities.

We invite you to join us in this endeavor. Your support benefits current students and lays the groundwork for future generations of learners. Whether you choose to donate to the Annual Fund, attend our Gala, or participate in other giving opportunities, your contribution makes a difference.

Explore various opportunities to contribute to Dunn School's success and enrich our community. Whether you become a Leadership Donor, attend our Gala, or join the Dunn Association, your participation makes a meaningful difference. Together, let's shape the future of Dunn School and empower the next generation of leaders and thinkers. Thank you for your generosity and commitment to our mission.

Overview

Independent schools across the country have been shaped by generations of philanthropic visionaries who built facilities, established endowments, and opened doors to opportunity. At Dunn School, this spirit of generosity continues to enrich every facet of our campus and community.

While tuition provides a foundation, it is charitable giving that expands the horizon. It is through your support that we are able to invest in dynamic programs, outstanding educators, and experiences that distinguish a Dunn education. Your contributions allow us to offer more than the basics—they provide access to transformative opportunities in and beyond the classroom.

Thanks to philanthropy, Dunn students engage with passionate faculty, explore the arts and sciences through hands-on learning, connect with mentors, participate in leadership experiences, and grow in a vibrant and inclusive community. Simply put, giving makes more possible—for every student, every year.

Mission Statement

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

Annual Fund

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

The Annual Fund serves several purposes:

- Directly benefits school programs in the year in which they are given, including experiential learning, outdoor education, athletics and the arts
- Assists in securing the best educators for the school

- Provides opportunities for professional development for members of the professional community
- Provides financial aid for students which promotes classroom diversity and equitable education regardless of economic background
- Maintains and improves campus buildings and grounds

- Builds a community of philanthropy

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

High levels of participation also enable Dunn School to develop compelling foundation and corporate funding proposals.

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

Annual Fund Frequently Asked Questions

What is the Annual Fund?

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

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

Your Annual Fund dollars are put to use in the classroom immediately and throughout the academic year (July 1 – June 30). These dollars allow Dunn School to provide outstanding educational enrichment programs and employ quality professionals who create the nurturing educational experience our students love. Specifically, contributions allow Dunn School to provide: ● Small class sizes which lead to greater teacher contact

- Materials for curriculum for every student
- Classroom technology integration
- Innovative enrichment and academic programs including Drama, Art, Music, Robotics, Science, Outdoor Education, Sports and more
- Teacher professional development classes and conference attendance
- Support for day-to-day operating expenses and improved compensation for our

teachers and staff *Why does Dunn School ask for donations when I already pay*

tuition?

Dunn School students benefit from having talented and dedicated teachers, small classes, curricular resources and outstanding enrichment and elective offerings. Your gift supports the people and programs that make Dunn School so special. Gifts are necessary because tuition doesn't cover all the opportunities your child receives. Another way of putting it is that tuition covers what is taught in the classroom, and the Annual Fund covers the activities that happen outside of the classroom, such as Outdoor Education, Athletics, Leadership Activities, and more.

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

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

How much should I give to the Annual Fund?

Gifts to the Annual Fund, regardless of the amount, are valued because they show support to the school's mission and are a testament to its vision. And unlike tuition, gifts to the Annual Fund are tax deductible. Independent schools strive to have 100% participation from families because it acts as a vote of confidence for their child's school. Additionally, it teaches children the power of generosity and shows them, through actions, that you support their educational journey.

What additional giving opportunities exist at Dunn School?

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

The Role of the Parent

1) Donate to the Annual Fund

The generosity our school experiences is a result of leaders like you who know their giving has a direct impact for their child's education. There are several levels of leadership to participate in, each level adds essential value to Dunn School's pursuit of excellence and community. Each year Leadership Donors distinguish themselves by making Annual Fund gifts at the Ambassador level ($5,000). As an Ambassador donor, the impact of your extraordinary philanthropy is evident in Dunn School's commitment to increase compensation for members of the professional community, explore new technologies and teaching materials, add to our athletic program, and broaden our offerings in the arts. You will also enjoy an annual gathering with the Head of School and Trustees as well as having the knowledge that you are at the forefront of Dunn School's most important fundraising project.

2) Attend the annual Gala

The Gala is Dunn School's signature fundraising event. A committee of parent volunteers and administrators host this night for the community and friends of the school, which features a silent and live auction, food and drinks, and a festive atmosphere of gratitude and generosity. The event is about building community and raising funds for Dunn School, and all are welcome. Funds raised for the Gala beyond the cost of the event support the Dunn School's annual giving goal.

3) Give to the Professional Community Appreciation Luncheon

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

The Dunn Association

Joining the Dunn Association is a meaningful way for parents and guardians to engage with the life of Dunn School and contribute to a thriving school community. As a member, you can take on roles such as grade-level representative, event volunteer, or help lead school-wide initiatives in partnership with the Advancement Office. Volunteers support efforts like the Annual Fund and Gala, and help plan community-building events such as welcome receptions, boarding dinners, and the Professional

Community Appreciation Luncheon. Whether you have a few hours to give or want to take on a leadership role, there are opportunities for every level of involvement—and every contribution makes a lasting impact. Contact the Advancement Office to learn more and get involved.

