

San Mateo County Schools Comprehensive School Safety Plan Part One: Public Component 2023-24 School Year



School District: Redwood City School District
Address: 701 Charter Street
 Redwood City, CA 94063
School Site: Hoover Community School
School Address: 701 Charter St, Redwood City, CA 94063
 Redwood City, CA 94063
CDS Code: 41-69005-6044531
School Covered in Document Hoover Community School
Address of School Sites

Date of Adoption: 01/30/2024

Approved by:

Name	Title	Signature	Date
Guadalupe Guzman	Principal		01/30/2024
Guadalupe Quezada	Chairperson		01/30/2024
Jennifer Nally	Vice-Chair		01/30/2024
Annie Cho	Secretary		01/30/2024
Devon Mullane	Parlamentarian		01/30/2024

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Comprehensive School Safety Plan Purpose

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.

The historical requirement of the Comprehensive School Safety Plan (CSSP) was presented in Senate Bill 187. 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. In 2004, the Legislature and Governor recast and renumbered (SB719 & AB 115) the Comprehensive School Safety Plan to support California public schools as they develop their mandated comprehensive safety plans to include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

Effective January 1, 2019, Assembly Bill 1747 became law, requiring that 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. This bill requires the CSSP to also include procedures for conducting tactical responses to criminal incidents. In January 1, 2019, AB 2291 became law. This bill requires local educational agencies (LEAs) to adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain 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 and hate crime reporting procedures.

Districts and County Offices of Education are encouraged to include clear guidelines for the roles and responsibilities of the following positions (if used):

- Mental Health professionals, school counselors
- Community Intervention Professionals
- School Resource Offices, police officers on campus

The guidelines are encouraged to include strategies to create and maintain a positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time.

The Comprehensive School Safety Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within in-quarter mile of a school.

The Comprehensive School Safety Plan will be reviewed, updated, board approved and submitted to San Mateo County Office of Education by March 1st of 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 (SARC).

A copy of the Comprehensive School Safety Plan – Public Component is made available for review at the District Office and on the District Website

District Office Address	District Website
701 Charter Street	https://www.rcsdk8.net/

Safety Plan Vision

This Comprehensive School Safety Plan analyzes current safety conditions and school climate. In doing so, the plan describes programs in place at our schools, and defines the strategies and programs in place for continued improvement in providing a safe, orderly, school environment that is nurturing and conducive to learning. Appendices follow the action plan. These Appendices include specific, mandated policies and protocols connected to the safety strategies and programs described within the narrative of this document.

Components of the Comprehensive School Safety Plan (EC 32281)

Hoover Community School Safety Committee

Lupe Guzmán, Principal
John-Michael Gomez, Assistant Principal
Robert Fang, Assistant Principal
Josh Griffith, Dean of Students
Alma Rosas, Community School Coordinator
Heather Springs, Mental Health Counselor
Annie Cho, MTSS Teacher on Special Assignment (TOSA)
Sandra Ochoa, Office Manager
Mario Cesena, Lead Custodian

Name	Agency	Title	Membership Role
Erik Ottersen	Redwood City Police	Police Officer #449	Review Safety Plan;

Assessment of School Safety

Current Status of School Crime (EC 32282.1)

CSSP shall include an assessment of the current status of school crime at the school and the school related functions. This may be accomplished by reviewing one or more of the following types of information:

- Office Referrals
- Attendance rates/School Attendance Review Board
- Suspension/Expulsion data
- California Health Kids Survey
- School Improvement Plan
- Local law enforcement juvenile crime data
- Property Damage data

Describe the data reviewed and key analysis points, and table of findings. Document how this information was shared with your SSC/planning committee and date shared:

1. Crime Reports

No crimes to report during the 21-22 school year

2. Expulsions

No expulsions to report during the 21-22 school year

3. Suspensions

Rate of suspension for 21-22

4. Behavior Plan

Hoover school has a team that develops behavior plans for students who exhibit serious behavior issues.

5. Attendance and Tardy Concerns

Attendance and tardies are monitored by our office staff and the Outreach Specialist. Parents of students who are absent or tardy on an excessive way, they will receive a letter from the Principal stating attendance requirements. If poor attendance persists, a referral is made to the School Attendance Review Board. Hoover also holds monthly Student Attendance meetings with parents to emphasize the importance of attendance.

Data reviewed came from the California School Dashboard for 2022

(<https://www.caschooldashboard.org/reports/4169005000000/2022>). This information was shared with our SSC during the January 2023 meeting.

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

Include in this section appropriate strategies and program that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

Student Threat Assessment Policy and Protocol

The San Mateo County Office of Education operates the San Mateo County Student Threat Assessment Center that oversees the Student Threat Assessment Protocol/Process for all school districts in the county. The Student Threat Assessment Protocol and Process is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people, including procedures related to students bringing weapons on school campuses and at school related functions. The San Mateo County Student Threat Assessment Protocol is designed for Districts and/or school sites to oversee the site based multi-disciplinary Level 1 Threat Assessment team. A County-Wide Level 2 Student Threat Assessment Team that is Multi-Disciplinary Team made up of Leaders from San Mateo County Office of Education, Behavioral Health and Recovery Services, the Office of Consumer and Family Affairs, Juvenile Probation, Child and Family Services, Members of Law Enforcement and the County Attorney's Office. This team meets regularly and as needed to provide support to school sites and districts is assessing, responding to and providing services to student who make targeted threats of violence or suggest the potential to do so. Annual updates and training on the protocol and process are provided by the San Mateo County Office of Education.

https://drive.google.com/file/d/1DMv-B7V3w6-hfQQuiOpfW0Yd_WHyHuDw/view?usp=share_link

Suicide Prevention Policy and Protocol

Suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. The San Mateo County Suicide Prevention Protocol for Schools provides schools/districts with a comprehensive approach to prevention, intervention and postvention strategies for students struggling with suicide and self-injurious behavior.

Measures and strategies specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. Prevention and Intervention strategies are developmentally appropriate for the student population that is being served. San Mateo County Suicide Prevention Protocol for Schools addresses the following:

- Strategies to help promote a positive school climate
- Staff development on suicide awareness and prevention for all K-12 staff
- Instruction to students in problem-solving and coping skills as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

- Information to parents/guardians regarding risk factors and warning signs of suicide, basic steps for helping suicidal youth and school and community resources.
- Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- Crisis intervention procedures for addressing suicide threats or attempts
- Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=QjAPDaF0S7FXK8Y2plushsALg==&PG=6&st=threat&mt=Any>

Naloxone for Schools Toolkit to Reverse Opioid Overdoses (Optional)

Recent increases in opioid overdose-related deaths span across adult and youth populations, indicating that schools should develop and implement additional safety nets to protect students and school staff. In addition to drug awareness and education programs, schools and districts in San Mateo County can implement the [Coalition for Safe Schools and Communities Naloxone Protocol for Schools](#) to reverse opioid overdoses on campus.

