

Woodland Star Charter School
Comprehensive School Safety Plan
2022-2023

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I. Statement of School Site Philosophy

What is a safe school?

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of non-violence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students' affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

Taken from "Safe Schools: A Planning Guide for Action" California State Department of Education

Promoting learning, safety, and appropriate behavior at Woodland Star

Focus on academic achievement: Effective schools convey the attitude and develop programs to ensure that *all* children achieve academic goals and behave appropriately, while at the same time appreciating individual differences. The staff at Woodland Star communicates expectations clearly, with the understanding that meeting such expectations is a shared responsibility of student, school, and home. We strive to find and implement the very best possible programs to ensure success for *all* students.

Involve families in meaningful ways: Students whose families are involved in their growth in and outside school are more likely to succeed in school and less likely to become involved in anti-social activities. We take specific steps to make all parents feel welcome in school, address barriers to their participation, and keep families positively engaged in their children's education. We support families in getting the help they need to address behaviors that cause concern.

Develop links to the community: Everyone must be committed to improving schools. We work to develop ties to support services, the police department, and the community at large.

Emphasize positive relationships among students and staff: Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing student problems. We support opportunities for adults to spend quality, personal time with students. We encourage students to help each other and to feel comfortable assisting others in getting help when necessary. We teach and practice lifelong guidelines and life skills.

Treat students with equal respect: A major source of conflict in many schools is the perceived or real problem of bias because of ethnicity, gender, social class, disability, physical appearance, or some other factor—both by peers and by the “system.” We communicate to students and the greater community that all students and families are valued—regardless of culture or economic status. We strive to establish a school climate that demonstrates care and a sense of community.

Promote good citizenship and character: We reinforce and promote shared values such as truthfulness, integrity, initiative, effort, responsibility, problem solving, patience, cooperation, and courage.

II. Assessment of Current Status of School Crime

Woodland Star did not file any written crime and violence reports in the 2021-2022 school year.

III. Strategies and Programs that Provide or Maintain a High Level of School Safety

Child abuse Reporting Procedures

All school staff actively monitor the safety and welfare of all students. Staff understands their responsibility as childcare custodians and immediately reports all cases of known and suspected child abuse.

School administrators, teachers, classroom assistants, and other classified school employees participate in training in child abuse identification periodic and reporting procedures annually.

When a case of child abuse becomes apparent or is suspected, discussion is conducted with the employee having knowledge of the abuse and a school administrator. Plans are developed at this time to verbally report the abuse to Child Protective Services in a timely manner and to complete a written "*Suspected Child Abuse Report*" within the required two days. Plans are also completed to ensure ongoing monitoring of the student.

Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting.

Procedures for background checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. At a minimum, employees shall submit to both DOJ and FBI background investigations via a fingerprinting check. The background investigation may also include, among other things, consumer credit reports, drivers' license checks, and/or social security number validation.

No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance, sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Director.

Reimbursement of Costs – The cost of background check for employees shall be paid by the School.

Tuberculosis Risk Assessment and Examination

All employees of the school must submit written proof from a physician of risk assessment and examination (if indicated) for tuberculosis (TB) within the last four (4) years showing that they are free of active TB. TB examination is a condition of initial employment and the cost of the exam will be borne by the applicant.

If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, must undergo examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary.

Food handlers will be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Procedures for Safe Ingress and Egress of Pupils

All students are driven to Woodland Star by their family or friends, or they walk or ride bikes to school. School newsletters and the parent square platform provide reminders about traffic and campus safety. Students may line up on their classroom ramp 10 minutes before the final bell at 8:20.

Check In/Out Policy

Students may not leave the school grounds before dismissal unless signed out by a parent/guardian. Students who return to school during the day must be signed in by a parent/guardian. Students can be released only to those adults who have authorization. (See emergency cards.)

Procedures to Notify Teachers of Dangerous Pupils

All teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years.

Teachers are notified of suspensions during the course of the school year by a copy of the suspension form, which indicates the reasons for the suspension and the steps taken in response to the misbehavior.

If a student is administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract, when available. Copies of the written notice are maintained in the student cum file.

If the district receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the district's Student Services' Department. Copies of this notice are maintained in the school office and the district's Student Services' office.

