San Mateo County Schools
Comprehensive School Safety Plan
Part One: Public Component
2025-26 School Year

School District: Jefferson Union High School District

Address: 131 Westmoor Ave, Daly City, CA 94015
Daly City, CA, 94015

School Site: Westmoor High School

School Address: 131 Wesmoor Ave, Daly City, CA 94015

CDS Code: 41-68924-4137790

School Covered in Document Westmoor High School

Address of School Sites

Date of Adoption: 9.23.25

Approved by:

Name	Title	Signature	Date
Victor Zou	Principal		
Sterling He	Vice Principal		
Austin Worden	Vice Principal		
Tina Yee	Vice Principal		
Rhoderick Banda	Campus Supervisor		
Diana Villaobo	Family Liasion		
Michelle Mangubat	Senior Office Assistant		
Stephanie Oliver	Account Clerk		
Nome Tiatia	Maintenance Foreman		
Pete McGurty	Teacher		
Ren Boado	Senior Office Assistant		

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Safety Plan Vision

The Comprehensive School Safety Plan analyzes current safety conditions and school climate. In doing so, the plan describes programs in place at our school 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.

Comprehensive School Safety Plan Requirements

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. State regulation requires the school site council or designated safety planning committee to write and develop the CSSP in consultation with a representative from a law enforcement agency, a fire department, and other first responder entities. The Comprehensive School Safety Plan for the current school year is reviewed, updated, and submitted to San Mateo County Office of Education by October 15th for review and approval. The District ensures that the CSSP is adopted by the school annually by March 1st; the CDE recommends the plan be approved by the (district) Board within a month of school adoption or as soon as possible. A copy of the Comprehensive School Safety Plan – Public Component is made available for review at the District Office and on the District Website. 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).

District Office Address	District Website
131 Westmoor Ave, Daly City, CA 94015	https://www.juhsd.net/

Safety Committee

Westmoor High School Safety Committee
This Committee consists of all front office classified staff, all campus supervisors, and all site administrators along with all site maintenance staff.

Name	Agency	Title	Membership Role
Victor Zou	Jefferson Union High School District	Principal	Incident Commander
Sterling He	Jefferson Union High School District	Vice Principal	Safety Officer
Austin Worden	Jefferson Union High School District	Vice Principal	Student Release
Tina Yee	Jefferson Union High School District	Vice Principal	Operation
Rhoderick Banda	Jefferson Union High School District	Campus Supervisor	+ all campus supervisors (Manuel Borrego, Rex Mauga Head, Cynthia Benutto, Eduardo Pedemonte, Zariffe Denegri)
Michelle Mangubat	Jefferson Union High School District	Senior Office Assistant	+ front office classified staff (Ren Boado, Shirley Cruz, Serena Zhen,)

Stephanie Oliver	Jefferson Union High School District	Account Clerk	+ more front office classified staff (Stephany Magaña, Adena Blount, David Shi, Isabel Borja, Mia Ferrer)
Nome Tiatia	Jefferson Union High School District	Maintenance Day Foreman	+ all maintenance staff (Matt Hawkes, Nicholas Kingshill)
Johnny Graham	Jefferson Union High School District	Maintenance Night Foreman	+ more maintenance staff (Richard Kuhn, Robert Larsen, Leonardo Mendoza, Anthony Talavera)

Components of the Comprehensive School Safety Plan (EC 32282)

The Comprehensive School Safety Plan (CSSP) includes the following components:

Assessment of all crime committed on school campuses and at school-related functions; strategies and programs 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; child abuse reporting procedures; student supervision and professional boundaries, disaster, emergency, and crisis response procedures; mobile communication devices, procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency, suspension and expulsion policies; annual notification related to the safe storage of firearms; the reporting by a school official of any threat or perceived threat to law enforcement; threat assessment procedures; 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; procedures for responding to dangerous or violent activities, criminal incidents, active shooters, or other armed assailants; procedures to respond to a sudden cardiac arrest or other similar life-threatening medical emergency while on school grounds; protocol for responding to a pupil in grades 7-12 who is suffering or is reasonably believed to be suffering from an opioid overdose; bullying prevention policies and procedures; an Instructional Continuity Plan.

The safety plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. Districts and County Offices of Education are encouraged to include strategies to create and maintain a positive school climate, mental health protocols for the care of students who have witnessed a violent act at any time, and 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

Assessment of School Safety

Current Status of Crime Committed on School Campuses and At School-Related Events (EC32282(a)(1)

Assessment of School Safety, specifically, an assessment of the current status of all crime at the school and the school related functions is 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 crime data

- Property Damage data

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

Westmoor High School strives to create an environment characterized as positive and safe for all students, faculty, and staff. Particularly, Westmoor hosted internal and external meeting as the following:
Date of training for staff on the CSSP: 08/12/2025
Date of site public meeting when the CSSP was presented at school site public meeting that allowed for public opinions: 10/14/2025

Westmoor utilizes a variety of school safety data to aid in assessing school safety:
-Discipline Incident Reports
-Faculty Referrals through the Student Advisory Team (SAT) referral
-Student Attendance through A2A
-Student Progress Reports
-Staff and student surveys

Through the use of the school's student management system (SYNERGY), data has been looked at for the years 2021-2022 through 2025-2026. For these years the number of discipline incidents are reported below. Please note, each incident is related to an offending student. For example, in the case of a mutual fight between two students, that single fight would report as two incidents of fighting.

Assault/Bullying
2021 - 2022: 18
2022 - 2023: 69
2023 - 2024: 65
2024 - 2025: 74
2025 - 2026: 11(as of Sept 8, 2025)

Controlled Substance
2021 - 2022: 9
2022 - 2023: 27
2023 - 2024: 17
2024 - 2025: 14
2025 - 2026: 1 (as of Sept 8, 2025)

Sexual Battery/Assault
2021 - 2022: 2
2022 - 2023: 1
2023 - 2024: 0
2024 - 2025: 4
2025 - 2026: 1 (as of Sept 8, 2025)

Threat/Fight
2021 - 2022: 21
2022 - 2023: 24
2023 - 2024: 25
2024 - 2025: 18
2025 - 2026: 0 (as of Sept 8, 2025)

The California Healthy Kids Surveys was distributed for the 2024 - 2025 school year. The following data is for the 2024 - 2025 school year. 170 ninth graders and 278 eleventh graders were surveyed in 2024 - 2025 California Healthy Kids Survey. The 9th grade response rate was 56%, which is 100% increase in comparison to the previous year; and, the 11th grade response rate was 83%, which is 243% increase in comparison to the previous year. The validity and representativeness of the results will be adversely affected for 9th grade students as their response rate is lower than 70 percent.

Three key indicators of school climate and student well-being include
1. School engagement and supports
2. School safety and substance abuse
3. Mental and physical health.

The following is a survey summary of the key indicators broken down into subgroups that form each key indicator.

School Engagement and Supports 2024-2025 Grade9, Grade 11 2023-2024 Grade9, Grade 11
School connectedness (strongly agree) 55%, 65% 58%, 62%
Academic motivation (strongly agree): 59%, 67% 61%, 66%
Caring adult relationships (very much true) 54%, 69% 58%, 71%
High expectations (very much true) 67%, 79% 67%, 79%
Meaningful participation (very much true) 21%, 33% 36%, 34%

Based on the data presented, there is a need for freshmen meaningful participation of the School Engagement and Supports.

School Safety and Cyberbullying: 2024-2025 Grade9, Grade 11 2023-2024 Grade9, Grade 11
School perceived as very safe or safe: 58%, 78% 66%, 65%
Experiences any harassment or bullying (past 12 months): 29%, 17% 28%, 21%
Had mean rumors or lies spread about you (past 12 months): 22%, 20% 31%, 23%
Been afraid of being beaten up (past 12 months): 17%, 8% 20%, 7%
Been in a physical fight (past 12 months): 5%, 5% 12%, 3%
Seen a weapon on campus (past 12 months): 7%, 2% 6%, 15%
Cyberbullying (past 12 months): 24%, 14% 27%, 19%

In addition, 9th grade students had less experience with mean rumors, and feel more safe in terms of getting beaten up or experiencing physical fights or cyberbullying. Whereas, the 11th graders felt that they are safe as school, experience less less harassment or lies about them, and seen less weapon on campus, as well as less cyberbullying in the past 12 months.

