

Comprehensive School Safety Plan

2020-21 School Year

School: Woodside Elementary School
CDS Code: 41690886045165
District: Woodside Elementary School District
Address: 3195 Woodside Rd.
Woodside, CA 94062

Date of Adoption:

Date of Update: 1.5.2021

Date of Review:

- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Steve Frank	Superintendent		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.woodsideschool.us/tobedetermined.

Safety Plan Vision

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed of maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Woodside Elementary School Safety Committee

Members: TBD

Assessment of School Safety

TBD

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The Big Five Emergency Plan and Board Policies are used to provide and maintain a high level of safety. See 2020-2021 School Safety Plan and the attached board policies for more information.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Who must report

Anyone who is authorized to work with children - permanent or temporary (even substitute teachers), whether credentialed or not. The responsibility for reporting rests solely with the mandated reporter. Reporting suspected abuse to an administrator, school counselor, or other person is not the end of your obligation.

When two or more mandated reporters jointly have knowledge of suspected child abuse or neglect, a single report may be made by the selected member of the reporting team. Any member of the reporting team who has knowledge that the designated person has failed to report must do so him or herself.

When to report

Even if the information you learn is old-STILL REPORT. The statute of limitations does not start to run until the failure to report is discovered.

Child abuse must be reported when a mandated reporter "has knowledge of or observes a child in his/her professional capacity, or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse."

Report if you suspect. You are not required to prove that abuse has occurred. That will be determined through investigation by the child welfare professional or law enforcement.

Consequences for not reporting

A misdemeanor + six months in jail and/or up-to a \$1,000 fine.

Potential civil lawsuit, especially if the child-victim or another child is further victimized because of the failure to report.

Loss of credential.

How to make report suspected child abuse

Tell an Administrator (Marta, Jenn, Melissa, or Steve).

You can also consult or get assistance from our school psychologist (Allison), or school counselor (Mena).

Fill out the form with all the student's information. Before you call you will need to have the child's name, birthday, parents' and siblings' name, home address, and phone number.

Call San Mateo County Child Protection Services 650-595-7922 or 24-hour Hotline 800-632-4615 for making reports.

Fax written report to CPS within 36 hours or verbal report. (Fax number 650.592.2289).

The original form must be given to Marta Batlle. Teachers can keep a copy.

All reports are kept confidential and locked in Marta's office.

See Suspected Child Abuse Report, Information for Mandated Reporters, and Indicators of Abuse attachments for more information. See Mandated Reporting attachment.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster

See 2020-2021 School Safety Plan attachment.

Public Agency Use of School Buildings for Emergency Shelters

A designated Red Cross Shelter

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Cause for Suspension/ Expulsion

For K-8 students, the California Education Code has specific language defining the grounds for immediate suspension. Please see section 48900 (Grounds for Suspension/Expulsion; Legislative Intent) in the California Education Code for more information regarding suspension and section 48915 (Expulsion; particular circumstances) regarding expulsion.

For more information see the following Board Policy attachments: BP_AR 5144.1 & AR 5144.2 Suspension and Expulsion, BP 5131 Conduct, and BP_AR 5144 Discipline.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In the event of a dangerous pupil, administration will notify all teachers who see that student via email and then follow up with an in person call. Also see the Board Policy: BP_AR 5131.7 Weapons and Dangerous Instruments attachment.

(E) Sexual Harassment Policies (EC 212.6 [b])

See the Board Policy BP_AR 4119.11 Sexual Harassment.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

See Board Policy BP_AR 5132 Dress and Grooming

Student Handbook Statement:

Dress Standards

Good grooming and proper dress are essential in establishing an appropriate, safe school environment for learning. Clothing should be clean, neat, and comfortable. The following are guidelines that should be observed:

No wearing of caps, visors, or hoods in the classroom except for religious or medical purposes

Clothing that reveals underwear or cleavage, bare chests, bare stomachs (midriffs), and bare backs, is not permitted

All undergarments must be kept under regular clothing

Waistbands on pants should be high enough to allow student to bend over without exposing undergarments

Students must wear shoes throughout the day, and athletic shoes, socks, and clothing are required for P.E.

Attire promoting alcohol, drugs, or sex is not permitted

Shorts/shirts/skorts should be at least knuckle length with arms straight at your side.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Driving

Ingress/Drop Off:

Vehicles to enter either parking lots, near tennis courts or in front of Sellman, and proceed to the drop off area.

Students exit the vehicle on the right side and move to the sidewalk.

From there they enter campus and proceed to their class or the playground.

The school provides at least one adult supervisor to help with this process.

Egress/Pick Up:

Parents enter either parking lot, near tennis courts or in front of Sellman, and park along the sidewalk or in front of the office.

Parents wait in their vehicles until student dismissal.

Once students have entered the vehicle, parents may pull around the vehicle in front.

We ask parents to pull forward when possible to reduce traffic on Woodside Road.

The school provides at least one adult supervisor to help with this process.

Walking or Biking

Students who need to cross Woodside Road are instructed to use one of two crosswalks.

The crosswalks have flashing lights when activated.

Students below 4th grade are not allowed to ride their bikes to school unless accompanied by a parent/guardian. All bikes must be locked securely in the bike racks. Bikes may not be left in the racks overnight.

Also See Traffic and Parking attachment.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Playground

Element:

Supervision

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Playground Supervision	Assign teachers or Paras to specific areas of the campus at specific times.	Teachers and Paras	Principals and Director of Students Services	None at this time

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Woodside Elementary School Student Conduct Code

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need to disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Conduct Code Procedures

See Board Policy BP 5131 Conduct and Student Expectations and Rules attachments for more details.

(K) Hate Crime Reporting Procedures and Policies

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious beliefs, age, disability, or any other physical or cultural characteristic.

See Board Policy BP 5145.9 Hate Motivated Behavior attachment for more details.

(J) Procedures to Prepare for Active Shooters

LOCKDOWN/BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During LOCKDOWN/BARRICADE, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom Immediate danger in the surrounding community

See Active Shooter Attachment.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying

Bullying involves a real or perceived imbalance of power, with the more powerful child or group bothering those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion, or intimidation). Bullying is absolutely not tolerated, and any child experiencing it should report it immediately to their teacher or other staff members.

Cyberbullying

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Off-campus cyberbullying that causes, or is foreseeably likely to cause, a substantial disruption of school activities may result in district-sanctioned discipline.

For more information see BP_AR 5131.2 Bullying_CyberBullying attachment.

Safety Plan Review, Evaluation and Amendment Procedures

TBD: School Site Council?

Safety Plan Appendices

Emergency Contact Numbers

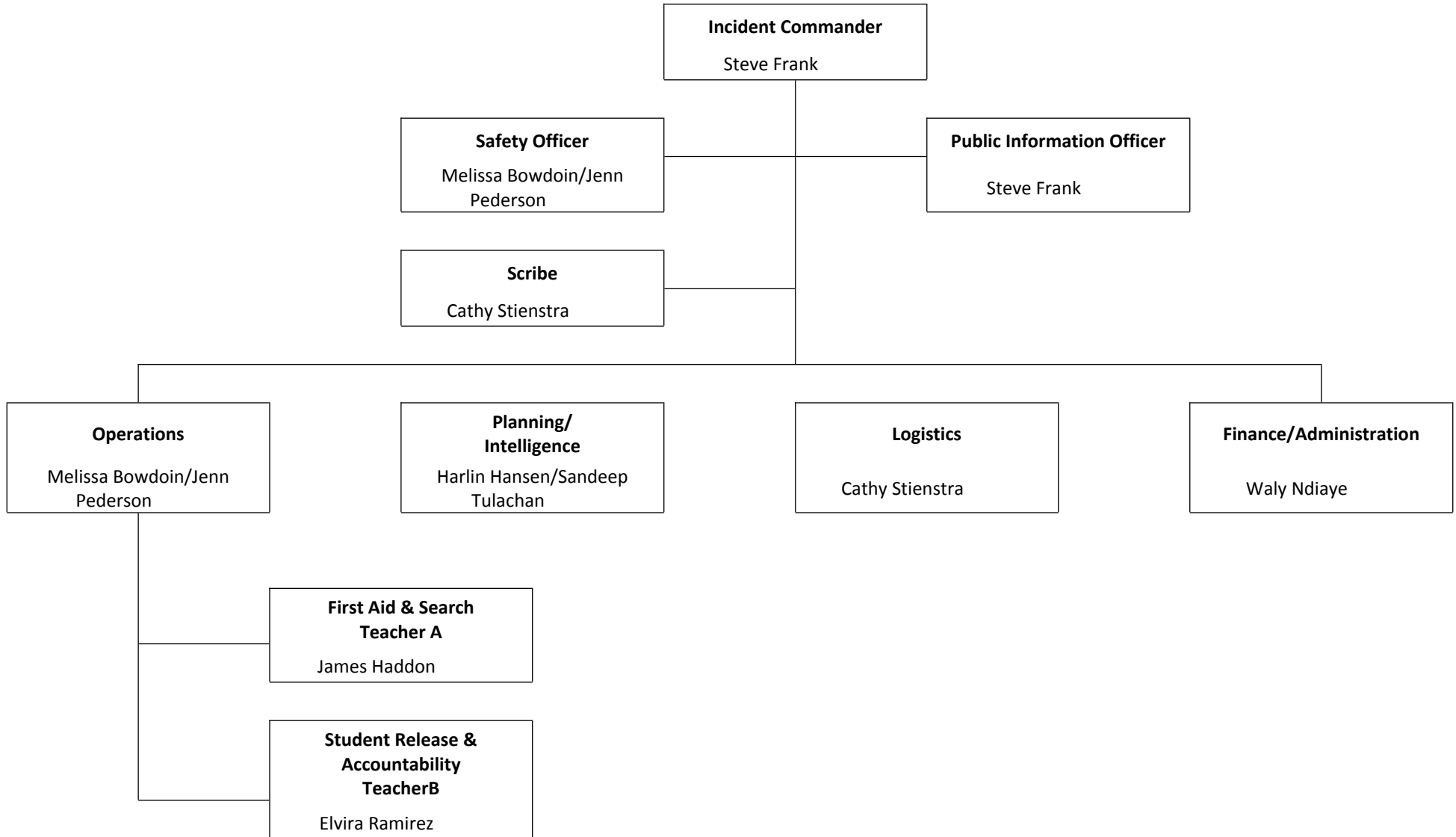
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Sheriff	(650) 363-4000	
Law Enforcement/Fire/Paramedic	Woodside Fire	911	
School District	Woodside Elementary School District	(650) 851-1571	
Public Utilities	PG&E	(800) 743-5000	
City Services	Town of Woodside	(650) 359-4959	
City Services	Town of Woodside	(650) 740-9293	
Radio Station	KGO	(415) 954-8100	
Radio Station	KCBS	(415) 478-3300	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Admin Meeting	?	
Staff Meeting	TBD	
School Site Council	January 11, 2021	

Woodside Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

See Incident Command Team Responsibilities attachment.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

?

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Treat as structure fire and evacuate as necessary.

Animal Disturbance

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents, shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

External Chemical Release Fire in the Community Hazardous Material Spills

See Shelter in Place attachment.

Armed Assault on Campus

LOCKDOWN/BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During LOCKDOWN/BARRICADE, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom Immediate danger in the surrounding community

See Active Shooter attachment.

Biological or Chemical Release

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents, shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

External Chemical Release Fire in the Community Hazardous Material Spills.

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander. Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

See Biological or Chemical Release and Shelter in Place attachments.

Bomb Threat/ Threat Of violence

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion

- Fire
- Earthquake

See Bomb Threat attachment.

Bus Disaster

TBD

Disorderly Conduct

TBD

Earthquake

See Earthquake attachment for procedures.

Explosion or Risk Of Explosion

See Evacuation attachment. TBD

Fire in Surrounding Area

See Off Site Fire and Evacuation attachments.

Fire on School Grounds

See On Site Fire attachment.

Flooding

In the event of an emanate flood, parents will be notified and the school will be evacuated.

See Evacuations attachment.

Loss or Failure Of Utilities

POWER OUTAGE PROCEDURES

Once school starts in the morning we will not close the school if there is a power outage. Students may go home during an outage or storm if their parents come for them, or contact us by phone to allow another adult to take them home. Students will not be allowed to leave campus by themselves or with a person on their emergency list unless we have heard personally from the parent. ALL TK-8 STUDENTS MUST CHECK OUT IN THE OFFICE BEFORE LEAVING CAMPUS.

If the administration declares that school will be closed for the day, we will contact parents directly through our emergency contact system.

Motor Vehicle Crash

In the event of a motor vehicle crash, school administration will evaluate the situation to determine if the school day or campus is effected and if anything needs to be adjusted. In the event of a major crash just prior to dismissal that disrupts Woodside Road directly in front of the school, and thus pick up, an emergency notification will go out to parents with instructions on how to pick up children.

Psychological Trauma

See the attachment Psychological Trauma Resources for a list of resources from the American Psychology Association. The district uses these tips and recommendations based on the emergency needs we may have and transfer a combination of information into another form with the Woodside letterhead.
<https://www.apa.org/helpcenter/mass-shooting>

https://www.chconline.org/resourcelibrary/apa-resources-coping-mass-shootings-understanding-gun-violence/?utm_source=CHC+eNews&utm_campaign=7bfa92d7a1-EMAIL_CAMPAIGN_2019_08_09_03_14&utm_medium=email&utm_term=0_4e878e8b47-7bfa92d7a1-252293581

<https://www.apa.org/helpcenter/talking-to-children>

<https://www.apa.org/helpcenter/index>

<https://www.apa.org/helpcenter/stress-children>

<https://www.apa.org/helpcenter/about-psychologists>

Suspected Contamination of Food or Water

In the event of contaminated food or water, school staff will be notified. Information on the incident will be sent to parents via an our emergency notification system.

Tactical Responses to Criminal Incidents

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in SECURE CAMPUS status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of the event. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

Potential threat of violence in the surrounding community
Law enforcement activity in the surrounding community

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents, shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

See Secure Campus and Shelter in Place attachments.