San Mateo County Office of Education is partnering with the State of California to offer the Naloxone Distribution Project (NDP) to San Mateo County schools and districts. The NDP aims to reduce opioid-overdose deaths through training and the provision of free Naloxone. All TK-12 public school districts, charter schools, and private schools may participate.

The Naloxone for Schools Toolkit is a set of protocols and resources detailing how to train staff, obtain, and administer Naloxone. San Mateo County Office of Education offers training on the Naloxone Toolkit to all school in San Mateo County.

Sandra Ochoa has been trained in the use of Naloxone and the Naloxone Toolkit for Schools and is implementing the protocol in Redwood City School District Schools.

(Optional) Board Policy, Protocol of Procedures can be uploaded here

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

Teachers and support staff are mandated reporters and are required by the State of California to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency. No proof of abuse or neglect is needed, only "reasonable suspicion" that child abuse or neglect may have occurred. Any concern about the possibility of child abuse or neglect must be reported. Investigations will be conducted by law enforcement and/or the county child welfare department to determine if abuse or neglect has occurred.

Mandated reporters must report to the County Child Welfare Department or to local law enforcement immediately by phone. A written report must then be sent within 36 hours by fax, or it may be sent by electronic submission, if a secure system has been made available for that purpose in the county. Written reports must be submitted on the California Suspected Child Abuse Report Form 8572. Telling a supervisor does not meet the mandated reporting requirement. If a decision is made that the supervisor will complete and submit the report to the county child welfare department or law enforcement agency, then one report is sufficient.

For mandated reporters, Penal Code 11172 (a) provides absolute immunity from state criminal or civil liability for reporting as required. This immunity applies even if the mandated reporter acquired the knowledge or reasonable suspicion of abuse or neglect outside of his or her professional capacity or scope of employment. However, mandated reporters will only have immunity under federal claims if the report was made in good faith.

Legally mandated reporters can be criminally liable for failing to report suspected abuse or neglect. The penalty for this misdemeanor is up to six months in jail and/or up to a \$1,000 fine. Mandated reporters can also be subject to a civil lawsuit and found liable for damages, especially if the child victim or another child is further victimized because of the failure to report.

District Policy: All certificated employees and any other employees designated by law as mandated reporters of the district are directed to report known or suspected incidents of child abuse in accordance with state law and district regulations. Mandated reporters are required to report if a “reasonable suspicion” of child abuse is suspected. Reports must be made immediately or as soon as practically possible and in writing within 36 hours. Mandated reporters shall call the local CPS agency, police or sheriff and make a verbal report with the following information: 1. Name of person making report 2. Name of the child 3. Present location of the child 4. Nature and extent of the injury 5. Any other information requested by CPS, police or sheriff. Employees reporting child abuse are required to notify the site administrator or designee as soon as possible. Administrators shall provide any assistance necessary to ensure that reporting procedures are carried out according to state law and district regulations. Mandated reporters have absolute immunity and are not civilly or criminally liable for filing a report. Mandated reporters who fail to report child abuse are guilty of a misdemeanor and can be held civilly liable for damages for any injury to the child after a failure to report. No supervisor or administrator may impede or inhibit reporting duties of employees. CPS, police or sheriff may interview a suspected victim at school and the child has the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide. If the child is released to a peace officer, the principal shall not notify the parent or guardian but rather shall provide the peace officer with the address and telephone number of the child’s parent or guardian and law enforcement must notify parent or guardian of the situation. Peace officers will be asked by school personnel to sign an appropriate release or acceptance of responsibility form. Training in child abuse identification, reporting and confidentiality rights for all mandated reporters of child abuse shall be provided by the Superintendent or designee. [Reference: RCSD Board Policy 5141 RCSD Administrative Regulation 5141.4 (a-f) EC 35294.2a] Site Implementation: Hoover has always followed, and will continue to follow, RCSD policy in all aspects.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=o6Flw64lqunERplusSCWXBdJA==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHZTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false>

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

Big Five: Immediate Action Emergency Response for Schools Protocol and Hazard Response Protocol

The San Mateo County Office of Education, in collaboration with Local Law Enforcement, County Government and Local Fire Departments created the Big Five Immediate Action Emergency Response for Schools Protocol for all Public, Private and Charter Schools in the County and update the protocol annually. The Big Five Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. The Protocol is consistent with the guidelines established in California's Standardized Emergency Management System and shall integrate the procedures of the National Emergency Management System. All employees of the District are Disaster Service Workers, as defined by the California Emergencies Services Act, and are subject to such disaster service activities as may be rightfully assigned to them and that all employees shall be required to subscribe to the oath or affirmation required by the Act.

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, certificated and classified, will be given multiple opportunities annually to be trained on the Big Five School Emergency Guidelines Immediate Action Response and Hazards Response Protocols. These trainings specifically include training on the following:

- Earthquake preparedness, response, and recovery actions. Including Drop, Cover, and Hold On response protocols.
- Fire and Smoke, bomb threat or explosion, dangerous wildlife, bioterrorism and hazardous material spill or leak procedures which may result in a Shelter-In-Place
- Evacuation/Relocation procedures and Student Release to Family for Reunification procedures
- Secure Campus procedures for act of violence or danger of violence in the surrounding community
- Lockdown/Barricade procedures for a violent intruder on school premises

Staff members must learn and train on each Big Five Immediate Action Response and be prepared to perform assigned responsibilities. All students must be familiar with actions to take in the event that a Big Five response is implemented. It is highly recommended that school staff and students participate in the Big Five trauma-informed, developmentally appropriate emergency drills monthly. Table top exercises, walk-through drills, and social stories are examples of trauma-informed and developmentally appropriate training and drills to be used by school sites. Big Five signage and instructions are publicly displayed at all school sites.

Procedures to prepare for active shooters or other armed assailants

School site staff should participate in action-oriented Lockdown/ Barricade (active shooter) drills when students are not present. The use of Think on Your Feet Peet Book, which teaches young students what to do during a Lockdown/Barricade, Table-Top exercises or Walk-Through Drills are to be used with in lieu of violent intruder drills or simulations when students are present.

Immediate Action Responses

ACTION	DESCRIPTION
SHELTER IN PLACE	For environmental hazards: Go inside immediately.
DROP, COVER, & HOLD ON	For earthquakes and explosions: Protect from falling debris. Drop to the floor.
SECURE CAMPUS	For potential threats of violence nearby: Go inside the nearest building. Close and lock all doors. Remain inside until threat has passed.
LOCKDOWN/BARRICADE	For immediate threats of violence on premises: Go inside. Lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert.
EVACUATION	When conditions outside are safer than inside: Employ “Look, Listen, and Leave”. Exit the building and move to a safe location.