Substance Use: 2024-2025 Grade9, Grade 11 2023-2024 Grade9, Grade 11
Current alcohol or drug use: 9%, 4% 10%, 5%
Current tobacco use: 3%, 0% 5%, 1%
Current marijuana use: 3%, 1% 5%, 1%
Current binge drinking: 1%, 0% 5%, 1%
Very drunk or "high" 7 or more times, ever: 2%, 1% 1%, 1%
Been drunk or ‘high’ on drugs at school, ever: 2%, 1% 6%, 4%
Current cigarette smoking: 1%, 0% 1%, 0%
Current use of vape products: 4%, 1% 5%, 3%
Current tobacco vaping: 3%, 0% 4%, 1%
Current marijuana vaping: 2%, 0% 3%, 1%

The reported rates of substance use decreased since the last school year for freshmen; and there is minor reduction with being drunk and high as well as vaping for both 9th and 11th graders for in March of 2024 and 2025. In addition, the Westmoor High School along the Jefferson Union High School District have partnered with Daly City Youth Health Center for alternative intervention programs for alcohols, drugs, and vape usages. Please note that most of these substance use data were measured "past 30 days" of the survey.

Social and Emotional Health: 2024-2025 Grade9, Grade 11 2023-2024 Grade9, Grade 11
Social emotional distress: 28%, 23% 29%, 27%
Experienced chronic sadness/hopelessness (past 12 months): 34%, 25% 41%, 37%
Considered suicide (past 12 months): 14%, 8% 15%, 9%
Optimism: 48%, 51% 53%, 47%
Life satisfaction: 65%, 62% 68%, 63%

Westmoor has 2 full time Wellness counselors and a social worker, who work with these students. These counselors are working on advertising their services so that students can have a safe space to come to when they are sad or feel hopeless. The Student Advisory Team and Student Success Team work alongside the Wellness and School Counseling team to provide mental health support to Westmoor students.

Westmoor adheres to the "Big Five Emergency Protocols". At the beginning of the school year, as well as at every drill, the Big Five Protocols are reviewed with the staff.
These protocols are as follows:
-Shelter In Place
-Drop, Cover, and Hold On

-Secure Campus
-Lockdown/Barricade
-Evacuation

In addition, all staff members have been trained for the Centegix safety protocols, where staff can communicate with the administrators about school wide emergency situations. Furthermore, Westmoor High School and Jefferson Union High School District have partnered with the San Mateo County Office of Education to use StopIt Anonymous reporting for students and community members to report safety needs.

Access & Support
Students have two wellness counselors and a social worker on staff when issues arise. A wellness center is established to provide a safe space for students when they feel overwhelmed. Also, all of our school counselors are cross-trained to help deal with crises. There are four interns from the Daly City Youth Health Center checking in with students and providing social and emotional support two days a week. The Westmoor SAT/SST Process also helps to address some of the need to identify students in crisis. During lunch and brunch, many classroom doors and library are open for students to reconnect with one another and staff.

Starting in the 2025-26 school year, Westmoor High School has adopted LinkCrew model and curriculum to support incoming freshmen with both social-emotional and academic needs through its yearlong programs.

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The Jefferson Union High School District, has a procedure in place in which principals, or their designees, are authorized to send notices to each student's parents or guardians when a violent crime, or a sex offense is committed on its property or during sponsored programs, activities, and events.

The Jefferson Union High School District, provides the following relevant information to all parents/guardians annually at the beginning of the first semester/quarter or trimester of the regular school term regarding a violent crime or sex offense committed on its property or during sponsored programs, activities, and events.

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

This section includes appropriate strategies and programs 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

Sections 49390 through 49395 of the California Education Code require that a school official of a local educational agency that serve pupils in any grades from six through twelve as part of a middle school or high school of any school district, county office of education, or charter school shall immediately report homicidal threats, or perceived homicidal threats, they have observed or been alerted to, directly to law enforcement. Upon receiving notification of a threat by a school official, law enforcement must conduct an investigation and threat assessment. The investigation and threat assessment must include a review of the Department of Justice's firearm registry and a search conducted at the school site, but "only if the search is justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat." LEAs must support law enforcement with investigating the threat and conducting a threat assessment.

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 in assessing, responding to, and providing services to students 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.

Notification to Parents/Guardians of Safe Storage of Firearms

Section 48986 of the California Education Code (EC) requires that all kindergarten through grade twelve school districts, county offices of education, and charter schools shall annually inform parents and guardians of California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the first semester or quarter of the regular school term. School districts are encouraged to use the California Department of Education Template of Memoranda regarding Safe Gun Storage, or create their own.

Jefferson Union High School District provides the following information regarding Safe Storage of Firearms to all Parents/Guardians annually at the beginning of the first semester/quarter or trimester of the regular school term:

GUN SAFETY - EC 32221.5 (9-12) AND EC 49390, AND 49329

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

Suicide Prevention Policy and Protocol

Suicide is one of the leading causes of death among youth. School personnel who regularly interact with students are often in a key position to recognize warning signs and initiate assistance and/or an appropriate referral. 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.

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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 partners 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. School Districts, Offices of Education and Charter School Entities shall establish minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist that satisfies the requirements of California Education Code 49414.3.

The Naloxone for Schools Toolkit complies with Education Code requirements detailing how to train staff, obtain, and administer Naloxone. San Mateo County Office of Education offers training on the Naloxone Toolkit to all schools in San Mateo County.

Dorene Basuino and Mark Pascale has been trained in the use of Naloxone and the Naloxone Toolkit for Schools and is implementing the protocol in Jefferson Union High School District Schools.

Child Abuse and Neglect Reporting Procedures (EC 444691; PC 11166)

Mandated Reporters, which includes school employees, and volunteers as defined in Penal Code section 11165.7, contractors, and governing board members, 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. Required annual training for mandated reporters includes requirements for reporting, what occurs when there is a failure to file a report, prevention of abuse including sexual abuse and assault, and professional boundaries. This training takes place within six weeks of hire, provision or services or within six weeks of the school year for returning employees.

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.

Westmoor High School follows all JUHSD Board policies, California Education Codes, and California Penal Codes regarding reporting Child Abuse.

Child Abuse Reporting

The school board recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and district administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided (Penal Code 11165.7). All staff are required to attend mandated reporting training at the beginning of the school year in professional development days before students walk onto campus. In the case that they're not present, our Director of Human Resources provides online training for them and our walk-on coaches. All adults on campus must be trained in these practices.

Definitions
Child abuse or neglect includes the following (Penal Code 11165.5, 11165.6):

1. A physical injury inflicted by other than accidental means on a child by another person.

2. Sexual abuse of a child as defined in Penal Code 11165.1.

3. Neglect as defined in Penal Code 11165.2.

4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.

5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.

Child abuse or neglect does not include:

1. A mutual affray between minors. (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment. (Penal Code 11165.6)

3. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807)

4. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

Mandated reporters include, but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, they have knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below. (Penal Code 11166.05)

Instances that indicate that the emotional well-being of a child might be endangered include, but are not limited to, evidence that the child is suffering from emotional damage, such as severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others.

Any person shall notify a peace officer if they reasonably believes that they have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166) No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom they know or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. (Penal Code 11166)

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the above form from either the district, the principal’s office, the guidance office or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known (Penal Code 11167):

a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter;

b. The child's name and address, present location and, where applicable, school, grade and class;

c. The names, addresses and telephone numbers of the child's parents/guardians;

d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information; and

e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to them. (Penal Code 11167) Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to an appropriate agency.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Governing Board policy and administrative regulation.

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166)

They may provide or mail a copy of the written report to the principal, Superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

BP 5141.4
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BP 1240
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Student Supervision and Professional Boundaries

Within the Jefferson Union High School District, all school employees, adult volunteers, and contractors/vendors must be professional, transparent, aligned with educational purposes, and are required to follow established supervision practices that minimize the risk of harm to students. They must ensure visibility and accountability, and support student safety in both classroom and non-classroom settings. Procedures and expectations for student supervision and professional boundaries are intended to promote safe, respectful, and professional environments for learning and engagement. They are designed to ensure the supervision and protection of students from child abuse or neglect, as defined in Penal Code section 11165.6, and from sex offenses, as defined in Education Code section 44010. These policies define appropriate conduct and outline expectations for professional, respectful, and safe interactions in all school-related settings.

Expectations and clear limits on contact and communication apply during or outside of the school day between individuals are communicated to both students and adults. These expectations also apply to all forms of communication, as outlined in board policy, and particularly when parent or guardian inclusion is not present. Limitations may vary based on student age or grade level.