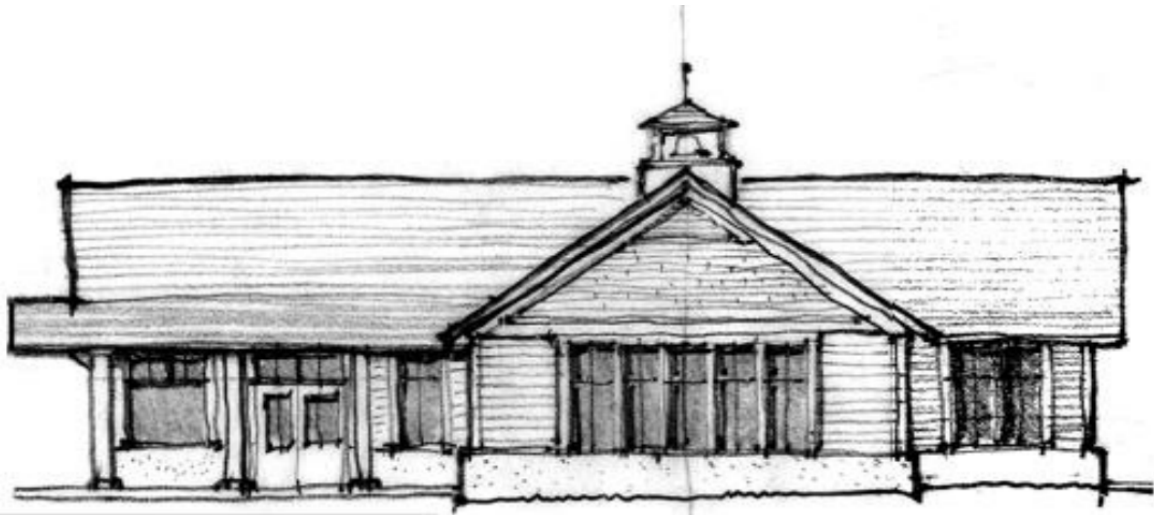
Unlawful Demonstration or Walkout

In the event of an unlawful demonstration or walkout the district will send out an emergency notification to parents. The district will secure the campus.

See Secure Campus attachment.

Emergency Evacuation Map

The Big Five Emergency Response Protocol



Woodside Elementary School District
3195 Woodside Road, Woodside, CA 94062
650-851-1571 – fax: 650-851-5577
<http://www.woodsideschool.us/>

Under the ICS functions, the communication setup can occur anywhere as conditions permit. The turf field has been designated as the safest location under "normal" conditions. If it is determined that the safest location is to be indoors, students will gather in the Community Gym. If students must evacuate the school site, they will relocate to the Woodside Church or the Woodside Library, whichever is deemed safe.

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THE BIG FIVE:

Section 1:

SCHOOL EMERGENCY GUIDELINES

CALLING 911:

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

WHEN REPORTING AN EMERGENCY:

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 Dispatcher, it is **not** available in all locations.
- The 911 Dispatcher will confirm and verify the phone number and address for every call received
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitive
- Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE:

- 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage.
- Cell coverage areas don't always match political boundaries Know your cell phone number and be prepared to give the dispatcher an exact address
- Call the San Mateo Sheriff or Woodside Fire Department at 911 from a landline or 650-363-4911 from a cell phone.

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct

information the first time he/she asks for it.

The Big Five: Immediate Action Response

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSES: The Big Five Definitions

1. **SHELTER IN PLACE:** Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units.
2. **DROP, COVER, & HOLD:** Implement during an **earthquake** or explosion to protect building occupants from flying and falling debris.
 - **SECURE CAMPUS** Initiate for a **potential threat of danger** in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed.
 - Instruction continues as planned.
 - **LOCKDOWN/BARRICADE:** Initiate for an **immediate threat of danger** to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement.
 - **EVACUATION:** Implement when conditions outside the building or off site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location.

The Big Five: Shelter In Place

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents, shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- External Chemical Release
- Fire in the Community
- Hazardous Material Spills

During a Shelter-in-Place response as a result of air contamination, the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the room until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE - GENERAL ACTIONS:

- Requires an understanding that all heating, air conditioning, and ventilation systems may be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

SHELTER IN PLACE - STAFF ACTIONS:

- Immediately clear students from the halls.
- Stay away from all doors and windows.

Immediate Action Response: The Big Five

- ❑ Keep all students in the classroom until further instructions are received.
- ❑ Support those needing special assistance.
- ❑ Secure individual classrooms:
 - ❑ close doors and windows.
 - ❑ shut down the classroom HVAC system.
 - ❑ turn off fans.
 - ❑ seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander.
 - ❑ Take attendance and call or email status to School Incident Command, according to site protocol.
 - ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine.

The Big Five: Drop, Cover, and Hold On

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON - GENERAL ACTIONS:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is caused by breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

DROP, COVER AND HOLD ON - STAFF ACTIONS (Inside):

- At first recognition of an earthquake, instruct students to move away from windows
- Initiate DROP, COVER AND HOLD ON procedures. Immediately drop to the

Immediate Action Response: The Big Five

floor under desks, chairs, or tables.

- ❑ With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm
- ❑ Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass
- ❑ Any person in a wheelchair should shelter against an interior wall.
- ❑ Turn back to the windows, lock the wheels, and if possible, protect head and neck with arms
- ❑ Each time an aftershock is felt, DROP, COVER AND HOLD ON. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- ❑ When it appears safe to release from Cover, assess any injuries and/or damage and report status to School Incident Commander according to site communications protocol.
- ❑ Be prepared to call 911 directly if necessary
- ❑ Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area

DROP, COVER AND HOLD ON - STAFF ACTIONS (Outside):

- ❑ Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees and streetlights, etc.)
- ❑ Commence DROP AND COVER in the DROP, COVER AND HOLD ON procedures
- ❑ Place head between the knees; cover back of neck with arms and hands
- ❑ Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms and hands
- ❑ Remain in place until shaking stops or for at least 20 seconds
- ❑ Each time an aftershock is felt, DROP AND COVER. Aftershocks frequently occur minutes, days, even weeks following an earthquake.
- ❑ When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol
- ❑ Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area

The Big Five: Secure Campus

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN/BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN/BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS - GENERAL ACTIONS:

- Is intended to prevent a potential community threat from entering **campus**
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom/office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

SECURE CAMPUS - STAFF ACTIONS:

- ❑ Move to the door and instruct any passing students to return to assigned classroom immediately
- ❑ Close and lock the door
- ❑ Continue the class instruction or activity as normal
- ❑ Enforce the no entrance and no exit protocol. Remain in the classroom or secured area and wait for further instructions
- ❑ Be alert to the possibility that the response may elevate to **LOCKDOWN/BARRICADE**
- ❑ Do not call the office to ask questions; School Incident Commander will send out periodic updates
- ❑ Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

SECURE CAMPUS - STAFF ACTIONS (If students are engaged in class activities on an outlying field - PE or other activity):

- ❑ Gather students together and organize into an orderly formation
- ❑ Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location
- ❑ Proceed to predetermined classroom location as quickly as possible
- ❑ Once inside, take attendance to ensure all students are accounted for
- ❑ By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- ❑ Implement all classroom policies and procedures for **SECURE CAMPUS** status
- ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

The Big Five: Lockdown/Barricade

LOCKDOWN/BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN/BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom Immediate danger in the surrounding community

Lockdown/Barricade is a protective action against human threat while Shelter in-Place protects against environmental threat. Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

LOCKDOWN/BARRICADE - GENERAL ACTIONS:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of both students and staff If it is possible to safely **get off campus** with students, take that action immediately **(Run)**
- If it is not possible to get off campus, **quickly lockdown** inside a safe **room and barricade** the entrance **(Hide)**
- Once a room is secured, no one is allowed to enter or exit under any circumstances In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back **(Fight)**

LOCKDOWN/BARRICADE - “THINK ON YOUR FEET”:

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, students, and other staff.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

RUN: Escape/Get Off Campus:

Only attempt this if you are confident the suspect(s) is not in the immediate vicinity. Safely get off campus; find a position of cover or safe place for assembly. Guide/instruct others you encounter on the way to follow you to safety. Call 911 immediately to report location and request emergency services if necessary. Once in a safe place – stay there.

HIDE: Lockdown/Barricade:

- Clear all hallways; get students and staff inside immediately
- Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- Direct all those in the room to remain still and quiet; turn off/silence cell phones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus

FIGHT:

If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs. There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker. Fighting back is NOT an expectation, merely one option for a last resort response.

LOCKDOWN/BARRICADE - STAFF ACTIONS (Class In Session):

- Immediately** move to the door and check for passing students.
- Divert as many students as possible into the classroom.
- Lock and close the door and barricade with heavy objects.
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of heavy black construction paper.
- Instruct students to stay quiet and out of sight.
- Relocate against the wall least visible to the outside and most out of the line of harm.
- Turn off devices, projectors, document camera, etc. The room should be dark and quiet.
- Silence all cell phones.
- DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door.
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized.
- If safe to do so, locate emergency packet and attendance roster.
- Remove staff ID placard and put it on.
- If safe to do so, take attendance and document on appropriate form.
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement.
- DO NOT call office to ask questions; School Incident Command will send out periodic updates.
- In the extreme instance that a Violent Intruder is able to enter a room,

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occupants should be prepared to fight back (**Fight**).

- ❑ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

LOCKDOWN/BARRICADE - STAFF ACTIONS (Class not in session):

- ❑ Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ❑ Do not chase students that run. Let them go.
- ❑ Do not go into rooms that cannot be secured and offer no way out.
- ❑ If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm.
- ❑ Instruct students to stay quiet and out of sight.
- ❑ Silence all cell phones.
- ❑ Turn off devices, projectors, document camera, etc.
- ❑ Remain calm.
- ❑ If safe to do so, attempt to maintain separation between students and the perpetrator.
- ❑ Only if there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door.
- ❑ If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized.
- ❑ If safe to do so, locate emergency packet and remove staff ID placard and put it on
- ❑ If safe to do so, take attendance and document on appropriate form
- ❑ If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision.
- ❑ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (**Fight**).
- ❑ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

LOCKDOWN/BARRICADE - STAFF ACTIONS (Class in session - outside):

- ❑ Gather students together and organize into an orderly formation.
- ❑ Inform students that as part of **LOCKDOWN/BARRICADE** procedures, the class will evacuate off-campus to a predetermined Off Site Evacuation Location
- ❑ Follow pre-arranged evacuation route to evacuation location
- ❑ Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide or fight the assailant
- ❑ Upon arrival at the pre-arranged location, take attendance
- ❑ By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- ❑ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement.

The Big Five: Evacuation

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a “DROP, COVER and HOLD ON” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION - GENERAL ACTIONS:

- Requires exit from the building to a designated safe site, on-campus (Turf Field) or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit that
- Requires that staff and students assist those with special needs to ensure for safe egress of all

EVACUATION - STAFF ACTIONS:

- Prepare students to leave all belongings and calmly exit the building.
- Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of "Buddy Teacher."
- Remove staff ID placard from emergency materials and put it on.

Immediate Action Response: The Big Five

- Ensure that the door is closed, but **unlocked**.
- Check with "Buddy Teacher(s)" to determine each other's health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one "Buddy Teacher" will evacuate both classrooms.
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol.
- Emphasize that the class stay together en route to the Evacuation Assembly Area.
- Appoint a responsible student to lead class while teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress.
- Give clear direction for all students to go to designated Evacuation Assembly Area.
- Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area According to site protocol, take attendance once class is safely in assembly location.
- According to site protocol, report missing students.
- Remain in the Evacuation Assembly Area until further instructions.
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

EVACUATION - HOW TO ASSIST THOSE WITH DISABILITIES:

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- Turn lights on/off to gain person's attention - OR-

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- Indicate directions with gestures -OR-
- Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs:

- Give priority assistance to wheelchair users with electrical respirators.
- Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

The Big Five: Hazards - Chemicals and Gas

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander. Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How To Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS (Inside):

- Assume Incident Command role and call 911 from a safe location.
- Must be ready to provide location, status of campus, and all available details of the situation.
- If a gas leak is discovered inside the building, evacuate the affected building **immediately** to an area that is upwind of the suspected leak.
- Follow EVACUATION Protocol.
- Do not use a telephone of any kind until in a safe area.
- Do not take any action to cause heat or sparks Consult with emergency personnel and utility company to determine next steps.

Immediate Action Response: The Big Five

- ❑ When able, alert the Superintendent's Office.
- ❑ Deploy Incident Command System (ICS) Safety Team to isolate and restrict access to potentially contaminated area.
- ❑ The School Incident Commander will coordinate further action with representatives from fire and police commanders and utility company.
- ❑ A Unified Command Post will be established at a safe location away from the building to determine any further action.
- ❑ The Fire Department Incident Commander or other emergency personnel will assume responsibility of the scene and determine the appropriate actions to further mitigate the emergency.
- ❑ In consultation with the Fire Department Incident Commander and utility company, the School Incident Commander will make a determination to implement procedures to cancel school or resume normal building operations In the event of a suspected hazardous chemical or gas odor or leak, immediately notify School Incident Commander.
- ❑ At the direction of the Incident Commander, evacuate students from immediate vicinity of danger. If odor is severe, leave the area immediately; do not wait for Incident Command.
- ❑ Follow Evacuation protocol and use designated routes or other alternate safe routes to an assigned Assembly Area located upwind of the affected room or building
- ❑ Leave any equipment or machinery as is.
- ❑ Do not switch lights on or off Leave doors open. Do not operate lights or any electrical equipment, including cell phones.
- ❑ At the designated Assembly Area take student attendance and report any missing students to School Incident Commander.

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR

ACTIONS (Outside:

- ❑ Assume Incident Command role and instruct designee to call 911 to provide the exact location and nature of the emergency.
- ❑ If it is determined that a hazardous chemical or gas leak has occurred away from the school campus, initiate SHELTER-IN-PLACE with a public address announcement.
- ❑ Clearly instruct teachers and staff to immediately follow SHELTER-IN-PLACE protocol.
- ❑ Once SHELTER-IN-PLACE is implemented, direct Incident Command Safety

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(ICS) Officer or Security/Utilities Team to turn off fans in the area; close doors and windows; shut down all air handling systems, and turn off sources of ignition.

- ❑ When able, alert the Superintendent's Office.
- ❑ In accordance with the SHELTER-IN-PLACE protocol, students and staff who are outdoors should proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium).
- ❑ Teachers who assemble their classes in a location other than their assigned SHELTER-IN-PLACE assembly point should communicate their locations to the School Incident Commander via standard communication channels without leaving the building.
- ❑ The School Incident Commander will coordinate further action with representatives from fire and police commanders and utility company.
- ❑ **The SHELTER-IN-PLACE** protocol will remain in effect until the appropriate agency or Site Administrator declares the emergency is **resolved**.

STAFF ACTIONS - OUTSIDE SCHOOL BUILDINGS:

- ❑ Initiate **SHELTER-IN-PLACE** immediately by clearing students from the hallways and grounds. Stay away from all doors and windows
- ❑ Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by Incident Command Keep all students in the classroom until further instructions are received.
- ❑ Support those needing special assistance.
- ❑ Take attendance and call or email status to School Incident Command staff, according to site protocol.
- ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine.

The Big Five: Hazards - Fire (Off Site):

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires “think-on-your feet” alertness.