Harassment, Discrimination, Intimidation & Bullying Prevention Policy

It is the policy of Woodland Star Charter School to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Woodland Star Charter School to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination Intimidation and Bullying Prevention Policy at all levels, in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation, or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

Definitions

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet. Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or

mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. Bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following:
 - 1) a message, text, sound or image
 - 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher or other school personnel
- The Director of the School

Complaints may be submitted to the Executive Director by any of the following methods:

- By phone at 707 996 3849
- By email at chopewell@woodlandstarschool.org
- By mail at 17811 Arnold Drive, Sonoma, CA 95476

Any teacher, or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Executive Director, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying, or retaliation shall take immediate steps to intervene when it is safe to do so.

Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying, or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential.

The investigator (if a third party) will report his/her findings to the Executive Director and/or Charter Council Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Executive Director and/or Charter Council Board of Directors will take prompt and appropriate remedial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation. At the conclusion of the investigation, the Executive Director shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Charter Council Board of Directors by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Charter Council Board of Directors will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

Rules and Procedures on School Discipline

Woodland Star school rules and consequences for failing to follow the rules are communicated to parents and students in numerous ways throughout the year.

- Our Parent Handbook is given to new parents and posted on our website (www.woodlandstarschool.org) at all times. It states school rules and expectations of student conduct, including school responses to misbehavior or misconduct.
- School rules, in addition to being sent home, are posted.
- Students are also informed about the school's basic rules for safety.
- The teacher reviews the rules and rationale within the first two weeks of school.

The following are Woodland Star's school rules from our Parent Handbook:

- Courtesy is always expected toward other children, teachers and parents. Pushing, hitting, kicking, fighting, teasing, swearing, talking back, spitting, and biting are prohibited.
- Students are expected to participate in classroom activities and to refrain from playing or talking out of turn during lessons. Disruptive behavior of any kind will not be tolerated.
- Students are not allowed to bring inappropriate objects to school. This includes illegal substances, handheld video games, personal toys, candy, or any other material deemed detrimental by the teacher.
- Activities that are damaging or harmful to the property of the school and others will not be allowed.

Suicide Prevention Policy

Woodland Star Charter Council Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or designee shall develop preventive strategies and intervention procedures.

The Executive Director or designee shall involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention.

Prevention and Instruction

Suicide prevention strategies shall include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

The school's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the school's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or school and community resources that can help youth in crisis.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and find help for students at risk of suicide. The training shall be offered under the direction of school counseling staff and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. School and community resources and services for students and families in crisis and ways to access them.
5. School procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director, an/or another school administrator, and/or the school counselor. The Executive Director, another school administrator, psychologist, or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged through the education program and in school activities to notify a teacher, principal, another school administrator, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

The Executive Director or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made by a member of the student body or staff on campus or at a school-sponsored activity.

Other Safe School Strategies and Programs

One of the central aims of Woodland Star is that all of the children will have the opportunity to experience the benefits of the curriculum in an environment that encourages their potential, fosters self esteem and well being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for adults, peers and property must be sought at all times and at all levels of student participation at our school.

When there is divergence from these expectations, the teachers will seek age-appropriate interventions, which redirect inappropriate behaviors into more successful behaviors with the least disruption to the class and which are least restrictive to the individual involved. At the same time, effective results are sought. We understand that

disruptive or inattentive behaviors may arise from a variety of potential needs in any given child. Generally, we recognize two broad areas of concern:

(1) Physical/developmental needs, such as:

Organic and constitutional issues associated with developmental delays including lack of proper sensory integration, other learning disabilities.

(2) Emotional/social needs including:

Family and peer relationships. Bonding issues arising out of temperament needs. In situations where classroom expectations are not being met—behavioral, as well as academic and artistic—individualized remedial plans may be indicated. In such a case, the teacher will create a plan designed to meet the needs of the child, sometimes with the help of remedial, resource or movement specialists or other professionals.

If the teacher feels that a more specific or comprehensive plan is needed, a Student Success Team (SST) may be convened. This team involves parent participation as well as the services of other resource professionals working with the school. A parent is of course always free to enlist the services of professionals outside the school at any time. The SST creates and implements a plan to support the student in an immediate or long-term situation. Documentation or progress notes will be kept in a log for all students involved in the process.

In cases where disruptive behavior stems from emotional causes, interventions—designed to change disruptive behaviors, as well as inner attitudes that promote such behaviors—must be wholly educational and hygienic for the child. When there exists a recurring pattern of abuse or acting out behavior, a hierarchy of interventions may be called for, moving from the least restrictive procedures to more restrictive procedures. Early intervention strategies could include nonverbal cues, gestures, group work techniques, affirmations, counseling, pedagogical stories, work with temperaments, and supervised parallel play opportunities. More restrictive interventions would include timeout procedures, which include:

- Sitting out an activity to gain self-control.
- Specified time away from an activity but in proximity to activity.
- Time out for specific amount of time in buddy teacher's classroom
- Remedial or corrective tasks that fit the infraction (natural consequences)
- Participation in SST meetings where parents would be in attendance.