The design, use, and furnishing of school facilities are intended and expected to promote safe, supportive, and easily supervised classroom and non-classroom environments. All employees, volunteers, and contractors are required to follow supervision and boundary policies.

These procedures apply during the school day, during school-sponsored activities, and in any other context in which students are under the supervision or responsibility of the school, including before- and after-school programs, extracurricular activities, athletics, transportation, and field trips.

BP4119.21
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BP4219.21
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BP4119.24
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BP4219.24
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BP1240
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BP 3312
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BP 3514.2
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=cReuzNE3kMhukXtIM6duIA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=y1ZW0qRGjEafuplusqEjNeK2Q==&PG=6&IRP=0&isPndg=false
BP 5131
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BP 4040
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BP 1114
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BP 3515
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BP 3515.2
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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 and Hazard Responses Protocol for all public, private and charter Schools in the County and update the protocols annually as needed. 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 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. All employees shall be required to subscribe to the oath or affirmation required by the Act.

When an emergency occurs, staff members take immediate steps to protect themselves, their students, and other people on campus. Staff, certificated and classified, are provided opportunities annually to be trained on the Big Five School Emergency Guidelines Immediate Action Response and Hazard Responses Protocol. The Big Five School Emergency Guidelines 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

The Hazard Responses Protocol includes guidance in the event of the following hazards: Chemical and Gas, High Winds, Fire Off-Site, Fire On-Site, Power Outages, Poor Air Quality, Heat Events, Heat-Related Illness, Tsunami, and Medical Emergency.

Staff members must learn and train on each Big Five Immediate Action Response and Hazard Responses 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 Big Five trauma-informed, developmentally appropriate emergency drills monthly. Tabletop 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. The Think on Your Feet Peet Book, which teaches young students what to do during a Lockdown/Barricade, Table-Top exercises, or Walk-Through Drills can be used in lieu of violent intruder drills or simulations when students are present. State regulations require that any Lockdown/Barricade drill conducted with students may not be high-intensity and must comply with the outlined requirements of EC 32282(K).

Immediate Action Responses

ACTION	DESCRIPTION
SHELTER IN PLACE	For environmental hazards: Go inside immediately. Close doors, windows, and vents.
DROP, COVER, & HOLD ON	For earthquakes and explosions: Protect from falling debris. Drop to the floor. Take cover and hold on.
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.

Cardiac Arrest or Similar Life-Threatening Medical Emergency While on School Grounds

In accordance with state regulation, safety plans are required to include procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. General procedures to follow for a medical emergency on school grounds, including after school programs and events, are included in the Hazard Response Protocol. Staff are provided information and training annually by Jefferson Union High School District on the use and location of any automated external defibrillator (AED); principals must notify pupils in grades 6-12 of the location of all AED units on campus.

Westmoor High School will take all necessary measures to keep students, faculty, staff, and visitors safe in the event of a disaster. Westmoor's evacuation procedure accomplishes the following:
-The administrative team incorporates strategies of the Incident Command System (ICS), the Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS)
-The administrative team conducts periodical emergency drills with all staff members and continuously seeking staff feedback regarding evacuation procedures and practices.
-The administrative team ensures that there are updated specific evacuation procedures within the school building disaster plan, and reviews the plans periodically.
-The administrative team communicates with the all students, staff, community members and all stakeholders to ensure all parties understand the importance of preparing disaster situations.

"See appendix for Big Five Immediate Response Protocol"
BP 3516
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The Big Five Immediate Action Response Protocol for School Administrators and Hazard Responses Protocol are found in the appendix of this plan. Site Specific Emergency Response plans can be found in the Comprehensive School Safety Plan; Non-Public Tactical components for each school site.

Mobile Communication Devices
The Jefferson Union High School District recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could also be harmful and disruptive to the instructional program in some circumstances. The Superintendent or designee may undertake measures or strategies, in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under the noted policy and are subject to discipline for non-compliance with the policy.

BP 5131.8
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=mslshEDUJV93euKAKZTslshSB02w==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Public Agency Use of School Buildings for Emergency Shelters

Jefferson Union High 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.

Red Cross has surveyed our high schools and determined that they would be suitable emergency shelters. The proposed agreement will formalize the district's permission for Red Cross to use our schools for this purpose.

BP 3440
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=kdiXehIpzQgVEQ8HTiUbuA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=y1ZW0qRGjEafuplusqEjNeK2Q==&PG=6&IRP=0&isPndg=false

School Suspension, Expulsion and Mandatory Expulsion Guidelines

Jefferson Union High 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.

Westmoor High School follows all JUHSD Board policies, California Education Codes, and California Penal Codes regarding student suspensions and expulsions.

Westmoor High School has created and implement JUHSD Solution Matrix to look for root causes for student challenges. Traditionally, Westmoor and JUHSD have operated on a more punitive discipline model, but the effort is being made to shift to a more restorative model, as well as providing alternative support structures, such as the Alternative to Suspension program through Daly City Youth Center to provide Tier2 counseling support. During this process we are examining implicit bias, reviewing data, and preparing to implement a number of new intervention strategies.

Additionally, more positive behavioral interventions have been rolled out in an attempt to be more proactive when it comes to mitigating larger conflicts and issues. For instance, the Westmoor Administration Team streamlined the SAT/SST referral process to ensure that all stakeholders can support student success through academic, social-emotional, and behavioral support. In this process, the Westmoor Administration Team has been working closely with the Westmoor Wellness Team, which consists of two wellness counselors, a social work, and three wellness interns to support the some of the challenges that students are experiencing. Additionally, the Westmoor Administration Team also works with the Westmoor Positive School Culture committee, which looks at how positive culture provides an impact of less discipline issues and begins a restorative justice process. Furthermore, the Westmoor staff members have also been actively providing spaces and opportunities for students to voice and report concerns, such as different forms of bullying and in possession of controlled substances.

BP 5144.1 Suspension and Expulsion/Due Process
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BP 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=slshRBGFH02iJj5ItOpWMLTtg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
The Westmoor High 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 Westmoor High 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 Westmoor High 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, 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.

Westmoor High School follows all JUHSD Board policies, California Education Codes, and California Penal Codes regarding dangerous pupils.

Notification of Dangerous Pupils

California Education Code section 49079 requires school districts to notify teachers of any student enrolled in their classes who has, within the past three years, been in violation of any of the subsections of the California Education Code section 48900 with the

exception of (h) tobacco violations. In order to maintain the student's right of confidentiality, teachers with questions about their students do receive this notification and a list of students who violate certain education codes at the beginning of the school year (through District Office data aggregation); however, more pertinent details are explained in person, if required.

Teachers are also notified via email when one of their students is in violation of a relevant California Education Codes.

Westmoor staff members have been trained in the Big 5 Emergency Protocols to ensure that they can react swiftly to any sort of emergency on campus. Campus administrators are also trained in student threat assessments, which come from the San Mateo County Office of Education. Trainings and documents for this process are handled at the County level and include stakeholders from schools, emergency responders, and law enforcement.

"JUHSD is compliant with the Education Code and follows directions from the California Department of Education in notifying teachers of dangerous pupils"

Firearms on Campus

The Westmoor High School commits 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 is included in the district's comprehensive safety plan and communicated to district staff, parents/guardians, and the community.

Only those persons specified in Penal Code 626.9(l)-(o) and 30310 are 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.

Westmoor High School follows all JUHSD Board policies, California Education Codes, and California Penal Codes regarding weapons and prohibited items.

Prohibited Items
Students may not bring onto campus any weapons (real or fake), alcohol, tobacco, illicit drugs, vaping devices, or gang paraphernalia or other items that may disrupt the learning environment. While certain drugs may be legal outside of the school environment, all California Penal Codes for drug infractions and California Education Codes apply, regardless of medical statuses.
Students with prohibited items on campus will receive disciplinary consequences and may be reported to DCPD.

BP 3515 Campus Security

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BP Weapons and Dangerous Instruments:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=PGnplusWD0P61CTQMYYicoPfg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Sexual Harassment Policies (EC 212.6 [b])

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

Jefferson Union High 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.

Jefferson Union High 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.

Westmoor High School follows all JUHSD Board policies, California Education Codes, and California Penal Codes regarding sexual Harassment.

Specifically, Sexual Harassment Policy:

All adults at Westmoor are mandated reporters. This means that for everyone's safety and security, information received by an adult that can harm students must be reported to school administration or government agency to address the safety concern. The reporting procedures are the same as the bullying and discrimination prevention ones. Students may do so verbally, through the Help Form, or through the online link on the school's website.