The Big Five Immediate Action Response Protocol for School Administrators and Hazard Response Protocol is found in the appendix of this plan.

Site Specific Emergency Response plans can be found in the Comprehensive School Safety Plan; Part 2: Internal Components, for each school site.

District Policy: The safety of the students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well being of both students and district employees. The Emergency Procedures Plan for the Redwood City School District is prepared in compliance with Section 560, Title 5 of the California Administrative Code, which makes it mandatory for all public schools to have a written emergency plan. The Katz Emergency Procedures Bill of 2984 added the requirement that earthquake preparedness plans be developed in all public and private schools. The Site Emergency Plan represents the mutual concerns of parents, students, and staff for the safety and welfare of all. The plan will be reviewed and revised annually and appropriate drills and training provided to help all persons become familiar with their responsibilities. Emergency preparedness also includes close cooperation and planning with police or sheriff, fire, civic emergency agencies, after school programs, and school/parent groups. Information regarding school district emergency procedures must be disseminated to parents and community members. Each school site is provided with an Emergency Preparedness Plan binder prepared by the Assistant Superintendent of Operations and Support. The Plan provides instructions for handling emergencies, emergency plan checklists and copies of annual documentation and handouts. The principal or site director of emergency services shall: 1. Review, revise and update the Emergency Plan by the last day of September each year and devote one staff meeting by the last day of October to reviewing the Site Emergency Plan 2.

Provide maps or diagrams of evacuation routes and other designated areas needed in a major emergency. 3. Provide an effective internal communication system that is not reliant on public utility power. 4. Ensure that the Site Emergency Plan is tested at least twice each year in addition to legally required fire drills. [All drills are cancelled until COVID restrictions are lifted.] 5. Provide parents each year in the first mailed notice after school opens with the district policies regarding the release of students in case of a major disaster. 6. Implement the Site Emergency Plan when directed by Superintendent, report in person to assigned site after any major emergency and initiate a recall to duty of site personnel. 7. Inventory and monitor all supplies, equipment and furniture used in a declared emergency. Teachers shall: 1. Provide care and supervision to students as Disaster Service Workers under the direction of the site director of emergency services. 2. Shall be knowledgeable of their responsibilities for emergency preparedness and for implementing the site emergency plan. 3. Include earthquake education in the curriculum and present instruction to students about emergency preparedness plans for the school. 4. Conduct drills for fire evacuation and earthquakes. [All drills are cancelled until COVID restrictions are lifted.] [Reference: RCSD Emergency Preparedness Plan]

Site Implementation: This year we have reviewed, revised and updated our planning, appointed a site chairman for preparedness, held relevant meetings, and replenished our supplies. We regularly use Nextel and walkie talkie communication devices from the district. We have had site drills, and we have responded to feedback concerning site performance. Our emergency shed is filled with emergency supplies, water and food in case of an extended evacuation. A copy of the school emergency evacuation map is posted in each classroom. All parents and volunteers on campus at the time of a practice drill or “Declared Emergency” will be expected to participate in the drill. If present during an actual emergency, parents, and volunteers will be

expected to assist as needed. Our school's emergency procedures related to Fire, Earthquake, or Intruder are posted in each classroom and on the Internet. We practice the Fire Safety Procedures throughout the school year. At the start of each school year we learn what to do in the event of an Earthquake or Intruder on campus. A district wide Earthquake Declared Emergency Drill is conducted each fall. [All drills are cancelled until COVID restrictions are lifted.] For our earthquake drill this year, we practiced evacuating the entire school to the field in case of an extended evacuation. Students regrouped by last name for siblings to be together and to help facilitate a dismissal by last name in case of an extended evacuation time. After school programs also participated in the emergency evacuation drill. Parent volunteers were also trained in and practiced appropriate student pick-up procedures in emergency situations. In addition to these procedures, the District conducts a School Bus Emergency Evacuation Drill. We will do these things in the new school year, as well. Hoover has always followed, and will continue to follow, RCSD policy in all aspects.

C. Policies Regarding Suspension and/or Expulsion Actions District Policy: In consonance with Section 35291.5 of the Education Code, the district will notify the parent or guardian of every pupil enrolled in grades 1 through 12, inclusive, of the fact that the district's regulations concerning student discipline are available on request at the principal's office in any district school. The principal of each school shall ensure that every pupil and parent/guardian of each child receive the district's regulations concerning student discipline at the beginning of each school year. It shall be the responsibility of each principal to inform all students of the grounds for suspension annually. Pupils have the right to due process of law and all staff members are expected to accord due process rights to all students. A pupil may be suspended for any acts listed in AR 5114.1 (c-d) while on school grounds, while going to or coming from school, during lunch period or during, going to or coming from a school-sponsored activity. When a student is suspended from a class, the teacher of that class may require the student's parent/guardian to attend a portion of a school day in that class. If a teacher imposes this procedure, the principal shall send a written notice to the parent/guardian stating that law requires attendance. Suspension shall be preceded by an informal conference conducted by the principal, his designee or the superintendent of schools between the pupil, and whenever practicable, the teacher or supervisor who referred the pupil to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in support of his/her defense. This conference may be omitted if the principal, principal's designee or superintendent determines that an emergency situation exists. The conference shall be held within two school days. At the time of the suspension a school employee shall make a reasonable effort to contact the parent/guardian in person or by telephone. A notice of suspension must be mailed to the parent/guardian stating the reasons for the suspension and date and time when the student may return to school. No penalties may be imposed on the pupil for the failure of the parent/guardian to attend such conference, nor may readmission of the pupil be contingent on the attendance of the pupil's parent/guardian at such conference. Parents have the right to request a meeting with the superintendent or designee to review all written documents, review the evidence and the appropriateness of the penalty. A decision will be rendered within two school days.

A student may be suspended for no more than five consecutive school days unless suspended by the governing board for any number up to 20 school days in a school year. A pupil shall be suspended for no more than 20 school days in a school year. Up to 10 additional school days of suspension may be used if reassigned to another school or an opportunity class for adjustment purposes. If the governing board is considering an expulsion of the suspended student, the suspension may be extended until such time as the governing board has rendered a decision. Specific procedures for extended suspensions pending an expulsion hearing are described in AR 5114.1(i). The principal or superintendent of schools is required to recommend a pupil's expulsion for any of the following acts unless the principal or superintendent files a written report with the governing board reciting the facts of the incident that make expulsion inappropriate: 1. Causing serious physical injury to another person, except in self-defense. 2. Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds. 3. Unlawful sale of any controlled substance as defined in Section 11007 of the Health and Safety Code, except for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. 4. Robbery or extortion. [Note: Complete procedures for expulsion are further defined in AR 5114.1 (l-t)] Special Education students may only be expelled under certain circumstances, following strict guidelines and procedures and then only when an IEP team has determined that (1) the misconduct was not caused by a or a direct manifestation of the identified handicap; (2) the misconduct was not the result of an inappropriate program; and, (3) the misconduct warrants expulsion.