Capital and Endowment Campaigns

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

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

Checks: may be made payable to Dunn School and mailed to:
Advancement Office
Dunn School
P.O. Box 98
Los Olivos, CA 93441

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

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

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

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

Professional Community Member Gift Acceptance Policy

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

- Any non-cash gift (flowers, food, gift certificates, bottle of wine) with a value of $100 or less can be accepted by the employee and need not be reported to Dunn School.
- Any non-cash gift (flowers, food, gift certificates, bottle of wine) with a value of more than $100

may be accepted but must be reported to the school (Associate Head of School). The Associate Head of School will consult with the Advancement Office to determine the appropriateness of this gift, the proper way to distribute its benefits, and send a formal gift receipt to the gift giver.

- Any cash gift (or check) of any denomination may not directly benefit employee(s). If offered a cash gift, the recipient(s) should accept the gift on behalf of the school and pass it on to the Business Office as a donation. The donor will receive a formal gift receipt and determine whether any restrictions for this gift are appropriate (e.g., gift to art teacher may be restricted to support art department needs).

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

Policies Appendix

ADULT INTERACTIONS WITH STUDENTS

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

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

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

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

Student Behavior

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

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

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

Supervision Duties

Professional community members chaperoning school trips should consider wherever they are as an extension of the school campus and, inasmuch as there is a twenty-four hour responsibility of supervision, the same conditions which apply on campus should be followed on such a trip.

The social interaction among professional community members and students often extends beyond the bounds of the campus, and beyond the hours of the school day. This fact raises the legal issue of personal and school liability, which each professional community member should know. A professional

community member's presence at a student gathering, with or without other adults, changes the nature of the gathering to a "school function." Use of illegal substances, alcohol, or drugs by students then becomes the responsibility of the professional community member and by default the responsibility of Dunn School.

Boundaries

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

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

Unacceptable Behaviors

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

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind and on any body part; any intimate physical contact, pinching, massaging, rubbing or brushing against the body; (Congratulatory hugs are allowed if initiated by the student)
- Making, or participating in sexually inappropriate comments or conversations including but not limited to sexual slurs, leering, epithets, or sexual or derogatory comments, comments about a student's body, or spreading sexual or romantic rumors;
- Making sexual jokes, stories, or jokes/comments with sexual innuendo;
- Seeking emotional involvement with a student for the adult's benefit;
- Discussing inappropriate personal troubles or intimate issues with a student;
- Touching a student's body or clothes in a sexual or intimate way, or in any manner that is not age or relationship appropriate

Risky Behaviors

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

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

Care in communication

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

- Discussions regarding students' progress, problems, and status on a formal or informal basis should be treated as confidential. This is not information that should be shared with other students' parents or with other students.
- In any community of people there is an active grapevine of rumor and gossip, and it feeds upon itself. If a professional community member has a question emanating from this grapevine, refer such questions to the Associate Head of School; encourage parents and students to do the same.

THE AMERICANS WITH DISABILITIES ACT

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

1. Request for Accommodation

Students with qualified disabilities who desire a reasonable accommodation in order to access the goods, services, or operations of the school, or their parents, should make a request in writing to the Head of School. The request must identify: a) the goods, services, or operations to which the student requests full and equal access; and b) the desired accommodation(s). **2. Reasonable Documentation of Disability**

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

3. Interactive Process Discussion

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

4. Case-by-Case Determination

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

SEXUAL HARASSMENT AND ASSAULT POLICY

Dunn School prohibits sexual harassment of any student, by anyone. Dunn prohibits retaliation against any person who reports, files a complaint, or otherwise supports a complaint alleging sexual harassment or assault. Conduct which constitutes sexual harassment or assault of students results in an unacceptable, unsafe environment and impairs the ability of students to make full and effective use of the school's instructional programs. Sexual harassment can cause embarrassment, feelings of powerlessness, loss of self confidence, reduced ability to perform schoolwork, and increased absenteeism and tardiness. California Education Code section 212.5 defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

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

Students who engage in sexual harassment or assault are subject to disciplinary action up to and including suspension and expulsion from the school. Complaints of sexual harassment and sexual assault are investigated, heard, and decided by the school administration; the Honor Council does not participate in this process. Any employee found to have engaged in sexual harassment or sexual assault or violence toward any student shall be subject to disciplinary action up to and including termination.

Any student of Dunn who believes that she or he has been the victim of sexual harassment is urged to bring the problem to the attention of any school administrator so that appropriate action may be taken to resolve the problem. Such reports should ordinarily be brought to the attention of the Head of School or Associate Head of School because they are responsible for maintaining a suitable learning environment on the school campus, are trained to investigate misconduct, and are authorized to impose appropriate disciplinary action. However, the school recognizes that, due to the possibly highly personal nature of sexual harassment conduct, individual students may instead choose to make a report to another trusted adult employee such as a counselor, nurse, or teacher. Any separate rule violation involving a potential victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the complaint will be received, investigated, or resolved. Please refer to Dunn School's Safe Harbor Policy.