Prohibited sexual harassment includes, but is not limited to: unwelcome sexual advances, request for sexual favors and other verbal, visual or physical conduct of a sexual nature. Other types of conduct which constitutes sexual harassment include:
1) Unwelcome leering, sexual flirtations or propositions.
2) Unwelcome sexual slurs, verbal abuse or sexually degrading descriptions.
3) Graphic verbal comments about one's body.
4) Sexual jokes, stories, drawings, pictures or gesture.
5) Spreading sexual rumors.
6) Teasing or sexual remarks.
7) Touching one's body or clothes in a sexual way.
8) Cornering or blocking a person's normal movement.
9) Displaying sexually aggressive objects on school property.
10) Any act of retaliation upon an individual who reports a violation of the district policy.
11) Purposely limiting a student's access to educational tools due to the student's sexual orientation or preference.
12) Information passed online via any electronic device or through social media that has a harmful effect on one's safety.
13) An act or conversation any individual can hear that creates a hostile and unsafe learning environment.

Disciplinary actions taken for violation of this policy vary from warnings to suspension to expulsion to referral to law enforcement.

What Qualifies as Sexual Assault

Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape.

Any student who believes that they have been subjected to sexual harassment or assault or who has witnessed sexual harassment or assault is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

However, when a complainant or survivor of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform them that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or survivor of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to them. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Rape/Sexual Assault: Offer the survivor care and first aid until authorities arrive. Avoid destroying any evidence. Do not permit the victim to use the restroom until instructed to do so by the police. Wait with the victim until the site administrator arrives. Identify potential witnesses. If you talk to the victim prior to the police arriving on the scene, restrict the conversation to immediate medical needs. We only want the survivor to have to tell the story once. If discussion occurs on the situation, speak only in general terms. DO NOT DISCUSS THE SPECIFICS of the case. It is better in court that the initial specific statements about the crime are recorded by the police department and are not heard secondhand with you as the witness. Take steps to protect the victim's identify. Protect the “PRIVACY” and “Rights of Confidentiality” of the student and family. Confer with site administrator regarding contacting Child Protective Services.

Westmoor affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the school to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated. This is why our hallways are adorned with greetings in many languages and celebrations of all our backgrounds. Westmoor is a safe space for all learners and all peoples.

Any student who feels they are a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the principal or designee has not remedied the situation, they may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy, administrative regulation, California Education Code, and California Penal Code. In addition, the District shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The District shall also provide counseling, guidance, and support, as necessary, to those students who are the victims of hate-motivated behavior.

Staff
BP 4030 Nondiscrimination In Employment
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=XEplushUnIOpdslsh2FslshwkQsjlVQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0&isPndg=false

BP 4319.11 Sexual Harassment
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=eplusmWZjJjQDRu0IKsoIQGug==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0&isPndg=false

Students
BP 5145.7 Sexual Harassment
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=hplusvbjqslshesChy0WmDsM5IwA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

BP 5145.3 Nondiscrimination/Harassment
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=vOmXV4IUeEzxZgyGp0LbDQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

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 Jefferson Union High 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. Jefferson Union High 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.

Westmoor High School follows all JUHSD Board policies, California Education Codes, and California Penal Codes regarding dress codes.

Specifically, Dress Code

Westmoor prepares students for the future. Students should plan to dress in a modest and professional manner. Westmoor dress code places a high emphasis on ensuring equity when dealing with how a student dresses, regardless of that student's sexual orientation/ gender identification, religion, culture, etc. Staff, students, and administration continue to fine tune the dress code. It is recommended that certain items of clothing are not worn at school such as:
Bandanas
Sagging pants (appropriate undergarments should be worn, but not seen)
Shirts that expose chest, midriff, or area 4 inches or more below underarm
Pajamas/ bedroom slippers

There are certain clothing items that Westmoor prohibits in order to ensure a fair, but distraction free and safe learning environment for all students and staff members. The following are restricted items that may result in disciplinary action:
Clothing that depicts or advocates gangs, drugs, alcohol
Clothing that depicts weapons, illegal or hateful behavior
Profane/inappropriate language or pictures
Clothing articles with spikes or other dangerous adornments

Students and staff were informed in staff meetings and student townhall assemblies at the beginning of the school year; additionally, these expectations are also outlined in the student and staff handbooks.

BP 5132 Dress and Grooming
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=qMycO22Q3xn3ITV2Fz62MA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

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 Jefferson Union High School District.

Westmoor High School is located in a mostly residential neighborhood in Daly City. A small shopping center called Skyline plaza is a few blocks west of the school situated next to the busy highway Skyline Blvd. Students arrive to school by car, public transportation, and by foot. A handful of students use other forms of personal transportation such as bicycles, skateboards, and various motorized devices.

Students arriving by car are generally dropped off and picked up in two locations.

Students that take public transportation generally arrive at one of three Samtrans bus stops near the school. Westmoor is a large campus with an open layout so students walking to school have numerous options for locations to enter.

SECTION 6: EMERGENCY EVACUATION PROCEDURES

Schools are responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or/cognitively/emotionally impaired, must be assisted. Schools must develop plans that identify the location of potential evacuation sites.

Evacuation plans must also address the following:
- The population of people with disabilities/special needs.
- Appropriate signage and equipment (e.g., EVAC Chairs) needed for individuals with disabilities/special needs.
- Training for school staff to assist individuals with disabilities/special needs.
- Coordination with first responders.

Evacuation Routes: If an emergency occurs and an evacuation is needed, school sites should have pre-designated routes to all evacuation locations. Each classroom is required to have posted its recommended evacuation routes from the classroom. Common sense is important in deciding which route to take.

Students with Disabilities: Paraprofessionals are designated for students with disabilities in their classrooms to help specific students with evacuation. Individuals with physical disabilities will be able to exit to each grass area with ramps. For evacuation to the Blacktop, individuals may use the handicapped elevator if in the second floor of Building T, or in the designated handicapped lifts as needed from the side of the main building. There are ramps located in the front and rear of the main building as well. Paraprofessionals and all individuals with physical handicaps will be instructed to use the nearest, safest exit. If a classroom does not have a paraprofessional to assist with evacuation for any reason, the teacher and an assigned student helper will assist the handicapped student, and the neighboring teacher in the line will assist in lining up the class until the teacher is able to rejoin the class.

Off-Campus Evacuation Locations (Sister Sites): The District has pre-identified alternate locations or sister sites to act as the off-campus evacuation for each school. These sister sites were identified to house the entire school population. In most instances, each school has a pre-identified secondary off-campus location. There are existing off-campus evacuation procedures

Evacuation Procedures for an On-Campus Evacuation: The need to evacuate a building on campus should occur after the decision has been made that it is unsafe to remain in the building. If it is determined an evacuation is needed, school staff should assemble students and use the pre-designated evacuation routes to report to the assigned on-campus location. School staff should follow the below instructions:

- School staff must take roll at the evacuation area to ensure that all students are accounted for once outside.
- Students who are missing or left behind due to serious injury should be immediately reported to school officials.
- School staff should identify any students who need medical attention and provide appropriate care.
- School staff should remain with their students and help to calm them.
- If it is determined school buildings are safe to re-enter, school staff will lead students back to their classrooms quickly and calmly. Roll should be taken once all students are back in the room.
    - If it is determined that students may not return to the building, school staff will escort students to the Football Field on

the safest path for dismissal.
- Students should be debriefed to calm fears about the evacuation, if necessary.

Evacuation Procedures for an Off-Campus Evacuation
Off-campus evacuation is implemented after a decision is made that is it unsafe to remain on campus and evacuation to an off-site assembly area is required. If it is determined an evacuation is needed, school staff should assemble students and use the pre-designated evacuation routes to report to the assigned off-campus location. School staff should follow the below instructions:

- School staff must take roll at the evacuation location to ensure that account is made for all students.
- Students who are missing or left behind due to serious injury should be immediately reported to school officials.
- The Superintendent of JUHSD and local law enforcement should be immediately notified of the evacuation.

(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)

Safe Routes to School Program (Optional Section)
The San Mateo County Office of Education and Jefferson Union High 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 provides bike and pedestrian education and walk audits that 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 can also be 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, and students with disabilities, 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. The program fosters a city/school relationship around infrastructure for safe walking and bicycling to school.