Designated officials may, according to law and governing board policy, have access to student belongings when evidence suggests that the welfare of students and other personnel may be threatened. The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness who is an employee of the District after which each such participants in the search shall sign a dated register attesting to what each found. Discovery of illegal or dangerous materials shall be reported to the office of the superintendent. [Reference: RCSD Board Policy 5114.1 and 5131.7 RCSD Administrative Regulation 5114.1 (a-u)] Site Implementation: We have had few expulsions in the past few years, and all suspensions have been within these guidelines. Hoover has always followed, and will continue to follow, RCSD policy in all aspects.

D. Procedures to Notify Teachers of Dangerous Pupils District Policy: EC 49079 requires that the district advise teachers of students assigned to them who have committed any of the acts identified in Section 48900 as grounds for suspension and/or expulsion with the exception of subsection (h), dealing with the use of tobacco. Teachers are given directions by site and district administration in order to research this information on the district PowerSchool database. It is updated regularly so teachers can see those students who

have been identified, as well as a description of the incident(s). [Reference: RCSD Board Policy-in progress RCSD Administrative Regulation-in progress] Site Implementation: PowerSchool is regularly used, and the history and behavior of students is regularly reviewed. We also maintain our own database of student referrals to monitor student behavior and offer incentives for students with minimal referrals. Hoover has always followed, and will continue to follow, RCSD policy in all aspects. <https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=IE4ZuzlKSdWXgUgZ8LLLQG==>

Public Agency Use of School Buildings for Emergency Shelters

Redwood City School District shall make school buildings, grounds, and equipment available to the Department of Emergency Services or other disaster related public agencies, including the American Red Cross, for mass care and welfare shelters during a disaster or other emergency affecting public health and welfare.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=IE4ZuzlKSdWXgUgZ8LLLQG==>

School Suspension, Expulsion and Mandatory Expulsion Guidelines

Redwood City School District desires to provide 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. Rules and regulations set the standard of behavior expected of students and the disciplinary process and procedures for addressing violations of those standards and therefore adheres to California Education Code 48915(a)(1) for grounds for suspension or expulsion.

District Policy: In consonance with Section 35291.5 of the Education Code, the district will notify the parent or guardian or every pupil enrolled in grades 1 through 12, inclusive, of the fact that the district's regulations concerning student discipline are available on request at the principal's office in any district school. The principal of each school shall ensure that every pupil and parent/guardian of each child receive the district's regulations concerning student discipline at the beginning of each school year. It shall be the responsibility of each principal to inform all students of the grounds for suspension annually. Pupils have the right to due process of law and all staff members are expected to accord due process rights to all students. A pupil may be suspended for any acts listed in AR 5114.1 (c-d) while on school grounds, while going to or coming from school, during lunch period or during, going to or coming from a school-sponsored activity. When a student is suspended from a class, the teacher of that class may require the student's parent/guardian to attend a portion of a school day in that class. If a teacher imposes this procedure, the principal shall send a written notice to the parent/guardian stating that law requires attendance. Suspension shall be preceded by an informal conference conducted by the principal, his designee or the superintendent of schools between the pupil, and whenever practicable, the teacher or supervisor who referred the pupil to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in support of his/her defense. This conference may be omitted if the principal, principal's designee or superintendent determines that an emergency situation exists. The conference shall be held within two school days. At the time of the suspension a school employee shall make a reasonable effort to contact the parent/guardian in person or by telephone. A notice of suspension must be mailed to the parent/guardian stating the reasons for the suspension and date and time when the student may return to school. No penalties may be imposed on the pupil for the failure of the parent/guardian to attend such conference, nor may readmission of the pupil be contingent on the attendance of the pupil's parent/guardian at such conference. Parents have the right to request a meeting with the superintendent or designee to review all written documents, review the evidence and the appropriateness of the penalty. A decision will be rendered within two school days. A student may be suspended for no more that five consecutive school days unless suspended by the governing board for any number up to 20 schools days in a school year. A pupil shall be suspended for no more than 20 school days in a school year. Up to 10 additional school days of suspension may be used if reassigned to another school or an opportunity class for adjustment purposes. If the governing board is considering an expulsion of the suspended student, the suspension may be extended until such time as the governing board has rendered a decision. Specific procedures for extended suspensions pending an expulsion hearing are described in AR 5114.1(i). The principal or superintendent of schools is required to recommend a pupil's expulsion for any of the following acts unless the principal or superintendent files a written report with the governing board reciting the facts of the incident that make expulsion inappropriate: 1. Causing serious physical injury to another person, except in self-defense. 2. Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds. 3. Unlawful sale of any controlled substance as defined in Section 11007 of the Health and Safety Code, except for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. 4. Robbery or extortion. [Note: Complete procedures for expulsion are further defined in AR 5114.1 (l-t)] Special Education students may only be expelled under certain circumstances, following strict guidelines and procedures and then only when an IEP

team has determined that (1) the misconduct was not caused by a or a direct manifestation of the identified handicap; (2) the misconduct was not the result of an inappropriate program; and, (3) the misconduct warrants expulsion. Designated officials may, according to law and governing board policy, have access to student belongings when evidence suggests that the welfare of students and other personnel may be threatened. The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness who is an employee of the District after which each such participants in the search shall sign a dated register attesting to what each found. Discovery of illegal or dangerous materials shall be reported to the office of the superintendent. [Reference: RCSD Board Policy 5114.1 and 5131.7 RCSD Administrative Regulation 5114.1 (a-u)] Site Implementation: We have had few expulsions in the past few years, and all suspensions have been within these guidelines. Hoover has always followed, and will continue to follow, RCSD policy in all aspects. <https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=e6MbcZK2UONEOGUNZJUKpw==&PG=6&st=expulsion&mt=Any>

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The Hoover Community School shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any dangerous acts as described in EC sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7 (excluding 48900[h]).

The Hoover Community School shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. An employee of Hoover Community School who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

District Policy:

EC 49079 requires that the district advise teachers of students assigned to them who have committed any of the acts identified in Section 48900 as grounds for suspension and/or expulsion with the exception of subsection (h), dealing with the use of tobacco.

Teachers are given directions by site and district administration in order to research this information on the district PowerSchool database. It is updated regularly so teachers can see those students who have been identified, as well as a description of the incident(s).

Reference: RCSD Board Policy-in progress

RCSD Administrative Regulation-

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=ksPwZEOvhmLoYjfWnBYEg==&PG=6&st=notify%20teachers&mt=Exact>

Site Implementation:

PowerSchool is regularly used, and the history and behavior of students is regularly reviewed. We also maintain our own database of student referrals to monitor student behavior and offer incentives for students with minimal referrals. Hoover has always followed, and will continue to follow, RCSD policy in all aspects.