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:

- Assume Incident Command role.
- Contact local fire department (call 911) to determine location of fire and the correct action for school site.
- Access the School “Emergency Response Box” that includes site maps, keys, rosters, etc.
- If appropriate, **SHELTER-IN-PLACE** or begin **EVACUATION** to off site evacuation location according to site emergency plan.
- If needed, contact bus dispatch for transportation by bus to evacuation location.
- In order to ensure that all students and staff have left the building and are free from injury, direct Operations Chief to engage the Search and Rescue team Monitor radio stations and other public information sources for current status reports.
- Determine if Student Release should be implemented. If so, notify staff, students and parents.

STAFF ACTIONS:

- If students are to be evacuated and it is safe to do so, take attendance prior to leaving the building site.
- Remove staff ID placard from emergency packet and put it on.
- Evacuate immediately to assembly area. DO NOT STOP** to collect belongings. Be sure to bring the classroom “Go Pack” which should include attendance roster and emergency supplies.
- Leave windows and doors closed behind you, but unlocked.
- Stay calm.
- Maintain control of the students at a safe distance from the fire and fire

Immediate Action Response: The Big Five

fighting equipment.

- Take attendance at the assembly area.
- Report any missing students to the School Incident Commander/site administrator and emergency response personnel.
- Remain with students until Incident Command has determined it is safe to return.
- Follow school emergency protocols for return to school.

The Big Five: Hazards - Fire (On Site):

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS (Inside):

- First, sound the fire alarm to implement **EVACUATION** of the building **ONLY AFTER hearing the announcement over the PA system to evacuate.**
- Assume Incident Command role.
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by emergency personnel.
- Next, instruct designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- Access the school "Emergency Response Box" in order to provide emergency responders with maps, keys, rosters, etc.
- Immediately **EVACUATE** the building or the school using the primary or alternate fire routes.
- When able, alert Superintendent's Office.
- To ensure that access roads are kept open for emergency vehicles, direct Safety Officer to open gates and clear pathways.
- To ensure that all students and staff have left the building and to locate injured students/staff, direct Operations Chief to engage the Search and Rescue team or communicate to Unified Command.
- Have Safety Officer report to Incident Command Post.
- To ensure injured students and staff members receive medical attention, direct Operations Chief to engage Medical Team.
- If needed, notify bus dispatch for off-site evacuation or communicate with Unified Command to engage SAMTRANS.
- Do not allow staff and students to return to the building until the Fire

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Incident Commander declares that it is safe to do so.

STAFF ACTIONS - FIRE WITHIN SCHOOL BUILDING:

- Evacuate immediately to assembly area.
- DO NOT STOP to collect belongings, but be sure to bring attendance roster and emergency supplies.
- Leave the windows and doors closed, but unlocked.
- Stay calm; maintain control of the students at the designated assembly area.
- Take attendance.
- Report missing students to the School Incident Commander/Site Administrator and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

**THE BIG FIVE:
Section 2:
EMERGENCY TEAMS - OPERATIONS
ASSIGNMENTS**

COMMAND POST:

School Incident Commander	Superintendent Steve Frank
Public Information Officer	Superintendent Steve Frank
Safety Officer	Melissa Bowdoin/Jenn Pedersen
Liaison Officer	Marta Batlle
Chief Operations	Melissa Bowdoin/Jenn Pedersen
Planning and Intelligence	Harlin Hansen/Sandeep Tulachan
Logistics	Cathy Stienstra or designee
Finance and Administration	Waly Ndiaye
Office	Tina Adolph

The Big Five - OPERATIONS TEAMS:

Crisis Intervention

- Marta Batlle, Supervisor
- Allison Brunner
- Mena Lam
- Suzanne Drysdale
- Doug Burress
- Lauren Fritts
- Joane Nelson
- Laura Carlone
- Christine Jones

Location

- Inside: School Office
- Outside: Upper Grade Field

First Aid

- James Haddon, Supervisor
- Abbe Kean, Leader
- Jenn Mitchell
- Sharon LaCrosse
- Jonathan Schneider

Location

- Inside: Science Classroom, Room 24
- Outside: Between Upper Grade Playground and Community Gym

Functions

- Report to EOC to determine medical needs and plan.
- Set up first aid area and get supplies.
- Assess injuries and provide first aid as indicated.
- Determine need for skilled medical assistance and request from the EOC.
- Tag each of the injured with name, address, injury and any treatment rendered.
- Establish priorities for the transport of the injured to hospitals, when transport is available.
- Complete the Injury and Missing Persons Report found in the first aid kit in the shed

The Big Five - OPERATIONS TEAMS (cont.):

<p><u>Student Assembly/Field Supervisor</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Kathy Jones, PE, Supervisor <input type="checkbox"/> Kara D'Ambrosio, Co-Leader <input type="checkbox"/> Brian Myrtetus, Co-Leader 	<p><u>4th Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Carrie Koutoumanis <input type="checkbox"/> Lauren Baumgartner
<p><u>Preschool</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Jenn Adolph <input type="checkbox"/> Edith Alvarado <input type="checkbox"/> Lisa Dayeh <input type="checkbox"/> Sandra Foley <input type="checkbox"/> Angie Glynn 	<p><u>5th Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Gillian Parkhurst <input type="checkbox"/> Amber Alvarez
<p><u>Transitional Kindergarten</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sonja Virgallito 	<p><u>6th Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Amy Borges
<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Stacey McNamara <input type="checkbox"/> Liz Shane 	<p><u>7th Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Kristina Valentine
<p><u>1st Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Kathy McAdams <input type="checkbox"/> Isla Drysdale 	<p><u>8th Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Georgie Kerber
<p><u>2nd Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lindsay Picone <input type="checkbox"/> Jerniece Ray 	<p><u>6th-8th Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Yani Piedra <input type="checkbox"/> Natalie Deveglio
<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Katie Simkins <input type="checkbox"/> Alex Boyce 	<p><u>Functions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> To secure the safety of the children. <input type="checkbox"/> All teachers should complete the class emergency status report and hand it to the grade level student supervisor before moving on to other duties. <input type="checkbox"/> Grade level supervisors should turn all cards in to the Field Supervisor, and the Field Supervisor will give the cards to the Operations Manager for prioritization of need. <input type="checkbox"/> Monitor the release of the children to the release runners (do not release a child without a release form) per student release procedure.

The Big Five - OPERATIONS TEAMS (cont.):

Utilities

- Eucadio Martinez, Supervisor (days)
- Lupe Chavez/Francisco Martinez (nights)

Functions

- Turn off all utilities and secure water system
- Extinguish small fires if possible
- Assure that emergency vehicles have access to school

Light, Search and Rescue

- Jenn Parker, Supervisor
- Tracy Reilly - Leader
- Chelsea Card
- Esther Kim

Location

- Inside: School Office
- Outside: Back Playground

Functions (Always done in teams of no fewer than two people)

- Check in with Team Leader.
- Be sure that you have the proper equipment.
- Check the exterior of the building.
- Turn in a building status report.
- Develop a plan of attack.
- Select a safe entrance.
- Interior search.
- Mark the entry door with a chalk slash - /.
- Initiate a sweep of area in a pre-assigned sweep pattern.
- Upon entering an area call out and wait for an answer.
- Remove lightly trapped victims FIRST.
- Remove trapped victims, if possible.
- When exiting complete original / making an X and write pertinent information on the door.
- Secure the building from re-entry after the search.
- Report to team leader and describe situation.
- When duties are done, teachers should return to assist with Student Assembly/Field Supervision.

Student Release

- Elvira Ramirez, Supervisor, Table "A"
- Bev Iverson, Supervisor, Table "B" and Preschool
- Linette Griffith, Last names A – F
- Kem Smith, Last names G - M
- Ellen Bertine, Last names N – Z

Immediate Action Response: The Big Five

Runners

- Beth Hoss, Supervisor
- Student Council Cabinet members (selected by supervisor)

Location

- Inside: Sellman
- Outside: Primary Blacktop

Functions

- Account for all students and staff. Get Injury and Missing Persons Report from planning.
- Follow student release procedure.
- Check student emergency card for name of person(s) authorized to pick up student.
- Release student only to an authorized person.
- If in doubt, ask for identification.
- Complete Student Release Log.

Emergency Team – Set Up

- Liza Lazzari, Supervisor
- Jen Lighty, Leader
- Hui Liu
- Eucadio Martinez
- Student Council Members as necessary (selected by supervisor)

Functions

- Open supply sheds.
- Set up tables for the incident command system. (see set up map in appendix)
- Retrieve first aid kit, student release materials and any other necessary equipment from supply shed.

Food, Water, and Supply Management

- Nessa Hessami, Supervisor
- Nikkie McManis

Location

- Inside: School Office
- Outside: Back Playground

Functions

- Assist with parking lot management to prevent parent parking and allow emergency vehicles access to the black top.
- Assess food preparation facilities.
- Estimate number of persons requiring shelter and for what period of time.
- Assess adequacy of available water, food, blankets and other supplies.
- Control conservation of water and food.
- Establish a list of all persons in shelter and determine any special needs.
- Report additional equipment and supply needs to the EOC.

THE BIG FIVE: Section 3: APPENDIX

TEACHER BUDDY LIST

Alvarado Adolph, J. Dayeh	Hessami McNamara Reilly Virgallito Shane	Lighty McAdams I.Drysdale	Myrtetus Griffith Picone Ray Rohleder
Foley Glynn Smith	Borges Valentine LaCrosse	Jones Haddon D'Ambrosio Hoss	Liu Piedra-Maguina Daveggio Allen
Iverson Parkhurst Edelman Kim	Bertine Simkins Boyce	Baumgartner Koutoumanis Kerber Parker	Fritts Nelson Nessi
T. Adolph Ramirez Martinez Steinstra Keane Substitutes	E. Martinez Chavez (pm) F. Martinez (pm)	Card McManis McLaughlin Schneider	Carlone Mitchell Lam
Bowdoin Pedersen Batlle Frank Ndiaya	Brunner Mitchell S.Drysdale	Hansen Tulachan	Woodside Foundation

Note:

- Teachers: account for your classroom aides.
- Teacher buddies check with each other to determine each other's health status.
- Teachers' responsibility is to do the greatest good for the greatest number.
- If a students' condition requires him/her to remain in the classroom, one teacher stays with the student and the other takes the class to evacuate.

DISASTER ASSIGNMENTS

Staff Name	Job Title	Disaster Assignments
Adolph, Jen	Preschool Teacher	Student Assembly
Adolph, Tina	Office Clerk	Office
Ahlstrom, Michelle	Digital Communication	NA
Alvarado, Edith	Preschool Teacher	Student Assembly
Battle, Marta	Student Services Coordinator	Liaison Officer and Crisis Intervention
Baumgartner, Lauren	4 th Grade Teacher	
Bertine, Ellen	3 rd Grade Teacher	
Borges, Amy	Middle School Teacher	
Bowdoin, Melissa	Lower School Principal	
Boyce, Alejandro	Para-Educator	
Brunner, Allison	School Psychologist	Crisis Intervention
Card, Chelsea	Middle School Teacher	
Chavez, Lupe	Maintenance	Utilities
D'Ambrosio, Kara	K-4 th Grade Teacher	
Dayeh, Lisa	Preschool Asst. Director	
Drysdale, Suzanne	Reading Specialist	Crisis Intervention
Edelman, Nicole	5 th Grade Teacher	
Foley, Sandra	Preschool Teacher	Student Assembly
Frank, Steve	District Superintendent	Incident Commander, Public Information Officer, and Finance and Administration
Fritts, Lauren	Resource Teacher	Crisis Intervention
Glynn, Angie	Preschool Teacher	Student Assembly
Griffith, Linette	2 nd Grade Teacher	
Haddon, James	5 th -8 th Grade Teacher	
Hansen, Harlin	Director of Technology	
Hessami, Nessa	Kindergarten Teacher	
Hoss, Beth	4 th -8 th Grade Teacher	
Iverson, Bev	K-8 th Grade Teacher	
Jones, Kathy	K-4 th Grade Teacher	
Keane, Abbe	School Nurse	First Aid
Kim, Esther	5 th Grade Teacher	
Koutoumanis, Carrie	4 th Grade Teacher	
LaCrosse, Sharon	Librarian/Middle School Teacher	
Lam, Mena	School Counselor	Crisis Intervention

Immediate Action Response: The Big Five

Lazzari, Liza	Office Assistant	
Lighty, Jennifer	1 st Grade Teacher	
Liu, Hui	5 th -8 th Grade Teacher	
Martinez, Elvira	Student Data Coordinator	
Martinez, Eucadio	Maintenance Supervisor	Utilities Supervisor and Emergency Set-Up
Martinez, Francisco	Maintenance	Utilities
McAdams, Kathy	1 st Grade Teacher	
McLaughlin, Alicia	Middle School Teacher	
McNamara, Stacey	Kindergarten Teacher	
Mitchell, Jennifer	Speech Therapist	First Aid
McManis, Nikkie	Middle School Teacher	
Myrtetus, Brian	2 nd Grade Teacher	
Nelson, Joane	K-5 th Grade Resource Teacher	Crisis Intervention
Nessi, Pam	Para-Educator	Student Assembly
Pedersen, Jenn	Upper School Principal	
Parker, Jennifer	5 th -6 th Grade Teacher	
Parkhurst, Gillian	5 th Grade Teacher	
Piedra-Maguina, Yani	Para-Educator	
Picone, Lindsay	2 nd Grade Teacher	
Reilly, Tracy	Kindergarten Teacher	
Schneider, Jonathan	Middle School Teacher	First Aid
Shane, Elizabeth	Para-Educator	
Simkins, Katie	3 rd Grade Teacher	
Smith, Kem	Preschool Teacher	
Stienstra, Cathy	Executive Assistant	
Tulachan, Sandeep	Network Support	Planning and Intelligence
Valentine, Kristina	Middle School Teacher	
Virgallito, Sonja	TK Teacher	

INCIDENT COMMAND SYSTEM STRUCTURE

Mr. Steve Frank, Incident Commander/Public Information Officer						
Melissa Bowdoin & Jenn Pedersen , Operations Chief & Safety Officer					Cathy Stienstra, Logistics	Marta Batlle Liaison Officer
Field Supervisor Kathy Jones	Student Release Supervisor Elvira Ramirez Martinez	First Aid Supervisor James Haddon	Search & Rescue Supervisor Jenn Parker	Emergency Set Up Supervisor Liza Lizzari	Utility Supervisor Eucadio Martinez	Planning & Intelligence Harlin Hansen
Field Supervision	Student Release	First Aid	Search & Rescue	Emergency Set Up	Utilities Lupe Chavez Francisco Martinez	Office Tina Adolph
					Food, Water, & Supply Mgmt.	