Electrical Bicycles (E-Bikes) (Optional Section)
San Mateo County Office of Education Safe Routes to School offers electrical bicycle (e-bike) safety resources for student safety. E-bike riders must follow all traffic rules and regulations. Schools permitting e-bikes on school grounds communicate to families the types of bikes permitted, the e-bike policy, the process of permitting by the school district, and require student riders to take an online e-bike safety class that includes lithium-ion battery safety tips. E-bike batteries are not permitted to be charged on school grounds. Students are required to walk e-bikes when entering school grounds, including parking lots, and store the bike in the designated location. E-bikes are stored away from exit doors and anything that can become hot or catch fire. A legal e-bike has working pedals, a maximum of 750 watts, and a maximum speed capability of 20mph for a Class 2 e-bike. Students age 17 and under are required by law, California Vehicle Code 21212a, to wear a properly fitted and fastened helmet when riding an e-bike. State regulations require riders of Class 3 e-bikes to be at least 16 years of age.

As the use of e-bikes continues to grow among students, promoting e-bike safety has become an important part of our school's safety efforts. E-bikes can offer a fun, efficient, and environmentally friendly way for students to get to and from school; they require responsible riding practices. The school encourages all students and families to review and follow California laws related to e-bike use, including helmet requirements, age restrictions for certain classes of e-bikes, and safe riding behaviors. Our school supports e-bike safety education, including proper speed control, awareness of traffic laws, and the importance of staying alert while riding. Ongoing collaboration with local law enforcement, Safe Routes to School programs, and community partners promotes safe riding habits and reduces the risk of injury.

Westmoor High School allows students to commute to school and home with E-Bikes. Students are expected to walk along with the

bikes when they are on school grounds. Students are not permitted to charge their bikes on campus.

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

The Jefferson Union High 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 are 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

Westmoor High School students are subject to all the rules and regulations of the Jefferson Union High School District and the California Education Codes, and California Penal Codes regarding student discipline and consequences. At Westmoor, all students and staff members are governed by the school policies and expectations listed in both student and staff handbooks.

The most beautiful aspect of Westmoor is the "community" atmosphere. The Student Government - Associated Student Body is a high functioning aspect of the Westmoor culture that plans school wide activities and is involved in nearly every communication forum. They facilitate the rallies, dances, lunches and other numerous aspects of our positive learning community. They embody the concept of "Ramily" which has become part of our school's common language. The "Green Hats" Service Commission is another group of dedicated and committed juniors and seniors that work in teams walking the campus and helping to support a positive school climate. The combination of the Student Government and the Service Commission results in a supportive and caring environment that welcomes all people of all cultures and faith to the Ramily.

Additionally, the majority of Westmoor's staff are veteran staff members who care deeply about the history and traditions of the school. Westmoor High School has 28 clubs led by staff and students, ranging from the Future Business Leaders of America, to the Filipino Barkada Club, Polynesian Club, Robotics and Chess Club. Many of the clubs provide opportunities for students and staff to give back to the community at Westmoor and the Community at large. The Environmental Club is also adding to the green movement by seeking beautification projects and adding native plants to the campus landscape.

Westmoor High School abides by a vision statement represented by the four-letter acronym RAMS, coincidently modeled after our school mascot. Through it, students are encouraged via our curriculum, pedagogy, and school culture to be:
Respectful
Ambitious
Motivated
Self-Directed Learners

Furthermore, Westmoor's mission statement is to address the diverse educational needs of our students through the integration of technology and a variety of teaching strategies, in order to engage the whole child and prepare students for success in advanced study, careers, and employment. It is our goal that while our school vision provides a broader direction for Westmoor, our mission statement provides a tangible framework through which our staff and students may work together towards attaining that vision.

Our schoolwide learning outcomes are also aligned and derived from our vision and mission, and call for all Westmoor students to

grow in the follow capacities:
Students communicate effectively orally and in writing using academic language.
Students think critically and answer complex questions using multiple sources of information to develop an analytical response.
Students develop technology skills to be successful in the 21st century work environment.
Students work collaboratively and cooperatively within a team of diverse members.
Students possess the essential knowledge and skills of the academic content required for graduation and success in advanced study and employment.

Parent and Community Input
The Jefferson Union High School District and Westmoor High School use multiple strategies to engage with a wider school community to develop our LCAP, which also involves close collaboration and discussion surrounding how to best direct school resources towards student success. Westmoor High School supports this by organizing and providing a space for input from students, parents, staff members, and community members through school organizations such as our School Site Council (SSC), Parent Teacher Student Association (PTSA), and English Learner Advisory Committee (ELAC). Each of these committees is headed by an administrator, and gathers input from a wide variety of stakeholders.

JUHSD LCAP Goals
Jefferson Union High School District's LCAP goals are as follows:

Goal # 1: Cultivate a Culture of Diversity, Equity, Inclusion & Belonging

Goal # 2: Foster a positive and supportive school environment that prioritizes well-being

Goal # 3: Elevate teaching and learning practices to optimize student engagement and academic achievement of diverse learners

Goal # 4: Ensure that all students are prepared for post-secondary education, careers, and lifelong success by providing comprehensive college and career readiness program

Goal #5: Implement an English Language Development Program aligned to the English Learner Roadmap to ensure equitable access to high-quality education, linguistic development, and academic achievement

Goal # 6 By July 2027, students with Individualized Educational Program will be at least in the Orange Indicator on the Dashboard in the areas of Smarter Balanced Assessments, Graduation Rate, and College and Career Indicator

Goal # 7 Maintain the Effectiveness of School Operations

Westmoor High School's goals as outlined in the School Plan for Student Achievement (SPSA) are as follows:
-Westmoor High School will develop a sequence of instructional programs that ensure all students participate in a rigorous, relevant, and engaging instructional environment, aligned to 21st Century Standards, that promotes academic achievement as well as career and technical readiness. (LCAP #3 & #4)
Identified need: Based on the current levels of student performances, we determined our areas of focus are all student A-G completion rates, graduation rates, and AP student enrollment.

-Westmoor High School will increase student, staff, and community communications and engagements. (LCAP #1 & #2)
Identified need: Based on the current level of community engagement, we determined our areas of focus are parent engagement, student voice and communication.

-Westmoor High School will expand student support services and programs that build student social emotional competencies, promote mental health wellness and monitor student attendance progress and interventions. (LCAP #2)
Identified need: Based on the current level of student wellness, we recognized that the wellness team, school counselors, and administrators will expand services to support students in wellness and attendance.

-Westmoor High School will develop a sequence of processes to increase academic achievements for students with learning disabilities and students who are learning English, as well as students who are part of the historically marginalized communities through frequently analyzing student achievement data and reflecting educational practices. (LCAP #5 & #6)

Identified need: Based on the current level of student academic progress, we aim to frequently review and analyze all student data with an intentional focus on students with learning disabilities and students who are learning English, as well as students who are part of the historically marginalized populations.

-Westmoor High School will create more inclusive spaces for all community members to examine our decision-making processes and address systemic inequities in our diverse educational communities. (LCAP #1 & #7)
Identified need: Based on the current level of community understanding and personal reflection, we decided to focus on changing school culture with the intention of providing equity training and embracing voices from all students, staff and community members.

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 be significantly associated with psychological trauma symptoms. Schools should work to identify these students and provide appropriate and timely linkage to mental health services.

At Westmoor High School, our wellness team consists of 2 full time counselors and 1 social worker. They work hard to support our students' social and emotional needs. The team also brings in different interns every year so that more students can be reached. The wellness team has also been busy planning psychoeducation and group counseling. Wellness counselors will observe certain students in classroom settings and have doorway conversations as needed. Also, individualized safety plans are put in place for specific at risk students.

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

Jefferson Union High 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 polices 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:

At Westmoor High School, our wellness team consists of 2 full time counselors and 1 social worker. They work hard to support our students' social and emotional needs. The team also brings in different interns every year so that more students can be reached. Teachers are trained on how to refer students to the Wellness team and QR codes are available in the hallway for students to make their own appointments. The wellness team has also been busy planning psychoeducation and group counseling. Wellness counselors will observe certain students in classroom settings and have doorway conversations as needed. Also, individualized safety plans are put in place for specific at risk students.

School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
Westmoor High 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.

Westmoor High School students are subject to all the rules and regulations of the Jefferson Union High School District and the California Education Codes, and California Penal Codes regarding student discipline and consequences.