Firearms on Campus

The Hoover Community School committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

Only those persons specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=5JLeOcG90vyzA0x0EvS6KA==&PG=6&st=firearms&mt=Any>

Sexual Harassment Policies (EC 212.6 [b])

The Redwood City School District is an equal employment opportunity employer and is committed to implementing a policy of nondiscrimination in all aspects of employment.

Redwood City School District provides equal opportunity to all applicants and employees without regard to race, color, religion, pregnancy, sex, sexual orientation, gender identity or perceived sex or gender, genetic information or characteristics (with respect to the applicant, employee, or a family member), national origin, ancestry, age, physical or mental disability, medical condition, family care status, marital status, veteran's status, uniformed service, or other basis protected by state or federal law.

Redwood City School District does not unlawfully discriminate based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

District Policy: To promote an environment free of sexual harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice or student instruction and counseling. Teachers shall discuss this policy with their students in age-appropriate ways and shall assure them that they need not endure any form of sexual harassment. The Board shall not tolerate the sexual harassment of any student or District employee by any other student or District employee. Any student or employee who is found guilty of sexual harassment shall be subject to disciplinary action. The Board encourages students or staff to immediately report incidences of sexual harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all parties concerned. In no case shall any individual be required to resolve the complaint directly with the offending person. Board policy defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature constitute sexual harassment when submission is a condition of academic status, basis of academic decisions, Other types of conduct which are prohibited in the district and which may constitute sexual harassment include: 1.

Unwelcome sexual flirtations/propositions. 2. Verbal abuse of a sexual nature. 3. Graphic verbal comments about an individual's body. 4. Sexually degrading words used to describe an individual. 5. Display of sexually suggestive objects or pictures in the educational environment. 6. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint. [Reference: RCSD Board Policy 5145.8 RCSD Administrative Regulation 5145.8] Site Implementation: Notice has been taken of these guidelines and communicated for compliance. Hoover has always followed, and will continue to follow, RCSD policy in all aspects.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=SplusSmwUh70wSplusZCVYo8WrUA==&PG=6&st=sexual%20harassment&mt=Any>

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

A school-wide dress code established pursuant to this section and Section 35183 shall be enforced at Redwood City School District and at any school-sponsored activity by the school principal or person designated by the principal. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Redwood City School District expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activity in which they participate. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities.

District Policy:

The expression of a student's uniqueness and individuality by means of the student's dress is sanctioned by the governing board as being consistent with stated purposes of the school. Students and parents/guardians shall be informed about a school's dress procedures at the beginning of the year and when revised. Restriction on freedom of student dress will be imposed whenever the mode of dress in question:

1. Is unsafe either for student or those around the student.
2. Is disruptive of school operations and the education process in general.

3. Is contrary to law.

A source of funding shall be available for students whose parents/guardians cannot afford to pay for them. Parents may choose not to have their children comply with a school uniform procedure adopted by a school site council. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents so decide.

Administration is encouraged to establish any needed regulations consistent with this policy through cooperative planning with staff, students, and parents.

[Reference: RCSD Board Policy 5132 (a-b)]

Site Implementation:

Hoover has a dress code effective January 9, 2006. (Details follow)

Hoover Dress code:

ALL students at Hoover are to wear clothing as outlined below (updated as of January 2024) -

****Grades TK-5th:**

Tops (White, Navy or Baby Blue): Button-down shirts/blouses with collars, polo shirts, or turtlenecks, solid-colored plain crew neck T-shirts; Spirit T-shirts with the Hoover logo.

Bottoms (Navy Blue): Solid-colored pants, shorts, skirts, jumpers, or sweats.

Outerwear (White, Grey, Khaki, Navy, or Baby Blue): Solid-colored jackets, sweaters, sweatshirts, or Hoover logo sweatshirts; Logos should be no larger than approx. 3.5" in length

Shoes: Should be mostly solid color (NO Red).

Accessories: Belts (Black or Brown); No large or hanging earrings; Fingernails should be trimmed and natural; No Makeup permitted

****Grades 6th-8th:**

Tops (White, Black, Navy, Baby Blue): Button-down shirts/blouses with collars, polo shirts, or turtlenecks, solid-colored plain crew neck T-shirts; Spirit T-shirts with the Hoover logo.

Bottoms (Navy Blue, Khaki or Black): Solid-colored pants, shorts, skirts, jumpers, or sweats.

Outerwear (Black, White, Khaki, Navy or Baby Blue): Solid-colored jackets, sweaters, sweatshirts, or Hoover logo sweatshirts; Logos should be no larger than approx. 3.5" in length

Shoes: Should be mostly solid color (NO Red)

Accessories: Belts (Black or Brown); No large or hanging earrings; Fingernails should be trimmed and natural; Minimal/Natural Makeup Look

Hoover has always followed, and will continue to follow, RCSD policy in all aspects.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=0KLevgJ9nXlz1xgChKjkyA==&PG=6&st=dress%20code&mt=Exact>

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

In an effort to ensure the safety of students, staff, parents and campus visitors specific policies and procedures have been enacted at Redwood City School District

District Policy:

Although the District is not liable for the safety of pupils who are not under school supervision, the school district can, and does, hold students accountable for their behavior from the time they leave their homes for school, until they return to their homes from school. Students are accountable on the playgrounds, during recess, and at any time they are on school premises and/or under supervision of school district personnel.

Principals, teachers or bus drivers to whom they may delegate their authority are responsible for the conduct and safety of students enrolled in their schools from the time they come under school supervision until they leave school supervision, whether on school premises or not.

It is the responsibility of the principal to provide for adequate supervision of playgrounds and other school facilities at all times they are in use by students. Special attention should be given to the prevention of accidents, and to the development of habits of good citizenship.

The principal should make full use of the cooperative services of local and county organizations which provide safety services, such as fire, law enforcement and county agencies.

[Reference: RCSD Board Policy 5142

(<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=clAasplusO1pqEplusplusaslw2slsh9kA==>)

RCSD Administrative Regulation 5142]

(Optional) Other Programs, Procedures or Policies for Safe Ingress and Egress Include:

- Student Transportation Procedures (optional)
- Student Drop Off & Parking Procedures (Optional)
- Other relevant Procedures or Policies (Optional)

Include policy/date enacted via Board Policy PDF, Imbedded Text or Provide full URL to location on web:

Safe Routes to School Program (Optional Section)

The San Mateo County Office of Education and Redwood City School District participates in the Safe Routes to School Program which results in less traffic congestion around schools; improved air quality; a greener, healthier community; and an increase in self-reliance among San Mateo County children who walk and bike to school. The San Mateo County Safe Routes to School Program performs walk and bike safety audits assess the walkability and bike ability of a school and its surrounding environment. These audits include analyzing traffic patterns and travel to and from a school. Walking and biking route maps are also generated to support safe and efficient travel flow to and from a school. San Mateo County Safe Routes to School program places particular emphasis on providing access and support for students whose families have limited financial means, students of color, students of all genders, students with disabilities, and others and works to provide additional resources to schools in low-income communities, particularly technical assistance for schools serving low-income communities with higher rates of traffic collisions involving pedestrians and cyclists.