Dunn employees who receive such reports are expected to take appropriate action to ensure that students are not subjected to sexual harassment. Additionally, should the sexual harassment constitute child abuse, reporting shall be made in the manner provided in the Employee Handbook.

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

Dunn School will offer supportive measures to the complainant and respondent as deemed appropriate under the circumstances to ensure a safe environment for a student who is the complainant or victim of sexual harassment and/or other students during the investigation. Those who report sexual harassment or assault will be supported by the school, which may include receiving information on counseling resources, information on the local rape crisis center, potential protective measures including preventing the complainant from unnecessarily encountering the accused, and/or providing academic or extracurricular accommodations.

ANTI-HARASSMENT POLICY

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

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

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

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

BULLYING PREVENTION POLICY

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

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

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

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

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

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

● Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. ● Students are expected to immediately report incidents of bullying to the Head of School or designee. ● Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. ● If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Head of School. The school prohibits retaliatory behavior against any complainant or any participant in the complaint process.

- The procedures for intervening in bullying behavior include, but are not limited, to the following: ○ All staff, students and their parents will receive a summary of this policy prohibiting bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school's notification to parents. The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
  ○ Staff are expected to immediately intervene when they see a bullying incident occur. ○ People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

MANDATED REPORTING POLICY

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

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

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

EMERGENCY PROTOCOLS AND PROCEDURES

EMERGENCY CONTROL CENTERS

The control centers on campus are as follows:

- Upper Campus daytime - Munger Common outside the Cindy Bronfman Leadership Center
- Middle School Campus daytime - field near DMS and tennis courts
- All Campus nighttime - Parking lot near Loy Dorm

In the event that an off-campus meeting place is needed, go to St. Mark's in the Valley Episcopal Church (2901 Nojoqui Avenue at Alamo Pintado Avenue, Los Olivos, 93441)

FIRE

In the event of fire, first evacuate the room, activate the fire alarm, call 9-1-1, and then notify the Administrator on Duty (AOD).

During the school day, upon hearing the emergency evacuation alarm, everyone on campus should proceed to the appropriate control centers.

In the dormitories, upon hearing the fire alarm, students should dress properly (assuming no immediate danger is present) turn off the lights, close all windows and doors, get a blanket, put a pillow outside their doors, check the rooms to the left and right of their own to be certain the occupants have heard the alarm, and proceed immediately to the appropriate control centers where attendance will be taken.

LOCKDOWN

In the event of a dangerous situation on campus that mandates all professional community members and students remain inside a building, such as an active shooter or other immediate threat, the following procedures will apply:

- The lockdown alarm will sound.
- All professional community members and students on campus should remain inside a building or run in the opposite direction of the immediate danger
- Outside doors and windows should be locked, shades drawn, and all people should sit / lie on the floor, out of direct line of sight from the outside.
- A member of law enforcement will clear all rooms on campus when it is safe to do so.

EARTHQUAKE

Before the Quake

- Do not keep heavy objects on high shelves unless secured behind latched doors. Request that any tall or top heavy shelving, bookcases, mirrors, etc., be secured to a wall.
- The Director of Facilities has responsibility for knowing the location of utility shutoff devices. Assume that all utilities will be lost, at least temporarily.

During the Quake

If indoors, stay indoors. All persons should take cover under desks, tables, or any protective cover. If none exists, stay by walls near the center of the building or in strong doorways. Stay away from glass. Do not light candles, matches, or use a sparking device. Do not run through, or go near a building where there is danger of falling debris.

Students Inside Buildings

- professional community members, or other persons in authority, implement the action by saying, "DROP." Students and others in the room immediately drop to their knees, backs to the windows, under furniture if possible, fold arms on the floor as close to knees as possible with knees together, faces buried in arms, eyes closed. Students remain in this position until the person of authority gives the next instructions.
  - After the tremor stops and there is no danger from falling objects, the person in charge moves students from any room hazards (e.g., windows, heavy suspended light fixtures, and bookcases). As soon as possible, the person in charge supervises the orderly removal of students from the

building.

Students Outside of Buildings
● At the first sign of a tremor, students and personnel must move away from buildings, trees and utility wires.

After the Quake
● The emergency evacuation siren will sound. Everyone on campus should assemble in the appropriate control areas.

MISSING STUDENT
When a student is discovered missing from campus, the following procedure must be followed. ● Notify the Administrator On Duty (AOD).

● Check every dorm room on campus, visually checking each student, in an attempt to locate the missing student. ● Conduct a thorough search of the entire campus in an attempt to locate the missing student. ● After the dorms and the campus have been checked, report the results to the AOD. ● The AOD will determine a specific course of action after all available information has been gathered and reported.

Depending on the immediate circumstances, the Head of School, the Associate Head of School, and/or the Dean of Students will develop an action plan.

The action plan may include the following:
● Notifying the sheriff's office at (805) 686-5000.
● Notifying the student's family.
● Contacting the Director of Health Services for specific medical information.