In addition, there are rules and regulations that may be specific to our campus. Students are expected to conduct themselves in a manner conducive to a positive learning environment and reflect mutual respect of the school and all students, staff members and

visitors. There are specific rules and regulations that apply to students while they are on campus as well as when they participate in school activities that are held off campus, including athletic events. Students and their parents are required to familiarize themselves with the rules and regulations that govern their conduct both on campus and at off campus school events. Our school rules are based on the responsibilities assigned to us by the State Education Code. Students are expected to follow school rules to/from school, at school and school events. In all California schools, students must respond to the authority of all school personnel and follow their directions. In cases where there is reason to believe students are carrying illegal material on their person or in their school lockers, a search by school authorities is legally permissible.

We strive to model and teach the "Our Culture" to all students.
1. Act with integrity and treat everyone with respect
2. Collaborate using our collective intelligence
3. Plan with critical thinking and thoroughness
4. Serve others with an open heart and an open mind

Code of the Rams
(R) Respectful
(A) Ambitious
(M) Motivated
(S) Self-Directed learner

Students and staff were informed in staff meetings and student townhall assemblies at the beginning of the school year; additionally, these expectations are also outlined in the student and staff handbooks.

Student Behavior Expectations

At Westmoor, students are expected to learn in a positive, equitable, and academically focused environment. Students are encouraged to be mindful of their learning goals. Students are expected to:
Come to school on time, prepared to work.
-Attend all classes. Participate in class, behave respectfully, and cooperate with staff members.
-Follow all school rules and policies.
-Respect each and every staff member and student on campus. This includes respecting the property, privacy, and feelings of others.
-Refrain from inappropriate behavior and comments that insult / ridicule / or demean any person (staff or student) on campus.
-Resolve conflicts peacefully, express feelings in words, and avoid fighting inside/outside of school.
-Take care of personal belongings and respect other people’s belongings.
-Share information with teachers/administration that might affect the health, safety, or welfare of the school.
-Act in a way that keeps the campus safe for all.
Consequences are determined following an investigation of the issue and the appropriate application of Education Code, JUHSD Board Policy.

Westmoor utilizes a policy based on the State Education Code 48900. Consequences for violating behavioral expectations will be dependent on the number of offenses as well as the severity of the offense. All incident decisions will be based on the San Mateo County Threat Assessment Protocol, School Site, District Board policies and the State Education Codes. In particular, the administration will consider the disposition according to:
-Severity of the offense
-Severity of the items being possessed.
-Repeated Offenders receive additional interventions
-The impact on the victim
This is a guideline for administration to offer student support.

Tiers of Response - Interventions and Rationales

Tier 1: Classroom Interventions and Rationales
Classroom teachers are the primary source of support at this particular level. At least 3 classroom interventions (including a phone call home) are expected to address student behaviors before sending an administrative referral for higher tiered support. If unable to reach a parent/guardian by phone, send an email to the family. These pre-referral interventions could be:

-Positive Reinforcement
-Buddy Room
-Behavior Contract
-Conflict Mediation
-Modeled/Rehearsed Behavior Expectation
-Parent/Guardian Consultation*
-Problem Solving Conference
-Prompt Desired Behavior
-Proximity
-Restorative Conversation
-Reviewed IEP/504
-Seat Change
The goal of offering these particular interventions is to offer social capital for students practicing the desired behaviors in the classroom setting, so that they can make better decisions in the future. These interventions are offered one at a time or several at a time according to the severity of the situation. In addition, these pre-referral interventions can be tailored and repeated if the desired result is not being achieved. As a result, the potential possible consequences could be:
-Behavior/Academic Contract
-Nonparticipation List/Loss of privilege
-Detentions
-Self Regulation Time

Tier 2: Targeted Interventions and Rationales:
The counseling, campus supervisors and administrative teams are the primary sources of support at this particular level. The targeted student support often involves short-term removal of a student from the general student population due to severity of behavior that impacts safety and security of school. During the temporary student relocation, the counseling, campus supervisors and administrative teams will provide a serie of restorative interventions, which could be:
-Behavior/Academic Contract
-Conflict Mediation
-Modeled/Rehearsed Behavior Expectation
-Parent/Guardian Consultation*
-Problem Solving Conference
-Restorative Conversation
-Review IEP/504
-Arrange SAT meeting/Student Success Team (SST)
-Admin monitoring progress
-Access to academic/wellness counselor
-Refer to Case Manager/academic counselor.
-Parent Shadow
-Family Liaison Referral
-Self Directed Learning Activity
The goal of offering these particular interventions is to create targeted support systems for individual students in addition to the classroom setting. These interventions are offered one at a time or several at a time according to the severity of the situation. In addition, the pre-referral Tier 1 interventions and targeted Tier 2 interventions should be consistently practiced in this particular level. As a result, the potential possible Consequences could be:
-Behavior/Academic Contract
-Nonparticipation List/Loss of privilege
-Stay-in Class
-Detentions
-Suspension
-Self Regulation Time

Tier 3: Intense Interventions and Rationales:
The campus supervisors and administrative teams are the primary sources of support at this particular level. The intense student support often involves removal of the student from the school environment due to severity of the behavior or Tier 1 and Tier 2 interventions have not resulted in improved behavior. Suspension/Expulsion is the last form of disciplinary action and therefore should be imposed after other means of corrections or interventions have failed. During the student relocation in this level, campus supervisors and administrative teams will provide a serie of restorative interventions, which could be:

-Behavior/Academic Contract
-Conflict Mediation
-Modeled/Rehearsed Behavior Expectation
-Parent/Guardian Consultation*
-Problem Solving Conference
-Restorative Conversation
-Review IEP/504
-Arrange Student Success Team (SST)
-Admin monitoring progress
-Access to academic/wellness counselor
-Refer to Case Manager/academic counselor.
-Incident Review / threat assessment protocol
The goal of offering these particular interventions is to create a comprehensive intense support system for individual students. These interventions are offered one at a time or several at a time according to the severity of the situation. In addition, the pre-referral Tier 1 interventions and targeted Tier 2 interventions should be consistently practiced in this particular level. As a result, the potential possible Consequences could be:
-Behavior/Academic Contract
-Nonparticipation List/Loss of privilege
-Stay-in Class
-In-house Suspension
-Police Notification
-Suspension

Additionally, when extreme situations arise, the administrative team will initiate incident review based on the San Mateo County Threat Assessment Protocol and collaborate with District determination for further consequences

Bullying and Harassment
Westmoor encourages a positive attitude and does not tolerate bullying, teasing, taunting, or harassment of any kind. All staff and students should be treated with dignity and respect. Moreover, students are expected to speak courteously to others to ensure a safe and secure campus. While a student will sometimes say, “Oh, I was just joking,” or “I didn’t really mean it,” those words do not excuse any student from making others feel powerless. We cannot and do not condone this behavior.
Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm.
Any student who feels like she or he is being teased, taunted, harassed or bullied, or any student who witnesses harassment or bullying should give clear, direct feedback to the harasser/bully that the behavior is unwelcome.
-If the bullying continues, report the behavior immediately to a teacher or other adult on campus.
-If it continues to persist, or if it occurs outside of the classroom, immediately report this behavior to a teacher, counselor or administrator, or any adult on campus.
We encourage you to be an “upstander”, not a bystander; if you see bullying happening, take a stand against it by defending the victim, discouraging the bully, and reporting the incident.

BP 5131 Conduct
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=rCJ4cP9zvplusNbyDhslshmTqNGw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Hate Crime Reporting Procedures and Policies

Discrimination and Harassment Policies Including hate crime reporting)
Jefferson Union High 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 Jefferson Union High 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 Jefferson Union High School District to monitor, address, and prevent repetitive harassing behavior at Jefferson Union High School District schools.

Westmoor High School students are subject to all the rules and regulations of the Jefferson Union High School District and the California Education Codes, and California Penal Codes regarding student discipline and consequences.

BP 5145.9 Hate Motivated Behavior
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=KEwDhCM0Rmh7ZPwkx4CxsQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Procedures for Preventing Acts of Bullying and Cyber-bullying

Jefferson Union High 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 Jefferson Union High 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.

Westmoor High School students are subject to all the rules and regulations of the Jefferson Union High School District and the California Education Codes, and California Penal Codes regarding student discipline and consequences.