Crisis Team
Crisis Team Supervisor Marta Batlle
Crisis Intervention Team Allison Brunner Suzanne Drysdale Heather Fair Lauren Fritts Joane Nelson Mena Lam

ALL PERSONNEL should complete a CLASS EMERGENCY STATUS REPORT and submit it to the FIELD SUPERVISOR BEFORE reporting to other assignments. Once assignments are completed and reported, all personnel should report back to the OPERATIONS CHIEF for next steps.

Woodside Elementary School Emergency Drill Schedule 2020-2021

December 2020

Thursday, December 17th at 9:20 a.m. (Earthquake Drill)

January 2021

Friday, January 15th at 10:00 a.m. (Intruder Drill)

February 2021

Thursday, February 11th at 11:00a.m. (Fire Drill)

March 2021

Tuesday, March 15th at 11:40 a.m. (Secure Campus Drill)

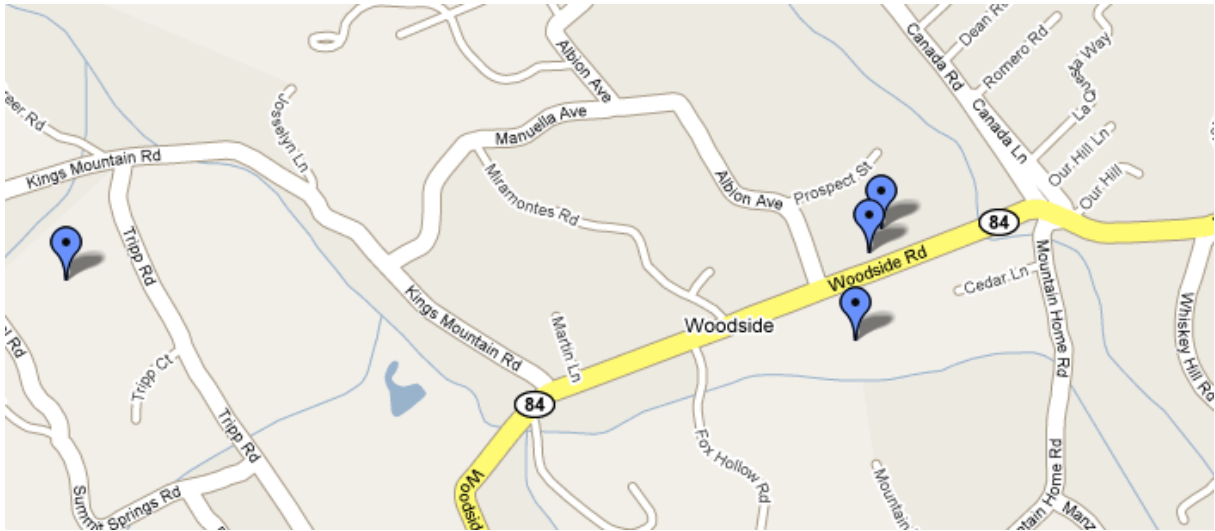
April 2021

Wednesday, April 21st at 12:20 p.m. (Earthquake Drill)

May 2021

Thursday, May 28th at 1:40 p.m. (Fire Drill)

Shelter Locations



Mounted Patrol
521 Kings Mountain Rd
Woodside, CA 94062

WES Library Church

Woodside Classroom Safety Guidelines

The following work practices as mandated by safety legislation SB198 of CAL OSHA are an information item for you. Following these work practices will:

- Provide a safe environment for incoming students
- Alleviate injuries to staff members while performing daily activities
- Help keep the building clean and safe

Here are some helpful guidelines when situations arise at school. Any of these items can be reported directly to the maintenance administration or emailed to Building Maintenance personnel through a Help Desk request.

- Please report all work related injuries to the administration as soon as you become aware of an injury.
- Please do not try and lift any heavy objects (boxes, etc.). Please seek assistance from administrators or custodians.
- Personal tools, equipment, extension cords, chemicals or electric heaters should not be brought to school. If the heater does not work, do not bring any heating device from home. The school administration will do its best in correcting the problem. Contact an administrator or custodian in the event that you need an electrical connection.
- All fire extinguishers throughout the building should be mounted. Contact an administrator or custodian if you see an extinguisher that is not secured properly. In addition, all extinguishers are recharged yearly and are maintained by Building Maintenance personnel.
- When you become aware of a defect in a piece of equipment or a facility, please contact us immediately. Failure to report the faulty condition could result in an injury.
- In the event of small liquid or food spills, please clean up spills immediately to avoid an injury. If you need assistance, please contact the maintenance administrator or custodian.
- Never attempt to repair electrical outlets or equipment.
- Improperly used cabinets can result in injury. Please close all cabinets after use. Please do not open more than one file cabinet at a time. Check to see if bookcases and cabinets are securely bolted to the wall. If not, please contact the maintenance administrator or custodian.
- Do not stack boxes more than one layer on top of your cabinets. Any heavy objects should be placed on a low-level shelf. In case of an earthquake, this will minimize impact and avoid injury.

Immediate Action Response: The Big Five

- ❑ Defective furniture, carpets, cabinets or other items should be reported immediately to reduce injury. If possible, remove the object from service. No one should have a paper cutter in his or her room. They are to be used in the staff workroom only.
- ❑ Everyone should familiarize themselves with all disaster procedures. Your knowledge and role in a disaster is critical for the safety of staff and the children.
- ❑ Please do not use scotch tape on classroom or hallway walls. Tape removes the paint from the walls and makes cleaning the hallways in the summer difficult.
- ❑ Please do not bring cleaning supplies from home and store them under the sink. Cleaning supplies from the custodial staff are permitted.

Please Sign _____

Date _____

SCHOOL CLOSURE EMERGENCY PHONE TREE

Mr. Steve Frank is the only person who begins the phone tree. In his absence either Melissa Bowdoin or Jenn Pedersen will begin the phone tree. Do not call anyone on the phone tree until you hear from either Mr. Steve Frank, Melissa Bowdoin, or Jenn Pedersen.

Mr. Steve Frank - Superintendent				
Sheriff (650) 363-4000 (650) 363-4100	Melissa Bowdoin Jenn Pedersen	Cathy Stienstra	Jen Zweig Board President (415) 465-2765	Tina Adolph (650) 599-9686 (650) 245-8156
	PG&E (800) 743-5000 KGO (415) 954-8100 KCBS (415) 478-3300 Marta Batlle (415) 202-4208 Harlin Hansen (408) 249-8711	Eucadio Martinez (650) 906-0233	School Board Members	Sequoia Trans. (650) 306-8875 Town of Woodside (650) 359-4959 (650) 740-9293 PTA President Devon Kohler (617) 529-3848

Immediate Action Response: The Big Five

STAFF EMERGENCY PHONE TREE

Directions: The phone tree starts with the first person on the list. They call the second person on the list. If that person is not home, leave a message and call the next one down on the list. Keep calling until you actually reach a person. That person in turn calls the next one on the list and so on.

Staff Phone Tree #1	Staff Phone Tree #2	Staff Phone Tree #3
Jenn Pedersen	Harlin Hansen (408) 249-8711	Melissa Bowdoin (408) 857-6440
Stacey McNamara (650) 642-1129	Jennifer Lighty (650) 208-1267	James Haddon (415) 847-8325
Tracy Reilly (415) 377-3314	Kathy McAdams (650) 454-4219	Gillian Parkhurst (650) 868-6511
Sonja Virgallito (650) 454-0170	Lindsay Picone (408) 656-5733	Nicole Edelman (650) 619-7220
	Brian Myrtetus (415) 305-5917	Esther Kim (215) 285-3920
Nessa Hessami (650) 773-2330	Linette Griffith (650) 303-7203	
Lisa Dayeh (650) 759-6589		Carrie Koutoumanis (650) 430-5222
Sandra Foley (650) 283-8225	Alicia McLaughlin (916) 397-4691	Lauren Baumgartner (415) 307-3771
Jen Adolph (650) 906-4407	Ellen Bertine (650) 420-5680	Pam Nessi (650) 400-2871
Angie Glynn (650) 218-8203	Katie Simkins (415) 640-0226	Chelsea Card (949) 413-6564
Kem Smith (650) 642-7977	Alex Boyce (650) 300-9845	Kathy Jones (408) 832-3366
Edith Alvarado (650) 851-0316	Liza Lazzari (650) 863-3023	Kara D'Ambrosio (650) 224-2389
Staff Phone Tree #4	Staff Phone Tree #5	Staff Phone Tree #6
		Cathy Stienstra (650) 868-8009
Joane Nelson (650) 812-4854	Amy Borges (415) 317-5348	
Suzanne Drysdale (603) 828-6619	Jennifer Parker (310) 413-5222	Elvira Martinez (650) 906-8425
Jenn Mitchell (650) 892-8075	Nikkie McManis (650) 350-2509	Sharon La Crosse (650) 533-3800
Beth Hoss (408) 507-7981	Bev Iverson (650) 208-3937	Elizabeth Shane (650) 328-8449
Lauren Fritts (530) 363-4945	Hui Liu (408) 636-8007	
Allison Brunner (614) 531-3025		
Yani Piedra-Maguina (925) 389-0813	Jonathan Schneider (650) 868-9443	Mena Lam (617) 447-6876
		Abbe Keane (650) 619-2530
	Kristina Valentine (925) 997-1863	Lupe Chavez (209) 623-9606
		Francisco Martinez (650) 722-0598

Immediate Action Response: The Big Five

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The Big Five: Secure Campus

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN/BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN/BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS - GENERAL ACTIONS:

- Is intended to prevent a potential community threat from entering **campus**
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom/office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

SECURE CAMPUS - STAFF ACTIONS:

- ❑ Move to the door and instruct any passing students to return to assigned classroom immediately
- ❑ Close and lock the door
- ❑ Continue the class instruction or activity as normal
- ❑ Enforce the no entrance and no exit protocol. Remain in the classroom or secured area and wait for further instructions
- ❑ Be alert to the possibility that the response may elevate to **LOCKDOWN/BARRICADE**
- ❑ Do not call the office to ask questions; School Incident Commander will send out periodic updates
- ❑ Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

SECURE CAMPUS - STAFF ACTIONS (If students are engaged in class activities on an outlying field - PE or other activity):

- ❑ Gather students together and organize into an orderly formation
- ❑ Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location
- ❑ Proceed to predetermined classroom location as quickly as possible
- ❑ Once inside, take attendance to ensure all students are accounted for
- ❑ By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- ❑ Implement all classroom policies and procedures for **SECURE CAMPUS** status
- ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

The Big Five: Lockdown/Barricade

LOCKDOWN/BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN/BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom Immediate danger in the surrounding community

Lockdown/Barricade is a protective action against human threat while Shelter in-Place protects against environmental threat. Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

LOCKDOWN/BARRICADE - GENERAL ACTIONS:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of both students and staff If it is possible to safely **get off campus** with students, take that action immediately (**Run**)
- If it is not possible to get off campus, **quickly lockdown** inside a safe **room and barricade** the entrance (**Hide**)
- Once a room is secured, no one is allowed to enter or exit under any circumstances In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (**Fight**)

LOCKDOWN/BARRICADE - “THINK ON YOUR FEET”:

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, students, and other staff.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

RUN: Escape/Get Off Campus:

Only attempt this if you are confident the suspect(s) is not in the immediate vicinity. Safely get off campus; find a position of cover or safe place for assembly. Guide/instruct others you encounter on the way to follow you to safety. Call 911 immediately to report location and request emergency services if necessary. Once in a safe place – stay there.

HIDE: Lockdown/Barricade:

- Clear all hallways; get students and staff inside immediately
- Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- Direct all those in the room to remain still and quiet; turn off/silence cell phones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus

FIGHT:

If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs. There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker. Fighting back is NOT an expectation, merely one option for a last resort response.

LOCKDOWN/BARRICADE - STAFF ACTIONS (Class In Session):

- Immediately** move to the door and check for passing students.
- Divert as many students as possible into the classroom.
- Lock and close the door and barricade with heavy objects.
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of heavy black construction paper.
- Instruct students to stay quiet and out of sight.
- Relocate against the wall least visible to the outside and most out of the line of harm.
- Turn off devices, projectors, document camera, etc. The room should be dark and quiet.
- Silence all cell phones.
- DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door.
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized.
- If safe to do so, locate emergency packet and attendance roster.
- Remove staff ID placard and put it on.
- If safe to do so, take attendance and document on appropriate form.
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement.
- DO NOT call office to ask questions; School Incident Command will send out periodic updates.
- In the extreme instance that a Violent Intruder is able to enter a room,

Immediate Action Response: The Big Five

occupants should be prepared to fight back (**Fight**).

- ❑ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

LOCKDOWN/BARRICADE - STAFF ACTIONS (Class not in session):

- ❑ Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ❑ Do not chase students that run. Let them go.
- ❑ Do not go into rooms that cannot be secured and offer no way out.
- ❑ If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm.
- ❑ Instruct students to stay quiet and out of sight.
- ❑ Silence all cell phones.
- ❑ Turn off devices, projectors, document camera, etc.
- ❑ Remain calm.
- ❑ If safe to do so, attempt to maintain separation between students and the perpetrator.
- ❑ Only if there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door.
- ❑ If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized.
- ❑ If safe to do so, locate emergency packet and remove staff ID placard and put it on
- ❑ If safe to do so, take attendance and document on appropriate form
- ❑ If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision.
- ❑ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (**Fight**).
- ❑ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

LOCKDOWN/BARRICADE - STAFF ACTIONS (Class in session - outside):

- ❑ Gather students together and organize into an orderly formation.
- ❑ Inform students that as part of **LOCKDOWN/BARRICADE** procedures, the class will evacuate off-campus to a predetermined Off Site Evacuation Location
- ❑ Follow pre-arranged evacuation route to evacuation location
- ❑ Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide or fight the assailant
- ❑ Upon arrival at the pre-arranged location, take attendance
- ❑ By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- ❑ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement.

The Big Five: Hazards - Chemicals and Gas

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander. Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How To Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS (Inside):

- Assume Incident Command role and call 911 from a safe location.
- Must be ready to provide location, status of campus, and all available details of the situation.
- If a gas leak is discovered inside the building, evacuate the affected building **immediately** to an area that is upwind of the suspected leak.
- Follow EVACUATION Protocol.
- Do not use a telephone of any kind until in a safe area.
- Do not take any action to cause heat or sparks Consult with emergency personnel and utility company to determine next steps.