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

The Redwood City School District works to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe, connected and take pride in their school and their achievements. Positive relationships between all members of the school community is paramount.

Positive School Climate:

School climate refers to the quality and character of school life. School climate is based on patterns of school life for all stakeholders, including students, parents, and staff. A school's climate reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A positive school climate fosters positive youth development and supports a high-quality learning environment that provides young people with the foundation to pursue productive and rewarding lives.

Evidence of a positive school climate includes the following:

- Norms, values, and expectations that support social, emotional, and physical safety
- Respectful and engaging interactions and relationships
- A shared school vision that includes students, families, and educators working together
- Educators who lead by example and nurture positive attitudes
- Meaningful participation in the operations of the school and care of the physical environment by all stakeholders

- High expectations posters displayed in classrooms to clearly define student behavior, parent participation and staff expectations
- Proactive Schoolwide Discipline Committee
- Family Life and Health Education
- Monthly Newsletter with School and Community updates
- Monthly Cafecitos with the principal for parents to come hear school update and address school concerns
- Connect Ed calls to inform parents of important upcoming events or notification of an emergency situation

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Programs/Procedures to Address Mental Health Care for Students Who Have Witnessed a Violent Act (Optional)

Students who have witnessed a violent act at school or at a school sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental health. Witnessing violence and being a victim of violence at school have been found to both positively and significantly associated with psychological trauma symptoms. Schools should work to identify these students and provide appropriate and timely linkage to mental health services.

- High expectations posters displayed in classrooms to clearly define student behavior, parent participation and staff expectations
- Proactive Schoolwide Discipline Committee
- Family Life and Health Education
- Monthly Newsletter with School and Community updates
- Monthly Cafecitos with the principal for parents to come hear school update and address school concerns
- Connect Ed calls to inform parents of important upcoming events or notification of an emergency situation

Mental Health Supports and School Resource Officers on Campus (EC 32282.1) Optional

Redwood City School District recognizes that to maintain a positive school climate, promote school safety, and increase pupil achievement, mental health and intervention services, including restorative and transformative justice programs, and positive behavior interventions and support must be prioritized.

The following procedures, protocols, and board policies pertain to how the mental health professionals, school counselors, and school resource officers (if utilized) work directly with students to create and maintain a positive school climate for students:

Weekly Newsletter with school information and community updates

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=TY0PHQTCmuCm6gKMMHT3mA==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHhZTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false>

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

Hoover Community School is committed to providing a safe, supportive and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. High expectations of student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for discipline measures that exclude students from instruction as a means for correcting student misbehavior.

The primary reason for school rules is to ensure student safety. The goal is for students to behave in a manner that demonstrates respect for people and property. School rules reflect the standards of the community as a whole so that school prepares students to be responsible adult citizens. School discipline is a cooperative effort between the students, faculty, parents and administration. Every attempt is made to enforce rules consistently and with a loving understanding of children and their needs.

Positive Behavioral Intervention and Support (PBIS) -

School and classroom recognition reward systems are established to promote student success. Hoover uses PBIS as a school wide approach to make schools safe and promote positive behavior. PBIS is a framework for teachers, administrators and parents and it is used with all students in the school. PBIS is based on the following principles:

~Every child can learn expected behaviors.

~Early intervention can prevent more serious behavior problems.

~Each child is different and schools need to provide many kinds of behavior support.

~How schools teach behavior should be based on research and science.

~Following a child's behavioral progress is important.

~Schools must gather and use data to make decisions about behavior problems.

Our school wide expectations are:

Be Safe

Be Respectful

Be Responsible

Please see attached Behavioral Matrix that explains how these three expectations are applied in every area of campus.

In addition:

Students must be signed out by an adult listed on the emergency form from the office if leaving during school hours.

If a child is injured or is a victim of an offense, he or she must take responsibility to inform a supervisor. Students and their parents are expected to inform school authorities of ongoing situations and work together to find appropriate solutions.

Students who intentionally physically hurt/injure another student will receive appropriate consequences. Parents will be notified.

Children should not be dropped off at school before yard supervision begins (8:00am). After School yard supervision ends at 3:00pm.

Students must be picked up on time.

Generally when a student breaks a rule, he/she is spoken with and at times provided a consequence or, depending on the severity, sent to the principal/assistant principal. Teachers communicate with parents regarding student behavior through phone calls, email, or notes. A phone call or letter sent home to parents could request follow up visits with the principal/assistant principal. Most student discipline issues are resolved in the following ways:

Discussions involving students and teachers or the administration

Discussions with students, parents and the administration

Restorative Conversation

Loss of student privileges

Detention

Saturday School

In-school suspensions

Suspensions or Expulsion

Parents of students who break rules repeatedly will be asked to meet with the principal/assistant principal and the student study team.

ANTI BULLYING PLEDGE

I understand that bullying is when one or more people exclude, tease, taunt, gossip, hit, kick or put down another person with the

intent to hurt another. I understand that bullying happens when a person or a group of people want to have power over another or use power to get their way, at the expense of someone else.

As part of my community and my school, I WILL:

- Pledge to be part of the solution
- Eliminate taunting from my own behavior
- Encourage others to do the same
- Do my part to make my school community safe for others
- Not let my actions or words hurt others
- Not use social media to hurt others
- If others will not be part of the solution, I WILL

Signed _____ Date _____

Print Name: _____

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District Policy:

Discipline based on faith in the worth and dignity of each individual is a positive form of guidance rather than a punishing device. Any form of discipline that impairs the students' self-respect should be avoided.

This concept defines discipline as the process of teaching students to accept responsibility for a given action. Through this process children will annually be provided with guidelines for appropriate behavior and the opportunity to achieve positive change in their behavior and their attitudes.

Discipline will be achieved when students are provided with a chance to grow toward self-management through:

1. Clearly defined rules and regulations.
2. Effective communication with parents, teachers, students, administrators.
3. Consistent use of discipline procedures.
4. Reinforcement of positive behavior.
5. Provision of due process.

The minimum standards for a student in the Redwood City School District are:

1. Respecting the authority of teachers, principals, and other school personnel to enforce District and school rules.
2. Behaving in classrooms and on school campuses without disrupting or interfering with the rights of other students and staff.
3. Following the standards of behavior and obeying rules of the classroom, school and District.
4. Attending assigned classes daily and on time.

It is the role of the Board of Education to adopt policies designating standards of student conduct and regulations governing disciplinary action procedures, to support the consistent implementation of policies in all schools, to encourage staff cooperation with community agencies and to make final decisions in all cases involving the involuntary expulsion of students from regular school

attendance.