Westmoor encourages a positive attitude and does not tolerate bullying, teasing, taunting, or harassment of any kind. All staff and students should be treated with dignity and respect. Moreover, students are expected to speak courteously to others to ensure a safe and secure campus. While a student will sometimes say, "Oh, I was just joking," or "I didn't really mean it," those words do not excuse any student from making others feel powerless. We cannot and do not condone this behavior.
Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm.
Any student who feels like she or he is being teased, taunted, harassed or bullied, or any student who witnesses harassment or bullying should give clear, direct feedback to the harasser/bully that the behavior is unwelcome.
If the bullying continues, report the behavior immediately to a teacher or other adult on campus.
If it continues to persist, or if it occurs outside of the classroom, immediately report this behavior to a teacher, counselor or administrator, or any adult on campus.
We encourage you to be an "upstander", not a bystander; if you see bullying happening, take a stand against it by defending the victim, discouraging the bully, and reporting the incident.

Types of Bullying and Harassment

- Physical; Hitting, kicking, pushing, biting, spitting, poking, throwing objects, taking personal belongings (such as a backpack), unwanted tickling, and so on. "Table topping" and "five-starring" are considered physical bullying.
- Verbal: Taunting, teasing to hurt someone's feelings, name-calling (can be swear words or racial slurs, but doesn't have to be), threatening, gossiping, hurtful or harassing words, etc.
- Psychological: Spreading rumors (true or untrue), deliberately excluding someone from a group, extortion (getting money or belongings through threats), intimidation (making someone fearful), etc.
- Sexual: Exhibitionism, surveyance, propositioning, sexual assault, "pantsing", physical contact of a sexual nature, sexually explicit or suggestive comments, jokes, and/or conversations, sexting, inappropriate drawings, etc.
- Cyber: Verbal, psychological, and/or sexual bullying by electronic means, including, but not limited to, text messages, emails, postings on social media sites, video surveillance, etc.

BP 5131.2 Bullying
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=plustbxcIaWtdohSplusSiVszUGg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on September 4, 2025 and adopted by Westmoor High School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Westmoor High School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- SMS through Remind

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In case of severe issues and there is no internet, use local broadcasting radio and television, red phone across schools (internally).

Backup systems: Ensure availability of battery-operated or solar-powered communication devices (e.g., handheld radios, satellite phones).

Multiple channels: Use a combination of emails, phone trees, text alerts, website postings, and social media for updates.

Printed materials: Prepare emergency communication guides and contact lists in hard copy, distributed in advance.

Emergency communication kit for administrators: Portable chargers, hand crank/solar radio, portable generator

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

1. Point Person - VP Lead for Wellness - general communication to self identify if there are needs
2. Wellness + school counselor in collaboration with DCYHC triage needs and outreach

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Westmoor High School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Westmoor High School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

In preparation for any transition to remote instruction, teachers will be required to maintain at least one week's worth of emergency lesson plans. Instructional delivery will primarily occur through Google Classroom or the Synergy Gradebook/Learning Management System (LMS), using asynchronous formats and organized into instructional modules to support student learning.

In the event of a prolonged or severe disruption, the district will utilize online platforms such as APEX or Edgenuity to ensure continuity of instruction.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Digital instructional materials will be distributed through collaboration between the IT Department, the Director of Curriculum, and classroom teachers, ensuring students have access to necessary resources via online platforms.

For students who require non-digital materials, each school site will develop a pick-up schedule offering multiple dates and times to accommodate families' availability. All instructional materials and accompanying instructions will be provided in multiple languages to ensure access and support for all students and families.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students will access assignments, resources, and feedback through Google Classroom or Synergy's Learning Management System. Teachers will maintain and communicate regular schedules for posting and collecting work, and support will be available for students needing assistance with navigation or submission. To address equity concerns, students who lack devices or internet access will be provided with loaned equipment or printed packets, and may submit work via in-person drop-off, mail, or scheduled phone/email check-ins.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Westmoor High School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Manner of Communication:

- Email
- Online curriculum communication platforms (such as Google Classroom or Synergy)
- Phone calls
- Zoom or Google Meet sessions
- ParentVUE for grading and school updates

Timelines and Expectations:

- Staff and teachers are available to respond to inquiries between 8:30 AM and 3:30 PM, Monday through Friday.
- Teachers are not expected to respond to emails, messages, or calls outside of school hours to respect work-life boundaries.
- Communication may occur in person, virtually, or via phone, depending on the situation and accessibility needs.

Frequency of Communication:

- General updates from schools and the district will be provided on a Monday–Friday basis as needed.
- Teachers will update students and families weekly through designated platforms such as Google Classroom or ParentVUE.
- Immediate updates regarding emergency situations or critical changes will be sent as soon as information becomes available.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Device Access:

- Chromebooks are available for students to check out at school sites to ensure equitable access to online learning tools and resources.
- Students who require a device can coordinate with their school's front office or designated site lead for Chromebook distribution.

Support for Educators:

- Teachers and staff experiencing technology-related issues can submit a Help Desk ticket for timely support and resolution.

- Professional development and technical assistance will be provided through the Educational Services Department, as needed to ensure educators are prepared to deliver remote instruction effectively.

Access to Materials and Resources:

- Online instructional platforms, such as Google Classroom and/or Synergy, will be used to post assignments, lessons, and important communications.
- Academic resources and independent study materials will be made available on both the district and school websites for easy access by students and families.
- Early access to Independent Study written agreements are posted on the District's website ensuring clarity around expectations and requirements before beginning remote learning.

Internet Access:

- The district will work with families to support access to the internet as needed, including providing information on low-cost internet programs and, when available, hotspots.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Prioritization of Essential Learning:

- Students' coursework will be aligned with the district's adopted curriculum and California state standards. Each course's objectives, methods of study, and required assignments are outlined weekly to maintain academic rigor and focus on essential standards

Standards-Aligned Learning Objectives:

- Learning objectives reflect grade-level expectations and A–G coursework requirements when applicable, ensuring that students have access to content substantially equivalent to in-person instruction

Monitoring Student Progress:

- Students are expected to submit assignments at least weekly
- Progress is assessed through assignment reviews, quizzes, discussions, tests, demonstrations of skills, and portfolio evaluations
- Teachers report student progress regularly through email, online platforms (e.g., Google Classroom, ParentVUE), phone calls, and virtual meetings (Zoom or Google Meet).
- Teachers are available for communication Monday through Friday, 8:30 AM to 3:30 PM, but are not expected to respond outside these hours

Additional Support and Intervention:

- Academic Tutoring: Access to Paper.Co online tutoring services and teacher support
- Social-Emotional Counseling: Wellness counselors provide check-ins and counseling support as needed
- Virtual Office Hours and Check-ins: Teachers provide scheduled opportunities for live interaction and support throughout the week

Technology Access: Students are issued Chromebooks and Wi-Fi hotspots if needed to ensure participation in remote learning

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Access to Devices and Internet:

- Chromebooks and Wi-Fi hotspots are available to students who need them to access online platforms, assignments, and communication tools.
- Students experiencing homelessness and foster youth are prioritized to ensure uninterrupted access to learning

technology.

Instructional Resources and Services:

- Students have continued access to core curriculum materials, digital platforms (such as Google Classroom, ParentVUE, and school websites), and academic supports regardless of learning environment.
- Communications and instructional materials are made available in multiple languages to ensure that English Learners and their families remain fully informed and engaged.

Support for Specialized Populations:

- Students with Disabilities: Services and accommodations outlined in students' Individualized Education Programs (IEPs) or Section 504 Plans will continue to be implemented during remote instruction or temporary reassignments.
- English Learners: EL students will continue to receive designated and integrated English Language Development (ELD) support through virtual, in-person, or hybrid instruction models.
- Foster Youth and Students Experiencing Homelessness: These students will receive priority access to counseling services, technology, wellness resources, and community-based support as needed.

Monitoring and Outreach:

- School sites and wellness teams will monitor student participation and engagement, following up promptly with students who show signs of disengagement.
- Tiered supports, including personalized outreach and family conferences, will be used to reengage students and address any barriers to access.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Services:

- Special education services, related services (such as speech, occupational therapy, and counseling), and accommodations will continue to be provided whether instruction is in-person, virtual, or through a hybrid model.
- Service delivery models may include a combination of in-person services, teletherapy, virtual consultation, and online instructional support, depending on the student's needs and the nature of the disruption.

IEP Meetings:

- IEP meetings will continue to be scheduled and held within required timelines.
- Meetings may take place in person, via videoconference (e.g., Zoom, Google Meet), or by phone to ensure ongoing collaboration with families.

Progress Monitoring:

- Teachers and service providers will monitor student progress toward IEP goals and regularly update families.
- Adjustments to services or supports will be made as needed through the IEP amendment or meeting process.