Immediate Action Response: The Big Five

- ❑ When able, alert the Superintendent's Office.
- ❑ Deploy Incident Command System (ICS) Safety Team to isolate and restrict access to potentially contaminated area.
- ❑ The School Incident Commander will coordinate further action with representatives from fire and police commanders and utility company.
- ❑ A Unified Command Post will be established at a safe location away from the building to determine any further action.
- ❑ The Fire Department Incident Commander or other emergency personnel will assume responsibility of the scene and determine the appropriate actions to further mitigate the emergency.
- ❑ In consultation with the Fire Department Incident Commander and utility company, the School Incident Commander will make a determination to implement procedures to cancel school or resume normal building operations In the event of a suspected hazardous chemical or gas odor or leak, immediately notify School Incident Commander.
- ❑ At the direction of the Incident Commander, evacuate students from immediate vicinity of danger. If odor is severe, leave the area immediately; do not wait for Incident Command.
- ❑ Follow Evacuation protocol and use designated routes or other alternate safe routes to an assigned Assembly Area located upwind of the affected room or building
- ❑ Leave any equipment or machinery as is.
- ❑ Do not switch lights on or off Leave doors open. Do not operate lights or any electrical equipment, including cell phones.
- ❑ At the designated Assembly Area take student attendance and report any missing students to School Incident Commander.

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR

ACTIONS (Outside:

- ❑ Assume Incident Command role and instruct designee to call 911 to provide the exact location and nature of the emergency.
- ❑ If it is determined that a hazardous chemical or gas leak has occurred away from the school campus, initiate SHELTER-IN-PLACE with a public address announcement.
- ❑ Clearly instruct teachers and staff to immediately follow SHELTER-IN-PLACE protocol.
- ❑ Once SHELTER-IN-PLACE is implemented, direct Incident Command Safety

Immediate Action Response: The Big Five

(ICS) Officer or Security/Utilities Team to turn off fans in the area; close doors and windows; shut down all air handling systems, and turn off sources of ignition.

- ❑ When able, alert the Superintendent's Office.
- ❑ In accordance with the SHELTER-IN-PLACE protocol, students and staff who are outdoors should proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium).
- ❑ Teachers who assemble their classes in a location other than their assigned SHELTER-IN-PLACE assembly point should communicate their locations to the School Incident Commander via standard communication channels without leaving the building.
- ❑ The School Incident Commander will coordinate further action with representatives from fire and police commanders and utility company.
- ❑ **The SHELTER-IN-PLACE** protocol will remain in effect until the appropriate agency or Site Administrator declares the emergency is **resolved**.

STAFF ACTIONS - OUTSIDE SCHOOL BUILDINGS:

- ❑ Initiate **SHELTER-IN-PLACE** immediately by clearing students from the hallways and grounds. Stay away from all doors and windows
- ❑ Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by Incident Command Keep all students in the classroom until further instructions are received.
- ❑ Support those needing special assistance.
- ❑ Take attendance and call or email status to School Incident Command staff, according to site protocol.
- ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine.

The Big Five: Hazards - Fire (Off Site):

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires “think-on-your feet” alertness.

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:

- Assume Incident Command role.
- Contact local fire department (call 911) to determine location of fire and the correct action for school site.
- Access the School “Emergency Response Box” that includes site maps, keys, rosters, etc.
- If appropriate, **SHELTER-IN-PLACE** or begin **EVACUATION** to off site evacuation location according to site emergency plan.
- If needed, contact bus dispatch for transportation by bus to evacuation location.
- In order to ensure that all students and staff have left the building and are free from injury, direct Operations Chief to engage the Search and Rescue team Monitor radio stations and other public information sources for current status reports.
- Determine if Student Release should be implemented. If so, notify staff, students and parents.

STAFF ACTIONS:

- If students are to be evacuated and it is safe to do so, take attendance prior to leaving the building site.
- Remove staff ID placard from emergency packet and put it on.
- Evacuate immediately to assembly area. DO NOT STOP** to collect belongings. Be sure to bring the classroom “Go Pack” which should include attendance roster and emergency supplies.
- Leave windows and doors closed behind you, but unlocked.
- Stay calm.
- Maintain control of the students at a safe distance from the fire and fire

Immediate Action Response: The Big Five

fighting equipment.

- Take attendance at the assembly area.
- Report any missing students to the School Incident Commander/site administrator and emergency response personnel.
- Remain with students until Incident Command has determined it is safe to return.
- Follow school emergency protocols for return to school.

The Big Five: Evacuation

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a “DROP, COVER and HOLD ON” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION - GENERAL ACTIONS:

- Requires exit from the building to a designated safe site, on-campus (Turf Field) or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit that
- Requires that staff and students assist those with special needs to ensure for safe egress of all

EVACUATION - STAFF ACTIONS:

- Prepare students to leave all belongings and calmly exit the building.
- Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of "Buddy Teacher."
- Remove staff ID placard from emergency materials and put it on.
- Ensure that the door is closed, but **unlocked**.
- Check with "Buddy Teacher(s)" to determine each other's health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one "Buddy Teacher" will evacuate both classrooms.
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol.
- Emphasize that the class stay together en route to the Evacuation Assembly Area.

- Appoint a responsible student to lead class while teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress.
- Give clear direction for all students to go to designated Evacuation Assembly Area.
- Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area According to site protocol, take attendance once class is safely in assembly location.
- According to site protocol, report missing students.
- Remain in the Evacuation Assembly Area until further instructions.
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

EVACUATION - HOW TO ASSIST THOSE WITH DISABILITIES:

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- Turn lights on/off to gain person's attention - OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs:

- Give priority assistance to wheelchair users with electrical respirators.
- Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

Woodside ESD | BP 5145.9 Students

Hate-Motivated Behavior

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131- Conduct)

(cf. 5131.2 - Bullying)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.94 - History-Social Science Instruction)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Prohibition of discrimination based on age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Prohibited Disability Harassment, July 2000

WEB SITES

CSBA: <http://www.csba.org>

California Association of Human Relations Organizations: <http://www.cahro.org>

California Department of Education: <http://www.cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice: <https://www.justice.gov>

Policy WOODSIDE ELEMENTARY SCHOOL DISTRICT

adopted: September 13, 2018 Woodside, California

Woodside ESD | BP 5131.2 Students

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code

46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

46600 Student transfers

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist

California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <https://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <https://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <https://www.partnerforchildren.org>

U.S. Department of Education: <http://www.ed.gov>

Policy WOODSIDE ELEMENTARY SCHOOL DISTRICT

adopted: March 10, 2020 Woodside, California

Woodside ESD | AR 5131.2 Students

Bullying

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6163.4 - Student Use of Technology)

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. **Physical bullying:** An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. **Verbal bullying:** An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. **Social/relational bullying:** An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. **Cyberbullying:** An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

(cf. 5141.52 - Suicide Prevention)

2. The definition of sex discrimination and harassment as described in Education Code 230, including the

rights set forth in Education Code 221.8

3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

(cf. 1113 - District and School Web Sites)

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

(cf. 1312.3 - Uniform Complaint Procedures)

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5116.2 - Involuntary Student Transfers)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Regulation WOODSIDE ELEMENTARY SCHOOL DISTRICT

approved: March 10, 2020 Woodside, California

Woodside ESD | BP 5131 Students

Conduct

The Board of Trustees believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.1 - Bus Conduct)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

6. Obscene acts or use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)

9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of district policy

(cf. 5131.8 - Mobile Communication Devices)

(cf. 6163.4 - Student Use of Technology)

10. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

11. Wearing of any attire that violates district or school dress codes, including gang-related apparel

(cf. 5132 - Dress and Grooming)

(cf. 5136 - Gangs)

12. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.11 - Attendance Supervision)

(cf. 5113.12 - District School Attendance Review Board)

13. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

417.25-417.27 Laser scope or laser pointer

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42

20 USC 1681-1688 Title IX, 1972 Education Act Amendments

COURT DECISIONS

J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094

LaVine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415 (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser (1986) 478 U.S. 675

New Jersey v. T.L.O. (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Center for Safe and Responsible Internet Use: <https://www.ewa.org/organization/center-safe-and-responsible-internet-use>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

Policy WOODSIDE ELEMENTARY SCHOOL DISTRICT

adopted: January 14, 2020 Woodside, California

Woodside ESD | BP 5144 Students

Discipline

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian

49005-49006.4 Seclusion and restraint

49330-49335 Injurious objects

49550-49564.5 Meals for needy students

52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program

1773 School Breakfast Program

Management Resources:

CSBA PUBLICATIONS

Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015

The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Public Counsel: <http://www.fixschooldiscipline.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy WOODSIDE ELEMENTARY SCHOOL DISTRICT

adopted: May 7, 2019 Woodside, California

Woodside ESD | AR 5144 Students

Discipline

Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
(cf. 3515.3 - District Police/Security Department)
5. For junior high and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline.
(Education Code 35291.5)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the

expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

Regulation WOODSIDE ELEMENTARY SCHOOL DISTRICT

approved: May 7, 2019 Woodside, California

Woodside ESD | BP 5132 Students

Dress And Grooming

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.2 - Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Legal Reference:

EDUCATION CODE

212.1 Nondiscrimination based on race or ethnicity

220 Nondiscrimination

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

COURT DECISIONS

Jacobs v. Clark County School District (2008) 26 F. 3d 419

Harper v. Poway Unified School District (2006) 445 App. 3d 166

Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251

Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562

Hartzell v. Connell (1984) 35 Cal. 3d 899

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Policy WOODSIDE ELEMENTARY SCHOOL DISTRICT

adopted: January 14, 2020 Woodside, California

Woodside ESD | AR 5132 Students

Dress And Grooming

In cooperation with teachers, students and parents/guardians, the Superintendent/Principal shall establish school rules governing student dress and grooming which are consistent with law, Board of Trustees policy and industry regulations. The school dress code shall be regularly reviewed.

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day.

In addition, the following guidelines shall apply to all regular school activities.

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. hats, caps and other head coverings shall not be worn indoors, except for religious purposes.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be cleaned and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control.

The Superintendent/Principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Regulation WOODSIDE ELEMENTARY SCHOOL DISTRICT

approved: February 12, 2013 Woodside, California

The Big Five: Drop, Cover, and Hold On

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON - GENERAL ACTIONS:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is caused by breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

DROP, COVER AND HOLD ON - STAFF ACTIONS (Inside):

- At first recognition of an earthquake, instruct students to move away from windows
- Initiate DROP, COVER AND HOLD ON procedures. Immediately drop to the

Immediate Action Response: The Big Five

floor under desks, chairs, or tables.

- ❑ With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm
- ❑ Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass
- ❑ Any person in a wheelchair should shelter against an interior wall.
- ❑ Turn back to the windows, lock the wheels, and if possible, protect head and neck with arms
- ❑ Each time an aftershock is felt, DROP, COVER AND HOLD ON. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- ❑ When it appears safe to release from Cover, assess any injuries and/or damage and report status to School Incident Commander according to site communications protocol.
- ❑ Be prepared to call 911 directly if necessary
- ❑ Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area

DROP, COVER AND HOLD ON - STAFF ACTIONS (Outside):

- ❑ Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees and streetlights, etc.)
- ❑ Commence DROP AND COVER in the DROP, COVER AND HOLD ON procedures
- ❑ Place head between the knees; cover back of neck with arms and hands
- ❑ Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms and hands
- ❑ Remain in place until shaking stops or for at least 20 seconds
- ❑ Each time an aftershock is felt, DROP AND COVER. Aftershocks frequently occur minutes, days, even weeks following an earthquake.
- ❑ When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol
- ❑ Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area

The Big Five: Evacuation

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a “DROP, COVER and HOLD ON” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION - GENERAL ACTIONS:

- Requires exit from the building to a designated safe site, on-campus (Turf Field) or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit that
- Requires that staff and students assist those with special needs to ensure for safe egress of all

EVACUATION - STAFF ACTIONS:

- Prepare students to leave all belongings and calmly exit the building.
- Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of "Buddy Teacher."
- Remove staff ID placard from emergency materials and put it on.
- Ensure that the door is closed, but **unlocked**.
- Check with "Buddy Teacher(s)" to determine each other's health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one "Buddy Teacher" will evacuate both classrooms.
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol.
- Emphasize that the class stay together en route to the Evacuation Assembly Area.

- Appoint a responsible student to lead class while teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress.
- Give clear direction for all students to go to designated Evacuation Assembly Area.
- Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area According to site protocol, take attendance once class is safely in assembly location.
- According to site protocol, report missing students.
- Remain in the Evacuation Assembly Area until further instructions.
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

EVACUATION - HOW TO ASSIST THOSE WITH DISABILITIES:

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- Turn lights on/off to gain person's attention - OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs:

- Give priority assistance to wheelchair users with electrical respirators.
- Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

**THE BIG FIVE:
Section 2:
EMERGENCY TEAMS - OPERATIONS
ASSIGNMENTS**

COMMAND POST:

School Incident Commander	Superintendent Steve Frank
Public Information Officer	Superintendent Steve Frank
Safety Officer	Melissa Bowdoin/Jenn Pedersen
Liaison Officer	Marta Battle
Chief Operations	Melissa Bowdoin/Jenn Pedersen
Planning and Intelligence	Harlin Hansen/Sandeep Tulachan
Logistics	Cathy Stienstra or designee
Finance and Administration	Waly Ndiaye
Office	Tina Adolph

The Big Five - OPERATIONS TEAMS:

Crisis Intervention

- Marta Batlle, Supervisor
- Allison Brunner
- Mena Lam
- Suzanne Drysdale
- Doug Burress
- Lauren Fritts
- Joane Nelson
- Laura Carlone
- Christine Jones

Location

- Inside: School Office
- Outside: Upper Grade Field

First Aid

- James Haddon, Supervisor
- Abbe Kean, Leader
- Jenn Mitchell
- Sharon LaCrosse
- Jonathan Schneider

Location

- Inside: Science Classroom, Room 24
- Outside: Between Upper Grade Playground and Community Gym

Functions

- Report to EOC to determine medical needs and plan.
- Set up first aid area and get supplies.
- Assess injuries and provide first aid as indicated.
- Determine need for skilled medical assistance and request from the EOC.
- Tag each of the injured with name, address, injury and any treatment rendered.
- Establish priorities for the transport of the injured to hospitals, when transport is available.
- Complete the Injury and Missing Persons Report found in the first aid kit in the shed

The Big Five - OPERATIONS TEAMS (cont.):

<p><u>Student Assembly/Field Supervisor</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Kathy Jones, PE, Supervisor <input type="checkbox"/> Kara D'Ambrosio, Co-Leader <input type="checkbox"/> Brian Myrtetus, Co-Leader 	<p><u>4th Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Carrie Koutoumanis <input type="checkbox"/> Lauren Baumgartner
<p><u>Preschool</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Jenn Adolph <input type="checkbox"/> Edith Alvarado <input type="checkbox"/> Lisa Dayeh <input type="checkbox"/> Sandra Foley <input type="checkbox"/> Angie Glynn 	<p><u>5th Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Gillian Parkhurst <input type="checkbox"/> Amber Alvarez
<p><u>Transitional Kindergarten</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Sonja Virgallito 	<p><u>6th Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Amy Borges
<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Stacey McNamara <input type="checkbox"/> Liz Shane 	<p><u>7th Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Kristina Valentine
<p><u>1st Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Kathy McAdams <input type="checkbox"/> Isla Drysdale 	<p><u>8th Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Georgie Kerber
<p><u>2nd Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lindsay Picone <input type="checkbox"/> Jerniece Ray 	<p><u>6th-8th Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Yani Piedra <input type="checkbox"/> Natalie Deveggio
<p><u>3rd Grade</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Katie Simkins <input type="checkbox"/> Alex Boyce 	<p><u>Functions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> To secure the safety of the children. <input type="checkbox"/> All teachers should complete the class emergency status report and hand it to the grade level student supervisor before moving on to other duties. <input type="checkbox"/> Grade level supervisors should turn all cards in to the Field Supervisor, and the Field Supervisor will give the cards to the Operations Manager for prioritization of need. <input type="checkbox"/> Monitor the release of the children to the release runners (do not release a child without a release form) per student release procedure.