It is the role of administration:

- To work with student, staff and parents to clearly define and explain discipline standards.
- To cooperate with teachers, students and parents in trying to solve problems.
- To exercise good judgment in determining the need and extent of disciplinary actions.
- To contact parents of students who are experiencing unusual difficulties.
- To follow suspension procedures
- To assist teachers who need help with discipline problems.

It is the responsibility of teachers to develop classroom rules and regulations, instruct students in classroom, school and district regulations, to insure proper and adequate control of students and to supervise all students assigned to their class or subject to their control (playground, etc.)

It is the responsibility of classified personnel to be familiar with discipline policies, exercise good judgment in handling behavior problems, and to refer students with continuing problems to the principal or classroom teacher.

Parents/guardians are responsible for the willful misbehavior of their children and are expected to cooperate with school authorities and be familiar with discipline policies.

The district considers public education a right of our youth. However, it does not consider it an absolute right, but a privilege with definite responsibilities on the part of both the student and the parent. Pupils must comply with all the rules and regulations as defined in the CA Education Code, the CA Administrative Code and the RCSD rules and regulations.

The principal of each school shall take steps to insure that all rules are communicated to students at the beginning of each school year and to transfer students at the time of their enrollment in the school.

Classroom teachers are given the authority to act in the place of the parent during the time the student is under the teachers' direction. To insure suitable control, the teacher may use the following means of control:

- a. Confer with student and explain behavior policy
- b. Take away privileges enjoyed by other students.
- c. Lower a student's citizenship rating.
- d. Assign special tasks to be completed at specified times
- e. Contact parents so concerted action can be taken to mutually correct abnormal behavior patterns of the student.
- f. Restrict recess so long as that pupil has adequate opportunities to go to the restroom.
- g. Detain a student after school for not more than one hour at the end of the school day, with notification of parent.
- h. Refer student to school administration for correction and control
- i. Consider suspension

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Hate Crime Reporting Procedures and Policies

Discrimination and Harassment Policies Including hate crime reporting)

Redwood City School District believes all students are entitled to a safe, orderly, caring, and equitable learning environment that promotes academic achievement, school connectedness, and meaningful participation for all students.

- Protect the right of all students, staff, and parents/guardians to be free from harassment or any activity that degrades the unique qualities of an individual or association with a person or a group with one or more actual or perceived protected characteristics, to include students' parental, family, or marital status, ancestry, color, race, gender, gender identity, gender

expression, ethnicity, age, culture, heritage, sexuality, physical/mental/intellectual attributes, or religious beliefs and practices.

- The Redwood City School District expressly prohibits discrimination, intimidation, bullying, cyberbullying, or harassment of any student or employee by any employee, student, or other person on any school campus or at any school activity whether on or off campus.
- School personnel will take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.
- The Superintendent or designee shall ensure that all students receive age-appropriate information on sexual harassment.
- For students in grades 4-12, disciplinary action may include suspension and/or expulsion provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.
- The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable Redwood City School District to monitor, address, and prevent repetitive harassing behavior at Redwood City School District schools.

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Procedures for Preventing Acts of Bullying and Cyber-bullying

Redwood City School District recognizes the harmful effects of bullying on student well-being, student learning and school attendance and works towards providing a safe school environment that protects all students from physical and emotional harm. No student or group of students shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against another student, group of students or school personnel.

In compliance with ED Section 32283.5 Redwood City School District makes available the [California Department of Education's online training resources](#) to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils.

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Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan is reviewed and amended annually by the School Site Safety Committee and shall be submitted to the (district) Board for approval. The Completed CSSP and related policies are available for public review at the (District) office. The approved Comprehensive School Safety Plan shall be submitted to the San Mateo County Office of Education prior to March 1 of the current school year. All San Mateo County School Districts plans associated board polices and county wide protocols are available at the San Mateo County Office of Education for public review.

School District: Redwood City School District

School Site: Hoover Community School

Safety Plan Appendices

[Coalition for Safe Schools and Communities](#)

[Disaster Response: The Big Five Webpage](#)

[Big Five Administration Packet](#)

[Hazard Response](#)

[Incident Command Cards](#)

[Fire Watch](#)

[Air Quality Guidance](#)

[School Closure Guide](#)

[Student Threat Assessment Page](#)

[Student Threat Assessment Protocol](#)

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Hoover Community School

School-Wide PBIS Matrix

WE ARE:	Arrival and Dismissal	Hallways	Classrooms	Bathrooms	Office	Friendship Plaza/ Cafeteria	Playground /Field	Library/Lab	Assemblies
RESPECTFUL	<ul style="list-style-type: none"> - Greet others - Listen and follow directions - Wait my turn 	<ul style="list-style-type: none"> - Follow instructions of all adults - Keep my hands and feet to myself -Walk in a straight line -Move to the right to let others pass - Take care of my belongings and leave others' items alone. 	<ul style="list-style-type: none"> - Follow instructions of all adults - Actively listen and follow instruction - Be kind to my classmates and teachers - Use a talking voice to communicate 	<ul style="list-style-type: none"> - Flush toilet after use - Wait my turn - Clean up after myself 	<ul style="list-style-type: none"> - Greet office staff and wait in the seating area - Use a quiet voice - Ask before doing anything 	<ul style="list-style-type: none"> - Use talking voice - Use kind and positive words - Follow directions 	<ul style="list-style-type: none"> - Follow instructions of all adults - Use kind and positive words - Follow the rules of the game and play equipment 	<ul style="list-style-type: none"> - Use a quiet voice - Follow directions - Wait my turn 	<ul style="list-style-type: none"> -Listen quietly to the speaker - Eyes on Speaker - Quietly signal my teacher if I need something
RESPONSIBLE	<ul style="list-style-type: none"> - Be in my class line by 8:15am - Wear uniform and follow dress code - Walk with bikes, scooters, and skateboards - Use sidewalks and crosswalk 	<ul style="list-style-type: none"> - Stay with my class - Carry a hall pass - Go directly to my destination - Throw away trash in trash cans - Use a quiet voice 	<ul style="list-style-type: none"> - Use classroom materials carefully - Quietly move from one activity to another - Complete my homework and classwork the best I can. - Sit in my assigned seat 	<ul style="list-style-type: none"> - Carry a hall pass - Conserve water - Report any concerns to an adult immediately 	<ul style="list-style-type: none"> - Carry a hall pass to and from the office - Clearly state my need - Follow directions from adults 	<ul style="list-style-type: none"> - Clean up all trash around me -Stay seated until dismissed - Ask an adult for help when needed - Keep my food on my plate and discard it in trash when finished. 	<ul style="list-style-type: none"> - Care for school property and return equipment when finished - Take water and restroom breaks before the bell rings - Walk quickly and calmly to my line when whistle is blown 	<ul style="list-style-type: none"> - Handle books and equipment carefully - Return items where I found them - Return library books by their due date 	<ul style="list-style-type: none"> - Make space for my classmates - Stay in line as I enter and leave - Sit where my teacher tells me to - Follow my teachers directions
SAFE	<ul style="list-style-type: none"> - Be aware of traffic and surroundings - Wait in designated areas - Walk directly to my destination 	<ul style="list-style-type: none"> - Use walking feet - Look forward as I walk - Stay clear of yellow door lines 	<ul style="list-style-type: none"> - Move carefully in the classroom - Keep my hands and feet to myself - Push in my chair - Hand materials to each other 	<ul style="list-style-type: none"> - Make sure only ONE other person is in the restroom at a time. - Keep my eyes, hands, and feet to myself - Wash hands and keep water in the sink. 	<ul style="list-style-type: none"> - Always walk - Open doors carefully - Make space for others 	<ul style="list-style-type: none"> - Pay attention as I walk and wait in line - Sit with only three others per table - Eat my own food. 	<ul style="list-style-type: none"> - Keep hands and feet to myself - Stay in my designated playground during recess - Pay attention to others and my surroundings 	<ul style="list-style-type: none"> - Walk in the library. - Sit on chairs with feet on floor - Ask for help to get items out of reach. 	<ul style="list-style-type: none"> - Use the stairs to get to my seat - Keep my hands and feet to myself - Stay seated until instructed to move