Access to General Education Curriculum:

- Students with IEPs will continue to have access to grade-level curriculum and instructional materials, with appropriate accommodations and modifications as outlined in their plans.
- Assistive technology and other supports will be provided as needed to enable full participation.

Communication and Support:

- Case managers and service providers will maintain regular communication with families to address concerns, answer questions, and ensure that students' educational needs are met.
- Families can reach out directly to their child's case manager for any additional support or questions regarding IEP implementation.

Englis Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

- Schools will affirm and build upon students' cultural and linguistic strengths, providing safe, inclusive environments and strong family partnerships

- EL students will engage in standards-based, rigorous instruction that integrates English language development with academic content across all disciplines
- Educators will use data to monitor EL progress and provide differentiated, tiered supports based on students' unique needs, including support for newcomers, long-term ELs, and ELs with disabilities
- EL students will follow coherent, aligned pathways from early education through graduation, promoting biliteracy and college and career readiness

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The Educational Services Department will facilitate training for staff on core digital tools, including Google Classroom, ParentVUE, and StudentVUE. In addition, the district will collaborate with the San Mateo County Office of Education to provide relevant professional development to support remote instruction needs. Ongoing professional learning opportunities and resources will be made available to ensure that staff are prepared to effectively pivot to remote instruction and assessment if necessary.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

School-Based Health Services:

- Students have access to school wellness centers and partnerships with local health agencies, including the Daly City Youth Health Center (DCYHC), which provide medical, mental health, and counseling services.
- Physical health services, such as basic medical care and referrals, are coordinated through school nurses and district health partners.

Mental Health Services:

- The district employs school counselors, social workers, wellness counselors, and psychologists who provide individual and group mental health support.
- Crisis intervention services and ongoing counseling are available both on campus and virtually, as needed.

Multilingual Support:

- The district ensures that mental health professionals and community partners include staff members who speak languages other than English, including Spanish and Tagalog.
- Interpretation services are available during counseling sessions, wellness check-ins, and health-related appointments to ensure that language is not a barrier to accessing care.

Access During Remote Learning or Disruptions:

- Health and mental health services remain available through telehealth platforms if in-person services are temporarily suspended.
- Students and families are provided with information on how to access services through the district website, communication platforms, and direct outreach, in multiple languages.

Plans to provide access back-up, water and medicines in the event of an emergency.

Emergency Supply Kits: Each school is equipped with emergency supply kits that include essential items such as bottled water, non-perishable food, first aid supplies, flashlights, batteries, and other necessary materials to support students and staff during emergencies.

Water and Food Provisions: Adequate supplies of bottled water and non-perishable food items are stored at each site to sustain individuals in the event of prolonged emergencies.

Medication Management: Medications provided to the school health offices are securely stored and managed by trained personnel. In emergencies, authorized staff are prepared to administer necessary medications in accordance with student-specific medical plans.

Regular Maintenance and Training: Emergency supplies are regularly inspected and replenished as needed. Staff receive ongoing training to effectively manage emergency situations, including the proper use of emergency supplies and administration of medications.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Special Education Services:

- Students with Individualized Education Programs (IEPs) or Section 504 Plans will continue to receive services and accommodations, whether through in-person, virtual, or hybrid methods.
- Related services such as speech therapy, counseling, and occupational therapy may be provided via teletherapy if needed.
- IEP meetings will continue to be held within required timelines through videoconferencing or phone meetings.

Counseling and Mental Health Services:

- School counselors, wellness counselors, and social workers will maintain regular check-ins with students through virtual platforms or in-person appointments, depending on the instructional model.
- Mental health support, crisis intervention, and referral services will remain available both remotely and on campus.

After-School Programs:

- Expanded Learning Opportunities Programs (ELO-P) and other after-school services will transition to virtual activities or modified in-person offerings as needed, ensuring ongoing academic support, enrichment, and social connection opportunities for students.

Food Services and Nutrition:

- The district will continue to operate meal distribution programs during closures or disruptions, ensuring students have access to nutritious meals.
- Grab-and-go meal options and delivery models will be activated as necessary, with communications provided in multiple languages to inform families.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

For the initial year, the plan is based on the the previosuly approved Learning Continuity Plan along with the District's Independent Study board policy and administrative regulation. This plan was shared with relevant educational partners for feedback.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Health and Safety Clearance:

- Local and state public health authorities must provide clearance that it is safe to reopen based on public health metrics (e.g., case rates, hospitalization rates, guidance on indoor gatherings).

Facility Readiness:

- School sites must undergo inspection to ensure that buildings are safe, utilities are functional, and any damage to infrastructure has been repaired.
- Necessary health and safety supplies (e.g., PPE, cleaning materials, hand sanitizers) must be stocked and available.

Staffing Readiness:

- Adequate staffing levels must be confirmed, including teachers, support staff, custodians, transportation, and food services personnel.

Communication to Families and Staff:

- Clear and timely communication must be provided to families, students, and staff regarding the reopening timeline,

safety procedures, schedules, and expectations.

Transportation and Nutrition Services:

- Transportation routes must be re-established, and meal services must be ready to resume operations according to health guidelines.

Instructional Readiness:

- Teachers and school staff must be prepared to support students' transition back, including academic re-engagement, social-emotional support, and assessing learning needs.

Emergency and Contingency Plans:

- Updated contingency plans must be in place in the event of a need for re-closure, including readiness to pivot back to remote learning if necessary.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Westmoor High School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Westmoor High School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This plan will be reviewed each year along with the California School Safety Plan.

Presence of Immigration Enforcement

The Jefferson Union High School District is committed to ensuring a safe and secure environment for all students and staff and protecting their rights. In the event of the confirmed presence of immigration enforcement on the schoolsite, the Jefferson Union High School District will notify parents and guardians of pupils, teachers, administrators, and school personnel. The content and timing of such notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite when determining when and how to issue the notification.

The notification may include a hyperlink to additional resources for families with information about their educational rights, state laws that protect parents' and students' privacy and confidentiality, and, if available, counseling or support services, which may include services that support families impacted by immigration enforcement, as well as model policies adopted by the Jefferson Union High School District pursuant to Education Code § 234.7(g). No personally identifiable information shall be included in the notification.

The term "immigration enforcement" includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=g5erSFCmn5xKWQfhoV0Vplusw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false
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Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan is reviewed and evaluated annually and amended as needed by the School Site Council or designated School Site Safety Committee. Any updates made to the plan are shared with the law enforcement agency, the fire department, and any other first responder entities consulted in the development of the plan.

School District: Jefferson Union High School District

School Site: Westmoor High School

Safety Plan Appendices

Coalition for Safe Schools and Communities

Disaster Response: The Big Five Webpage

Big Five Administration Packet

Hazard Responses

Incident Command Cards

Fire Watch

Air Quality Guidance

School Closure Guide

Student Threat Assessment Page

Student Threat Assessment Protocol

Suicide Prevention Page

Suicide Prevention Protocol

Commercially Sexually Exploited Children Resource Page

Commercially Sexually Exploited Children Resource Protocol for Schools

Sexual Assault/Sexual Harassment Resources

Student Sexual Abuse Response Guidelines for San Mateo County Schools and Law Enforcement

Naloxone for Schools Program and Toolkit

Naloxone Toolkit

Violent Release

Student Release

Facilities Guide

TOYFP Book

Trauma-Informed and Inclusive Practices Guide

Lesson Plans
Grade: 1-3 4-5 Middle High

San Mateo County Schools
Comprehensive School Safety Plan
Part One: Public Component
2025-26 School Year

School District: Jefferson Union High School District

Address: 123 Edgemont Dr. Building A, Daly City, CA 94015
Daly City, CA, 94015

School Site: Westmoor High School

School Address: 131 Wesmoor Ave, Daly City, CA 94015

CDS Code: 41-68924-4137790

School Covered in Document Westmoor High School

Address of School Sites

Date of Adoption:

Approved by:

Name	Title	Signature	Date
Victor Zou	Principal	Victor Zou	9/26/2025
Sterling He	Vice Principal		09/25/2025
Austin Worden	Vice Principal	AWorden	9/24/25
Tina Yee	Vice Principal		9/25/25
Rhoderick Banda	Campus Supervisor		9/25/25
Diana Villaobo	Family Liasion		9.23.25
Michelle Mangubat	Senior Office Assistant	mangubat	9/23/25
Stephanie Oliver	Account Clerk		9.23.25
Nome Tiatia	Maintenance Foreman		9.23.25
Pete McGurty	Teacher		9.24.25
Ren Boado	Senior Office Assistant		9/23/25