The Big Five - OPERATIONS TEAMS (cont.):

Utilities

- Eucadio Martinez, Supervisor (days)
- Lupe Chavez/Francisco Martinez (nights)

Functions

- Turn off all utilities and secure water system
- Extinguish small fires if possible
- Assure that emergency vehicles have access to school

Light, Search and Rescue

- Jenn Parker, Supervisor
- Tracy Reilly - Leader
- Chelsea Card
- Esther Kim

Location

- Inside: School Office
- Outside: Back Playground

Functions (Always done in teams of no fewer than two people)

- Check in with Team Leader.
- Be sure that you have the proper equipment.
- Check the exterior of the building.
- Turn in a building status report.
- Develop a plan of attack.
- Select a safe entrance.
- Interior search.
- Mark the entry door with a chalk slash - /.
- Initiate a sweep of area in a pre-assigned sweep pattern.
- Upon entering an area call out and wait for an answer.
- Remove lightly trapped victims FIRST.
- Remove trapped victims, if possible.
- When exiting complete original / making an X and write pertinent information on the door.
- Secure the building from re-entry after the search.
- Report to team leader and describe situation.
- When duties are done, teachers should return to assist with Student Assembly/Field Supervision.

Student Release

- Elvira Ramirez, Supervisor, Table "A"
- Bev Iverson, Supervisor, Table "B" and Preschool
- Linette Griffith, Last names A - F
- Kem Smith, Last names G - M
- Ellen Bertine, Last names N - Z

Immediate Action Response: The Big Five

Runners

- Beth Hoss, Supervisor
- Student Council Cabinet members (selected by supervisor)

Location

- Inside: Sellman
- Outside: Primary Blacktop

Functions

- Account for all students and staff. Get Injury and Missing Persons Report from planning.
- Follow student release procedure.
- Check student emergency card for name of person(s) authorized to pick up student.
- Release student only to an authorized person.
- If in doubt, ask for identification.
- Complete Student Release Log.

Emergency Team – Set Up

- Liza Lazzari, Supervisor
- Jen Lighty, Leader
- Hui Liu
- Eucadio Martinez
- Student Council Members as necessary (selected by supervisor)

Functions

- Open supply sheds.
- Set up tables for the incident command system. (see set up map in appendix)
- Retrieve first aid kit, student release materials and any other necessary equipment from supply shed.

Food, Water, and Supply Management

- Nessa Hessami, Supervisor
- Nikkie McManis

Location

- Inside: School Office
- Outside: Back Playground

Functions

- Assist with parking lot management to prevent parent parking and allow emergency vehicles access to the black top.
- Assess food preparation facilities.
- Estimate number of persons requiring shelter and for what period of time.
- Assess adequacy of available water, food, blankets and other supplies.
- Control conservation of water and food.
- Establish a list of all persons in shelter and determine any special needs.
- Report additional equipment and supply needs to the EOC.

**THE BIG FIVE:
Section 3: APPENDIX**

TEACHER BUDDY LIST

Alvarado Adolph, J. Dayeh	Hessami McNamara Reilly Virgallito Shane	Lighty McAdams I.Drysdale	Myrtetus Griffith Picone Ray Rohleder
Foley Glynn Smith	Borges Valentine LaCrosse	Jones Haddon D'Ambrosio Hoss	Liu Piedra-Maguina Daveggio Allen
Iverson Parkhurst Edelman Kim	Bertine Simkins Boyce	Baumgartner Koutoumanis Kerber Parker	Fritts Nelson Nessi
T. Adolph Ramirez Martinez Steinstra Keane Substitutes	E. Martinez Chavez (pm) F. Martinez (pm)	Card McManis McLaughlin Schneider	Carlone Mitchell Lam
Bowdoin Pedersen Batlle Frank Ndiaya	Brunner Mitchell S.Drysdale	Hansen Tulachan	Woodside Foundation

Note:

- Teachers: account for your classroom aides.
- Teacher buddies check with each other to determine each other's health status.
- Teachers' responsibility is to do the greatest good for the greatest number.
- If a students' condition requires him/her to remain in the classroom, one teacher stays with the student and the other takes the class to evacuate.

DISASTER ASSIGNMENTS

Staff Name	Job Title	Disaster Assignments
Adolph, Jen	Preschool Teacher	Student Assembly
Adolph, Tina	Office Clerk	Office
Ahlstrom, Michelle	Digital Communication	NA
Alvarado, Edith	Preschool Teacher	Student Assembly
Battle, Marta	Student Services Coordinator	Liaison Officer and Crisis Intervention
Baumgartner, Lauren	4 th Grade Teacher	
Bertine, Ellen	3 rd Grade Teacher	
Borges, Amy	Middle School Teacher	
Bowdoin, Melissa	Lower School Principal	
Boyce, Alejandro	Para-Educator	
Brunner, Allison	School Psychologist	Crisis Intervention
Card, Chelsea	Middle School Teacher	
Chavez, Lupe	Maintenance	Utilities
D'Ambrosio, Kara	K-4 th Grade Teacher	
Dayeh, Lisa	Preschool Asst. Director	
Drysdale, Suzanne	Reading Specialist	Crisis Intervention
Edelman, Nicole	5 th Grade Teacher	
Foley, Sandra	Preschool Teacher	Student Assembly
Frank, Steve	District Superintendent	Incident Commander, Public Information Officer, and Finance and Administration
Fritts, Lauren	Resource Teacher	Crisis Intervention
Glynn, Angie	Preschool Teacher	Student Assembly
Griffith, Linette	2 nd Grade Teacher	
Haddon, James	5 th -8 th Grade Teacher	
Hansen, Harlin	Director of Technology	
Hessami, Nessa	Kindergarten Teacher	
Hoss, Beth	4 th -8 th Grade Teacher	
Iverson, Bev	K-8 th Grade Teacher	
Jones, Kathy	K-4 th Grade Teacher	
Keane, Abbe	School Nurse	First Aid
Kim, Esther	5 th Grade Teacher	
Koutoumanis, Carrie	4 th Grade Teacher	
LaCrosse, Sharon	Librarian/Middle School Teacher	
Lam, Mena	School Counselor	Crisis Intervention

Immediate Action Response: The Big Five

Lazzari, Liza	Office Assistant	
Lighty, Jennifer	1 st Grade Teacher	
Liu, Hui	5 th -8 th Grade Teacher	
Martinez, Elvira	Student Data Coordinator	
Martinez, Eucadio	Maintenance Supervisor	Utilities Supervisor and Emergency Set-Up
Martinez, Francisco	Maintenance	Utilities
McAdams, Kathy	1 st Grade Teacher	
McLaughlin, Alicia	Middle School Teacher	
McNamara, Stacey	Kindergarten Teacher	
Mitchell, Jennifer	Speech Therapist	First Aid
McManis, Nikkie	Middle School Teacher	
Myrtetus, Brian	2nd Grade Teacher	
Nelson, Joane	K-5 th Grade Resource Teacher	Crisis Intervention
Nessi, Pam	Para-Educator	Student Assembly
Pedersen, Jenn	Upper School Principal	
Parker, Jennifer	5 th -6 th Grade Teacher	
Parkhurst, Gillian	5 th Grade Teacher	
Piedra-Maguina, Yani	Para-Educator	
Picone, Lindsay	2 nd Grade Teacher	
Reilly, Tracy	Kindergarten Teacher	
Schneider, Jonathan	Middle School Teacher	First Aid
Shane, Elizabeth	Para-Educator	
Simkins, Katie	3 rd Grade Teacher	
Smith, Kem	Preschool Teacher	
Stienstra, Cathy	Executive Assistant	
Tulachan, Sandeep	Network Support	Planning and Intelligence
Valentine, Kristina	Middle School Teacher	
Virgallito, Sonja	TK Teacher	

INCIDENT COMMAND SYSTEM STRUCTURE

Mr. Steve Frank, Incident Commander/Public Information Officer						
Melissa Bowdoin & Jenn Pedersen , Operations Chief & Safety Officer					Cathy Stienstra, Logistics	Marta Batlle Liaison Officer
Field Supervisor Kathy Jones	Student Release Supervisor Elvira Ramirez Martinez	First Aid Supervisor James Haddon	Search & Rescue Supervisor Jenn Parker	Emergency Set Up Supervisor Liza Lizzari	Utility Supervisor Eucadio Martinez	Planning & Intelligence Harlin Hansen
Field Supervision	Student Release	First Aid	Search & Rescue	Emergency Set Up	Utilities Lupe Chavez Francisco Martinez	Office Tina Adolph
					Food, Water, & Supply Mgmt.	

Crisis Team
Crisis Team Supervisor Marta Batlle
Crisis Intervention Team Allison Brunner Suzanne Drysdale Heather Fair Lauren Fritts Joane Nelson Mena Lam

ALL PERSONNEL should complete a CLASS EMERGENCY STATUS REPORT and submit it to the FIELD SUPERVISOR BEFORE reporting to other assignments. Once assignments are completed and reported, all personnel should report back to the OPERATIONS CHIEF for next steps.

INDICATORS OF ABUSE

GENERAL SIGNS OF ABUSE

- Running away
- Not wanting to go home
- Fear of specific person, or type of person or all persons
- Harms animals
- Victimizes other children
- Lack of empathy
- Sets fires
- Poor peer relations
- School problems
- Substance abuse problems
- Suicide attempts
- Depression
- Overly compliant behavior
- Angry, hostile behavior
- "Perfect" child – quiet, shadow child
- Self-mutilation
- Statement by the child he/she is being abused

PARENTAL CLUES

- Unable or unwilling to meet child's basic needs
- Expresses negative feelings towards child, or harsh disciplinary measures
- Has unrealistic expectations, is unduly harsh and rigid about childrearing
- Humiliates and belittles child
- Impulsive, uses "out of control" discipline
- Indifferent to child, objectifies child
- Social isolation of families
- Poor childhood experiences
- Drug and alcohol use
- Immaturity, youth
- History of being abused as a child
- Intergenerational cycle
- Domestic violence dynamic
- Chaotic home

PHYSICAL ABUSE: PHYSICAL INDICATORS

- Unexplained or improbably explained factures, lacerations, bruises, facial injuries
- Burns (cigarette, rope, scalding water, iron, radiator)
- Infected burns, indicating delay in seeking treatment
- Bruises or fractures in different states of healing, indicating repeated trauma over time

PHYSICAL ABUSE: BEHAVIORAL INDICATORS

- Hostile, aggressive, verbally abusive, destructive
- Fearful, withdrawn, self-destructive
- Attempts to hide injuries
- Frequent absence from school
- Difficulty sitting or walking
- Wary of physical contact with adults
- Clingy, forms indiscriminate attachments

PHYSICAL ABUSE: ADDITIONAL INDICATORS

- Knowledge that the child's injury is unusual for the child's age
- Knowledge of the child's history of previous or recurrent injuries
- Parent or caretaker delays seeking or fails to seek medical care for child

SEXUAL ABUSE: PHYSICAL INDICATORS

- Torn, stained, or bloody underclothing
- Physical trauma or irritation to the anal/genital area
- Swelling/discharge from vagina/penis
- Lesions around mouth or genitals
- Abdominal pain, painful urination/defecations, difficulty walking or sitting
- Sexually transmitted diseases
- Psychosomatic symptoms

SEXUAL ABUSE: BEHAVIORAL INDICATORS

- Precociously sexualized behavior
- Compulsive indiscreet masturbation
- Excessive curiosity about sexual matters or genitalia (self and others)
- Unusually seductive with classmates, teachers, other adults
- Excessive concern about homosexuality, especially by boys

NEGLECT: PHYSICAL INDICATORS

- Non-organic, or organic failure to thrive
- Malnutrition or poorly balanced diet
- Inappropriate dress for weather
- Dirty, unkempt, extremely offensive body odor
- Unattended medical or dental conditions
- Evidence of poor or inadequate supervision for the child's age
- Hazardous conditions
- Health risks; presence of rats, feces, no running water, no heat

NEGLECT: BEHAVIORAL INDICATORS

- Clingy or indiscriminate attachment
- Depressed, withdrawn, or apathetic
- Antisocial or destructive behavior
- Fearfulness
- Substance abuse
- Speech, eating, or habit disorders
- Often sleepy or hungry
- Brings only candy, chips, and soda, or consistently "forgets" to bring food
- Stealing food

EMOTIONAL ABUSE: BEHAVIORAL INDICATORS

- Withdrawn, depressed, apathetic, low self-esteem
- Clingy, indiscriminate attachments
- Hostile, verbally abusive, provocative
- Exaggerated fearfulness
- Sleep, speech, or eating disorders
- Repetitive, rhythmic movements
- Enuresis (bed wetting) or encopresis (fecal soiling); regressive behavior
- Substance abuse
- Suicide attempts

INFORMATION FOR MANDATED REPORTERS

TYPES OF ABUSE

- **Physical** - a physical injury inflicted by other than accidental means on a child, or intentionally injuring a child.
- **Neglect** refers to the negligent treatment or the maltreatment of a child by his/her caregiver that results in harm or could be harmful.
- **Emotional** acts or omissions by the parents or caregivers that have caused, or could cause, serious behavioral, cognitive, emotional, or mental disorders.
- **Sexual** - refers to sexual assault or sexual exploitation of anyone under 18.

WHEN TO REPORT

- Child abuse **MUST** be reported when a mandated reporter "...has knowledge of or observes a child in his or her professional capacity, or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse..."
- Report if you suspect. You are not required to prove that abuse has occurred. That will be determined through investigation by the child welfare professionals or law enforcement.

PROCESS FOR REPORTING

- Tell an administrator
- When calling, have the child's name, birthday, parent and sibling name(s) and home address on hand.
- Complete the brief Woodside School District staff reporting document
- Fax written report to CPS within 36 hours of verbal report 650.595.7518
- The written report must be filed on Department of Justice Form SS 8572 (DOJ SS8572), known as the Suspected Child Abuse Report Form. This form is available through county welfare departments and local law enforcement agencies.