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Matriz de PBIS para Toda la Escuela

SOMOS:	Llegada y Salida	Pasillos	Aulas	Baños	Oficina	Plaza de la Amistad/Cafetería	Patio de juegos	Biblioteca/Laboratorio	Ensamblados
RESPECTUOSO	<ul style="list-style-type: none"> - Saludar a otros - Escuchar y seguir direcciones - Espero mi turno 	<ul style="list-style-type: none"> - Seguir las instrucciones de todos los adultos. - Mantener manos y pies consigo mismo. - Caminar en línea recta - Muévete a la derecha para dejar pasar a otros - Cuidar mis pertenencias y dejar en paz las de los demás. 	<ul style="list-style-type: none"> - Seguir las instrucciones de todos los adultos. - Escuchar activamente y seguir instrucciones. - Ser amable con mis compañeros y profesores. - Usar una voz moderada para comunicarse 	<ul style="list-style-type: none"> - Descarga el inodoro después de su uso. - Espera por tu turno - Limpiar el área que usas. 	<ul style="list-style-type: none"> - Saludar al personal de la oficina y esperar en el área de asientos. - Usa una voz tranquila. - Preguntar antes de hacer nada. 	<ul style="list-style-type: none"> - Usar voz tranquila y pausada. - Usar palabras amables y positivas. - Seguir direcciones 	<ul style="list-style-type: none"> - Seguir las instrucciones de todos los adultos. - Usar palabras amables y positivas. - Siga las reglas del juego y el equipo de juego. 	<ul style="list-style-type: none"> - Usa una voz tranquila. - Seguir direcciones - Espero mi turno 	<ul style="list-style-type: none"> - Escuchar en silencio al hablante. - Ojos en el altavoz - Señalar en silencio a mi maestro si necesito algo
RESPONSABLE	<ul style="list-style-type: none"> - Está en la fila de tu salón a las 8:15 a.m. - Usar uniforme y seguir el código de vestimenta. - Caminar con bicicletas, scooters y patineta. - Utilizar las aceras y paso de peatones. 	<ul style="list-style-type: none"> - Quédate con tu clase - Llevar un permiso para transitar en el pasillo - Ir directamente a su destino - Tirar la basura en botes de basura - Usa una voz tranquila 	<ul style="list-style-type: none"> - Utilizar los materiales del aula con cuidado. - Pasar tranquilamente de una actividad a otra - Completar la tarea y trabajo de clase lo mejor que puedo. - Siéntate en tu asiento asignado 	<ul style="list-style-type: none"> - Llevar un permiso para transitar en el pasillo - Conservar agua - Informe cualquier inquietud a un adulto de inmediato. 	<ul style="list-style-type: none"> - Llevar un permiso para transitar en el pasillo - Ser claro expresando mi necesidad. - Sigue las instrucciones de los adultos. 	<ul style="list-style-type: none"> - Limpiar toda la basura a mi alrededor - Permanecer sentado hasta que tenga permiso de levantarse o salir. - Pedir ayuda a un adulto cuando sea necesario - Mantenga su comida en su plato y desecharla en la basura cuando termine. 	<ul style="list-style-type: none"> - Cuidar la propiedad escolar y devolver el equipo cuando haya terminado. - Tome descansos para beber agua y para ir al baño antes de que suene la campana. - Caminar rápidamente y tranquilamente hacia mi línea cuando suene el silbato 	<ul style="list-style-type: none"> - Maneje los libros y el equipo con cuidado. - Devolver artículos donde los encontré - Devolver los libros de la biblioteca antes de su fecha de vencimiento 	<ul style="list-style-type: none"> - Hacer espacio para mis compañeros de clase. - Manténgase en línea cuando entro y salgo - Siéntate donde me diga mi profesor. - Sigue las instrucciones de mis maestros
SEGURO	<ul style="list-style-type: none"> - Esté atento al tráfico y los alrededores. - Esperar en las áreas designadas - Caminar directamente a mi destino 	<ul style="list-style-type: none"> - Caminar sin correr. - Mirar hacia adelante mientras camina - Manténgase alejado de las líneas amarillas de las puertas 	<ul style="list-style-type: none"> - Moverse con cuidado en el aula. - Mantener manos y pies consigo mismo. - Empuja la silla. - Entregar materiales a tus compañeros. 	<ul style="list-style-type: none"> - Asegúrese de que solo UNA persona más esté en el baño a la vez. - Mantener ojos, manos y pies consigo mismo. - Lavarse las manos y mantener el agua en el lavabo. 	<ul style="list-style-type: none"> - Siempre camina - Abre las puertas con cuidado. - Hacer espacio para los demás. 	<ul style="list-style-type: none"> - Prestar atención mientras camino y espero en la fila - Siéntese con sólo otros tres niños por mesa - Comer mi propia comida. 	<ul style="list-style-type: none"> - Mantener manos y pies consigo mismo. - Permanecer en mi patio de recreo designado durante el recreo - Prestar atención a los demás y a mi entorno. 	<ul style="list-style-type: none"> - Pasear por la biblioteca. - Sentarse en sillas con los pies en el suelo - Pedir ayuda para sacar objetos fuera de su alcance. 	<ul style="list-style-type: none"> - Usa las escaleras para llegar a mi asiento. - Mantener mis manos y pies para mí - Permanezca sentado hasta que se le indique que se mueva.

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