CPS CONTACT INFORMATION

- Child Protective Services provided is a 24 hour service provided on behalf of children in San Mateo County who are newborn to age 18 and alleged to be the victims of child abuse, neglect, or exploitation. If you know or suspect that a child is currently being abused, has been abused in the past, or is at risk of abuse call: **650-595-7922 or 800-632-4615**

Mandated Reporters Information

Types of abuse

Handout

Who must report

- Anyone who is authorized to work with children - permanent or temporary (even substitute teachers), whether credentialed or not.
- The responsibility for reporting rests solely with the mandated reporter. Reporting suspected abuse to an administrator, school counselor, or other person is not the end of your obligation.
- When two or more mandated reporters jointly have knowledge of suspected child abuse or neglect, a single report may be made by the selected member of the reporting team. Any member of the reporting team who has knowledge that the designated person has failed to report must do so him or herself.

When to report

- Even if the information you learn is old-STILL REPORT. The statute of limitations does not start to run until the failure to report is discovered.
- Child abuse must be reported when a mandated reporter “has knowledge of or observes a child in his/her professional capacity, or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse.”
- Report if you suspect. You are not required to prove that abuse has occurred. That will be determined through investigation by the child welfare professional or law enforcement.

Consequences for not reporting

- A misdemeanor + six months in jail and/or up-to a \$1,000 fine.
- Potential civil lawsuit, especially if the child-victim or another child is further victimized because of the failure to report.
- Loss of credential.

How to make report suspected child abuse

- Tell an Administrator (Marta, Jenn, Melissa, or Steve).
- You can also consult or get assistance from our school psychologist (Allison), or school counselor (Mena).
- Fill out the form with all the student's information. Before you call you will need to have the child's name, birthday, parents' and siblings' name, home address, and phone number.
- Call San Mateo County Child Protection Services **650-595-7922** or 24-hour Hotline **800-632-4615** for making reports.
- **Fax written report to CPS within 36 hours or verbal report. (Fax number 650.592.2289.**
- The original form must be given to Marta Battle. Teachers can keep a copy.
- All reports are kept confidential and locked in Marta's office.

The Big Five: Hazards - Fire (Off Site):

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires “think-on-your feet” alertness.

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:

- Assume Incident Command role.
- Contact local fire department (call 911) to determine location of fire and the correct action for school site.
- Access the School “Emergency Response Box” that includes site maps, keys, rosters, etc.
- If appropriate, **SHELTER-IN-PLACE** or begin **EVACUATION** to off site evacuation location according to site emergency plan.
- If needed, contact bus dispatch for transportation by bus to evacuation location.
- In order to ensure that all students and staff have left the building and are free from injury, direct Operations Chief to engage the Search and Rescue team Monitor radio stations and other public information sources for current status reports.
- Determine if Student Release should be implemented. If so, notify staff, students and parents.

STAFF ACTIONS:

- If students are to be evacuated and it is safe to do so, take attendance prior to leaving the building site.
- Remove staff ID placard from emergency packet and put it on.
- Evacuate immediately to assembly area. DO NOT STOP** to collect belongings. Be sure to bring the classroom “Go Pack” which should include attendance roster and emergency supplies.
- Leave windows and doors closed behind you, but unlocked.
- Stay calm.
- Maintain control of the students at a safe distance from the fire and fire

Immediate Action Response: The Big Five

fighting equipment.

- Take attendance at the assembly area.
- Report any missing students to the School Incident Commander/site administrator and emergency response personnel.
- Remain with students until Incident Command has determined it is safe to return.
- Follow school emergency protocols for return to school.

The Big Five: Hazards - Fire (On Site):

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS (Inside):

- First, sound the fire alarm to implement **EVACUATION** of the building **ONLY AFTER hearing the announcement over the PA system to evacuate.**
- Assume Incident Command role.
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by emergency personnel.
- Next, instruct designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- Access the school "Emergency Response Box" in order to provide emergency responders with maps, keys, rosters, etc.
- Immediately **EVACUATE** the building or the school using the primary or alternate fire routes.
- When able, alert Superintendent's Office.
- To ensure that access roads are kept open for emergency vehicles, direct Safety Officer to open gates and clear pathways.
- To ensure that all students and staff have left the building and to locate injured students/staff, direct Operations Chief to engage the Search and Rescue team or communicate to Unified Command.
- Have Safety Officer report to Incident Command Post.
- To ensure injured students and staff members receive medical attention, direct Operations Chief to engage Medical Team.
- If needed, notify bus dispatch for off-site evacuation or communicate with Unified Command to engage SAMTRANS.
- Do not allow staff and students to return to the building until the Fire

Immediate Action Response: The Big Five

Incident Commander declares that it is safe to do so.

STAFF ACTIONS - FIRE WITHIN SCHOOL BUILDING:

- Evacuate immediately to assembly area.
- DO NOT STOP to collect belongings, but be sure to bring attendance roster and emergency supplies.
- Leave the windows and doors closed, but unlocked.
- Stay calm; maintain control of the students at the designated assembly area.
- Take attendance.
- Report missing students to the School Incident Commander/Site Administrator and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Psychological Trauma Resources

<https://www.apa.org/helpcenter/mass-shooting>

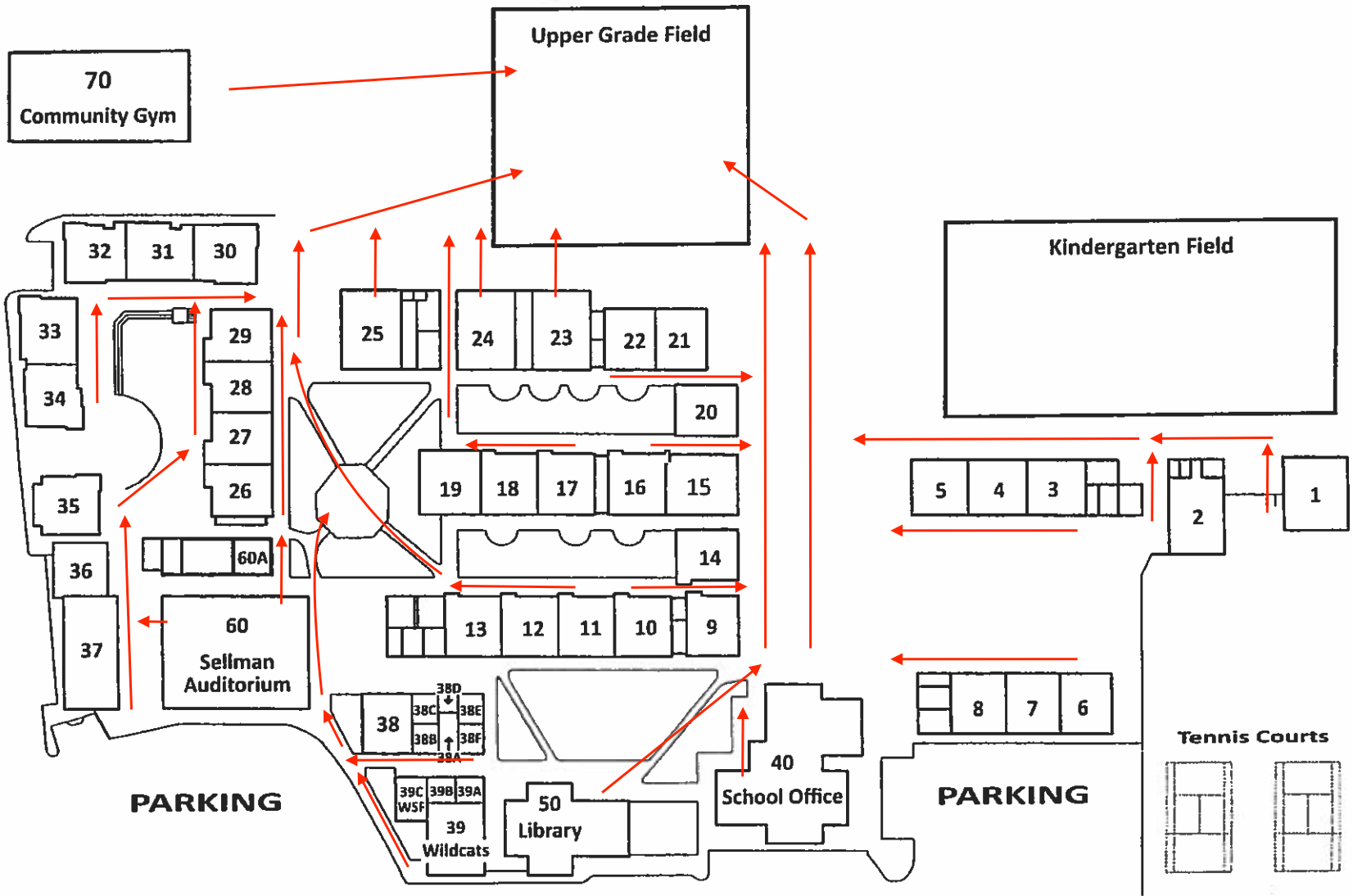
https://www.chconline.org/resourcelibrary/apa-resources-coping-mass-shootings-understanding-gun-violence/?utm_source=CHC+eNews&utm_campaign=7bfa92d7a1-EMAIL_CAMPAIGN_2019_08_09_03_14&utm_medium=email&utm_term=0_4e878e8b47-7bfa92d7a1-252293581

<https://www.apa.org/helpcenter/talking-to-children>

<https://www.apa.org/helpcenter/index>

<https://www.apa.org/helpcenter/stress-children>

<https://www.apa.org/helpcenter/about-psychologists>



WOODSIDE ROAD

The Big Five: Secure Campus

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN/BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN/BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS - GENERAL ACTIONS:

- Is intended to prevent a potential community threat from entering **campus**
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom/office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

SECURE CAMPUS - STAFF ACTIONS:

- ❑ Move to the door and instruct any passing students to return to assigned classroom immediately
- ❑ Close and lock the door
- ❑ Continue the class instruction or activity as normal
- ❑ Enforce the no entrance and no exit protocol. Remain in the classroom or secured area and wait for further instructions
- ❑ Be alert to the possibility that the response may elevate to **LOCKDOWN/BARRICADE**
- ❑ Do not call the office to ask questions; School Incident Commander will send out periodic updates
- ❑ Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

SECURE CAMPUS - STAFF ACTIONS (If students are engaged in class activities on an outlying field - PE or other activity):

- ❑ Gather students together and organize into an orderly formation
- ❑ Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location
- ❑ Proceed to predetermined classroom location as quickly as possible
- ❑ Once inside, take attendance to ensure all students are accounted for
- ❑ By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- ❑ Implement all classroom policies and procedures for **SECURE CAMPUS** status
- ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

The Big Five: Lockdown/Barricade

LOCKDOWN/BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN/BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom Immediate danger in the surrounding community

Lockdown/Barricade is a protective action against human threat while Shelter in-Place protects against environmental threat. Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

LOCKDOWN/BARRICADE - GENERAL ACTIONS:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of both students and staff If it is possible to safely **get off campus** with students, take that action immediately **(Run)**
- If it is not possible to get off campus, **quickly lockdown** inside a safe **room and barricade** the entrance **(Hide)**
- Once a room is secured, no one is allowed to enter or exit under any circumstances In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back **(Fight)**

LOCKDOWN/BARRICADE - “THINK ON YOUR FEET”:

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, students, and other staff.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

RUN: Escape/Get Off Campus:

Only attempt this if you are confident the suspect(s) is not in the immediate vicinity. Safely get off campus; find a position of cover or safe place for assembly. Guide/instruct others you encounter on the way to follow you to safety. Call 911 immediately to report location and request emergency services if necessary. Once in a safe place – stay there.

HIDE: Lockdown/Barricade:

- Clear all hallways; get students and staff inside immediately
- Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- Direct all those in the room to remain still and quiet; turn off/silence cell phones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus

FIGHT:

If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs. There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker. Fighting back is NOT an expectation, merely one option for a last resort response.

LOCKDOWN/BARRICADE - STAFF ACTIONS (Class In Session):

- Immediately** move to the door and check for passing students.
- Divert as many students as possible into the classroom.
- Lock and close the door and barricade with heavy objects.
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of heavy black construction paper.
- Instruct students to stay quiet and out of sight.
- Relocate against the wall least visible to the outside and most out of the line of harm.
- Turn off devices, projectors, document camera, etc. The room should be dark and quiet.
- Silence all cell phones.
- DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door.
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized.
- If safe to do so, locate emergency packet and attendance roster.
- Remove staff ID placard and put it on.
- If safe to do so, take attendance and document on appropriate form.
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement.
- DO NOT call office to ask questions; School Incident Command will send out periodic updates.
- In the extreme instance that a Violent Intruder is able to enter a room,

Immediate Action Response: The Big Five

occupants should be prepared to fight back (**Fight**).

- ❑ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

LOCKDOWN/BARRICADE - STAFF ACTIONS (Class not in session):

- ❑ Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ❑ Do not chase students that run. Let them go.
- ❑ Do not go into rooms that cannot be secured and offer no way out.
- ❑ If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm.
- ❑ Instruct students to stay quiet and out of sight.
- ❑ Silence all cell phones.
- ❑ Turn off devices, projectors, document camera, etc.
- ❑ Remain calm.
- ❑ If safe to do so, attempt to maintain separation between students and the perpetrator.
- ❑ Only if there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door.
- ❑ If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized.
- ❑ If safe to do so, locate emergency packet and remove staff ID placard and put it on
- ❑ If safe to do so, take attendance and document on appropriate form
- ❑ If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision.
- ❑ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (**Fight**).
- ❑ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

LOCKDOWN/BARRICADE - STAFF ACTIONS (Class in session - outside):

- ❑ Gather students together and organize into an orderly formation.
- ❑ Inform students that as part of **LOCKDOWN/BARRICADE** procedures, the class will evacuate off-campus to a predetermined Off Site Evacuation Location
- ❑ Follow pre-arranged evacuation route to evacuation location
- ❑ Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide or fight the assailant
- ❑ Upon arrival at the pre-arranged location, take attendance
- ❑ By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- ❑ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement.

Woodside ESD | BP 4119.11 Personnel

Sexual Harassment

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

(cf. 4117.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950 Sexual harassment; distribution of information

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1681-1688 Title IX prohibition against discrimination

UNITED STATES CODE, TITLE 42

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities

106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Promising Practices for Preventing Harassment, November 2017

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/index.html>

Policy WOODSIDE ELEMENTARY SCHOOL DISTRICT

adopted: June 5, 2018 Woodside, California

Woodside ESD | AR 4119.11 Personnel

Sexual Harassment

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. The training shall also include information about processes for employees to informally share or obtain information about harassment without filing a complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment
4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint
5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
8. Practical examples of harassment based on gender identity, gender expression, and sexual orientation

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Regulation WOODSIDE ELEMENTARY SCHOOL DISTRICT

approved: June 5, 2018 Woodside, California

The Big Five: Shelter In Place

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents, shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- External Chemical Release
- Fire in the Community
- Hazardous Material Spills

During a Shelter-in-Place response as a result of air contamination, the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the room until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE - GENERAL ACTIONS:

- Requires an understanding that all heating, air conditioning, and ventilation systems may be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

SHELTER IN PLACE - STAFF ACTIONS:

- Immediately clear students from the halls.
- Stay away from all doors and windows.

Immediate Action Response: The Big Five

- ❑ Keep all students in the classroom until further instructions are received.
- ❑ Support those needing special assistance.
- ❑ Secure individual classrooms:
 - ❑ close doors and windows.
 - ❑ shut down the classroom HVAC system.
 - ❑ turn off fans.
 - ❑ seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander.
 - ❑ Take attendance and call or email status to School Incident Command, according to site protocol.
 - ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine.

Woodside School District Student Expectations

At Woodside School, students are held to a standard of expectations that fosters positive learning experiences and environments. The following list of guidelines and norms are expectations that all Woodside students should follow.

Students are expected to respect adults and peers, to demonstrate integrity in their work, and to embrace the values of our Social and Emotional Learning Program (Know Yourself, Choose Yourself, Give Yourself). With the support of adults on campus, students will practice self-awareness, social awareness, self-management, responsible decision-making, and problem-solving, with the long-term goal of fostering student independence.

From the beginning of the school year, each teacher works with his or her classes to establish classroom norms and procedures, to share school-wide expectations, to develop ways to reinforce appropriate behavior, and to make clear the consequences for misconduct. All students are expected to adhere to classroom norms outlined by their teachers, as well as those outlined below.

General Classroom Expectations

- I will come to school prepared and ready to learn
- I will be on time to school and to my classes
- I will be attentive to instruction and always try to do my best
- I will practice self-control in my language and actions
- I will be respectful of school property and the property of others
- I will complete and turn in my assignments on time
- I will always be respectful of teacher(s), staff, and parents who are volunteering in my classroom

General Play Area Expectations

- I will walk to and from the classroom to the playground
- I will follow the directions given to me by all supervising staff and be respectful of their authority
- I will keep my hands and feet to myself
- I will display courtesy, responsibility, and good sportsmanship in games and while using equipment
 - I will not hang from the soccer goals
 - I will go down the slide feet first
 - I will not play tag or run around the play structure
 - I will not participate in any inappropriate or unsafe games (e.g. “butts-up,” piggyback, tackle football, rugby, etc.)
- I will allow all fellow students to join in organized games and activities
- I will only play in areas that can be observed by a yard supervisor and will stay within school boundaries
- I will not linger in the hallways, in front of the library, or in front of the school during recess or lunch time

- I will utilize the bathrooms only for their intended purpose, and I will refrain from conducting behaviors that are hurtful, harmful, or destructive
- I will sit and eat my recess snack and lunch in designated, supervised eating areas until dismissed by a yard duty supervisor
- I will clean up all trash on the table and on the ground in my eating area
- I will not bring glass containers to school

General School Expectations

- I will treat others with respect at all times
- I will respect and protect school property, supplies, and the property of others
- I will use appropriate and respectful language at all times
- I will express my feelings respectfully and calmly to others
- I will be honest and truthful at all times, both verbally and in my school work
 - I will not cheat on any assignment or test
 - I will not submit or present the work of someone else as my own (plagiarism) in whole or in part
 - Any instance of plagiarism will result in loss of credit
- I will not use my cell phone during school hours – *it will be turned off and out of sight*
- I will appreciate and respect the differences of others
- I will refrain from verbal or cyberbullying, intimidation or harassment of others
- I will use technology appropriately and follow the guidelines set forth by the school in the technology agreement
- I will not leave the school grounds during school hours without written permission and by checking out through the school office with an adult
- I will not bring any form of weapon (real or play) to school
- I will not bring personal items from home unless I have permission from the teacher – the school will not be responsible for any lost or stolen personal property
- I will respect all teachers, other instructional personnel, school staff, bus drivers, recess and lunch supervisors, parent volunteers, and students on campus
- I will not use any personal technology, including headphones or earbuds, cell phones, or personal gaming devices, during the school day

Behavior Consequences

Woodside School strives to foster a learning atmosphere that is conducive to the educational well-being and the personal safety of all students and staff members. Behavior consequences are opportunities for students to learn from their experiences and grow in character. Behavior consequences may be issued to students by any adult on campus. Consequences may include, but are not limited to:

- A verbal warning
- Sitting out during recess or lunch
- Student completing a reflective “Think Sheet”
- Student writing a note of apology to the other party
- Student writing a note or making a phone call to parents explaining their poor choice

- A tier 1, 2, or 3, which would require the student to serve a lunchtime detention, or require the involvement of Woodside School’s administrative team
- Student forfeiting all school privileges (field trip, assembly, dances, and extracurricular activities) for a period of time
- Student receiving a written discipline notice, which may include a tier, an in-school suspension, a suspension, or a notice of expulsion hearing as deemed appropriate by Woodside School’s administrative team

Progressive behavioral processes create the expectation that the degree of consequence will be in proportion to the severity of the behavior. The previous behavioral history of the student, and other relevant factors will be taken into account. Parents, teachers, students, and administration at Woodside School work collaboratively to correct the behavioral issue, in an effort to support the child in exercising responsibility and self-control.

Below are some examples of the behaviors for which a student could receive a tier 1, 2, or 3:

Tier 1 Behaviors:

Bothering/Pestering	Teasing/Put-Downs	Not Following Directions
Mild Defiance	Cheating/Plagiarism	Pushing/Shoving
Taking Other’s Property	Off-Task Behavior	Disrespect to Teacher
Exclusion of Classmates	Entering Classroom Loudly	Gossip
Excessive Talking	Mild Profane Language	Running
Other		

Tier 2: Repetitive Behaviors from Tier 1, or Significant or Intensive Behaviors:

Abusive/Profane Language	Interference with Staff	Theft: Minor
Class Cutting	Deliberate Misuse of Property	Intimidation
Trespassing	Open Defiance	Vandalism: Minor Forgery
Cheating/Plagiarism	Indecent Gesture	Technology Use Violation
Other		

Tier 3: Extreme and/or Harmful to Others

Fighting	Threat of Violence	Vandalism: Major
Theft: Major	Harassment/Bullying	Cyberbullying
Other		

Additional Information

Bullying

Bullying involves a real or perceived imbalance of power, with the more powerful child or group bothering those who are less powerful. Bullying may be *physical* (hitting, kicking, spitting, pushing), *verbal* (taunting, malicious teasing, name calling, threatening), or *psychological* (spreading rumors, manipulating social relationships, or promoting social

exclusion, extortion, or intimidation). **Bullying is absolutely not tolerated**, and any child experiencing it should report it immediately to their teacher or other staff members.

Cyberbullying

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. **Off-campus cyberbullying that causes, or is foreseeably likely to cause, a substantial disruption of school activities may result in district-sanctioned discipline.**

Discrimination

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on: *a student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics* that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity.

Dress Standards

Good grooming and proper dress are essential in establishing an appropriate, safe school environment for learning. Clothing should be clean, neat, and comfortable. The following are guidelines that should be observed:

- No wearing of caps, visors, or hoods in the classroom except for religious or medical purposes
- Clothing that reveals underwear or cleavage, bare chests, bare stomachs (midriffs), and bare backs, is not permitted
- All undergarments must be kept under regular clothing
- Waistbands on pants should be high enough to allow student to bend over without exposing undergarments
- Students must wear shoes throughout the day, and athletic shoes, socks, and clothing are required for P.E.
- Attire promoting alcohol, drugs, or sex is not permitted
- Shorts/shirts/skorts should be at least knuckle length with arms straight at your side.

Digital Citizenship/ Network Etiquette

Woodside Elementary School promotes responsible use of technological resources provided by Woodside School District. There are clear expectations and etiquette which

students are required to follow when using computers, network resources, and the internet at our school.

Students violating the technology agreement will receive consequences. The severity of the consequence depends on the severity of the violation.

See further information on the “Technology Use Policy” and “Chromebook Use Agreement” forms.

Cause for Suspension/ Expulsion

For K-8 students, the California Education Code has specific language defining the grounds for immediate suspension. Please see section 48900 (Grounds for Suspension/Expulsion; Legislative Intent) in the California Education Code for more information regarding suspension and section 48915 (Expulsion; particular circumstances) regarding expulsion.

Woodside Elementary School District
3195 Woodside Road, Woodside, CA 94062
650-851-1571 ~ fax: 650-851-5577
www.woodsideschool.us

Woodside School Student Expectations Agreement

Student: By signing this agreement, I concur that I understand and will adhere to the Woodside School Student Expectations for the classroom, playground, and overall school. I also understand that there may be consequences for my choices if I do not follow these expectations.

Parent/Guardian: By signing this agreement, I concur that I have discussed the Woodside School student expectations with my child and that I understand and agree with the expectations for student behavior.

Student Name (Print): _____

Student Signature: _____ Grade: _____

Parent Signature: _____ Date: _____

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Woodside ESD | BP 5144.1 Students

Suspension And Expulsion/Due Process

The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code

48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

8239.1 Prohibition against expulsion of preschool student

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

64000-64001 Consolidated application

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Employee time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7961 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Healthy Students: <http://www2.ed.gov/about/offices/list/oese/oshs>

Policy WOODSIDE ELEMENTARY SCHOOL DISTRICT

adopted: May 12, 2020 Woodside, California

Woodside ESD | AR 5144.1 Students

Suspension And Expulsion/Due Process

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or

prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Additional Grounds for Suspension and Expulsion: Grades 9-12

Any student in grades 9-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension.

A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a

student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, the student may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or

designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

- a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
- b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)
- c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, the Superintendent or principal shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication or other medication prescribed by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be

public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of

whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student

commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code

48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s).
(Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

Regulation WOODSIDE ELEMENTARY SCHOOL DISTRICT

approved: May 12, 2020 Woodside, California

Woodside ESD | AR 5144.2 Students

Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The Superintendent or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the

parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Board of Trustees' criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the Superintendent or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's

parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Legal Reference:

EDUCATION CODE

35146 Closed sessions re: suspensions

35291 Rules of governing board

48203 Reports of severance of attendance of disabled students

48900-48925 Suspension and expulsion

49076 Access to student records

56000 Special education; legislative findings and declarations

56320 Educational needs; requirements

56321 Development or revision of individualized education program

56329 Independent educational assessment

56340-56347 Individualized education program teams

56505 State hearing

PENAL CODE

245 Assault with deadly weapon

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act

626.10 Dirks, daggers, knives, razors, or stun guns

UNITED STATES CODE, TITLE 18

930 Weapons

1365 Serious bodily injury

UNITED STATES CODE, TITLE 20

1412 State eligibility

1415 Procedural safeguards

UNITED STATES CODE, TITLE 21

812 Controlled substances

UNITED STATES CODE, TITLE 29

706 Definitions

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.530-300.537 Discipline procedures

COURT DECISIONS

Schaffer v. Weast, (2005) 546 U.S. 549

Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489

M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044

Honig v. Doe, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs: <http://www.ed.gov/about/offices/list/osers/osep>

Regulation WOODSIDE ELEMENTARY SCHOOL DISTRICT

approved: February 12, 2013 Woodside, California

APPENDIX G

TRAFFIC AND PARKING

Preschool Parking Lot (west side of campus)

The inner office parking lot is limited to drop off/pick up of students and staff parking. Parents should park in the visitor parking sports or on the school side of Woodside Road and walk their students in/out. Students may also be dropped off/picked up in the Sellman Pavilion parking lot.

Sellman Auditorium Parking Lot (east side of campus)

In the Sellman parking lot, the drop off/pick up lane is for students who are ready to be dropped off or picked up. There is NO PARKING in this lane, and all cars must pull all the way forward when dropping or picking up students. For safety reasons, please do not drop off/pick up students in the middle of the parking lot. You must park your car in the designated visitor parking spaces if you need to wait or come onto campus. Blocking the drive through lanes not only adds to the congestion but also is also dangerous when pedestrians are crossing the parking lot. Only staff automobiles are allowed down the east side of the campus toward the Community Gym.

Biking & Walking to School

Our school does not have permanent crossing guards on Woodside Road. If your child walks to school, or if you have to park across the street, please use only the designated crosswalks. In addition, please use the designated crosswalks when crossing through the parking lots.

Many of our children ride their bikes to school. PLEASE be aware of these young riders in the parking lot, in the crosswalks, and along the bike paths in town.
By law you must wear a helmet when you ride.

Designated Staff Parking Spaces

There are clearly marked “Staff” parking spaces in both the preschool and Sellman parking lots. Please do not park in these spaces.
You may park in *any* space after 3:15 P.M. every day.

Safety is our main concern! Thank you for helping!

Woodside ESD | BP 5131.7 Students

Weapons And Dangerous Instruments

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.3 - District Police/Security Department)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5131 - Conduct)

(cf. 5138 - Conflict Resolution/Peer Mediation)

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the school, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

(cf. 4158/4258/4358 - Employee Security)

Unless he/she has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

(cf. 3515.2 - Disruptions)

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

(cf. 5125 - Student Records)

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campus are to be protected and their identity shielded.

Legal Reference:

EDUCATION CODE

35291 Governing board to prescribe rules for discipline of the schools

48900 Grounds for suspension/expulsion

48902 Notification of law enforcement authorities

48915 Required recommendation for expulsions

48916 Readmission

49330-49335 Injurious objects

PENAL CODE

245 Assault with deadly weapon

417.4 Imitation firearm; drawing or exhibiting

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razor or stun gun; bringing or possessing in school

653k Switchblade knife

16100-17350 Definitions

22810-23025 Tear gas weapon (pepper spray)

25200-25225 Firearms, access to children

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 20

6301-7941 No Child Left Behind Act, especially:

7151 Gun-Free Schools Act

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011

CALIFORNIA DEPARTMENT OF EDUCATION COMMUNICATIONS

0401.01 Protecting Student Identification in Reporting Injurious Objects

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, January 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/lr/ss>

National Alliance for Safe Schools: <http://www.safeschools.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office of Safe and Drug Free Schools: <http://www.ed.gov/about/offices/list/osdfs>

Policy WOODSIDE ELEMENTARY SCHOOL DISTRICT

adopted: February 12, 2013 Woodside, California

Woodside ESD | AR 5131.7 Students

Weapons And Dangerous Instruments

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

(cf. 5145.12 - Search and Seizure)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.3 - District/Police Security Department)

(cf. 4158/4258/4358 - Employee Security)

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

Regulation WOODSIDE ELEMENTARY SCHOOL DISTRICT

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