Suspension and expulsion procedures would, of course, be last resorts.

The character of interventions should at all times be congruent with the school's perception of the developmental stages of the child. While imitations and noninvasive interventions are appropriate for younger children, more direct interventions may be required for older students. Woodland Star opposes all forms of corporal punishment, public ridicule, shaming or any other form of psychological, emotional, or physical abuse. In the event that a teacher employs disciplinary procedures that are not in accord with the above stated intentions, or acts in an unprofessional way with regard to the discharge of his/her duties as a teacher, the following steps may be taken:

- Following the incident in a timely matter, meetings will occur involving the teacher, administrator and faculty representative.
- An investigation into the matter will take place with a written account of the meeting and all information will be shared.
- If warranted, appropriate staff disciplinary action will follow.

IV. Emergency and Disaster Preparedness Plan

Preventative efforts are in place to prevent problems before they occur. Education of staff and students is critical to ensure a smooth, uncomplicated action plan should a real emergency situation occur during school hours. Therefore, the following plans are in place:

- Emergency procedures are provided to all staff
- Evacuation maps are posted in all rooms
- Evacuation drills are held monthly and include faculty, staff, and students
- Thermal blankets and flashlights are in all classrooms

Specific procedures are defined for the following emergencies: fire, explosion or threat of explosion, earthquake, fallen aircraft, bomb threat, chemical spill, severe windstorm, flood, and intrusion.

The Director or Operations Manager coordinates disaster procedures.

Plans have been made to have the disaster plan reviewed and updated annually. The Charter Council will complete the above under the coordination of the Executive Director with input from the Sonoma Fire Department and the Faculty.

STAFF RESPONSIBILITIES 2022-2023

Command Post will be located in Main Office

**If not accessible* Command Post = in front of main gate (outside)

1. CRISIS PLAN COORDINATORS:

Caroline Hopewell
Becky Traum
Bill Kobabe

2. CRISIS RESPONSE TEAM:

Caroline Hopewell and Becky Traum (Command and Control)
Becky Traum and Evelin Sanchez (Communications)
Silvanna Aguirre (Public Information)
Teresita Landin and Silvanna Aguirre (Search and Rescue)
Monica Conway, Maria Gregory and
Mika Shiner (Counseling)
Bill Kobabe and Caroline Hopewell (Damage Assessment)
Vaunda Goodfellow and Mark Escalera (Safety & Security)

3. COMMAND POST RUNNERS:

Kinder, First and Second Grade assistants on site

4. FIRST AID / CPR:

Marika Schomoni, Cristana Ruff and Stacey Tuel

5. TURN OFF GAS, WATER AND ELECTRICITY:

Doug Weideman; Superintendent of Maintenance /SVUSD staff/ automatic turnoffs

6. LOCATORS:

Teresita Landin
Silvana Aguirre

7. TRAFFIC CONTROLLERS:

Mark Escalera

8. STUDENT RELEASE:

Kinder, First and Second Grade assistants on site

STAFF RESPONSIBILITIES DEFINED

REVISED ANNUALLY

CRISIS PLAN

COORDINATORS:

Develop, implement,
and continue to assess
the school crisis plan.

CRISIS RESPONSE TEAM: Coordinate efforts of all staff in a crisis drill or actual event.

COMMAND POST RUNNERS: Report to Command Post and be prepared to record and deliver crisis information throughout the school site.

FIRST AID / CPR: May need to administer first aid / CPR during or following an emergency.

TURN OFF GAS, WATER, AND ELECTRICITY: Have tools and knowledge to shut off the utilities if necessary.

LOCATORS: Report to Command Post and be prepared to locate staff/students as needed.

TRAFFIC CONTROLLERS: After reporting to Command Post, report to designated area to control the incoming/outgoing emergency vehicles & other vehicles.

STUDENT RELEASE: After reporting to Command Post, be prepared to follow guidelines for the safe release of students to their parent/guardian.

PUBLIC INFORMATION: After reporting to Command Post, supervise the room where media will be expected to stay. Report NO information to media personnel until instructed by Crisis Coordinators.

CELLULAR PHONES In the event of an emergency, keep your cellular phone with you until instructed otherwise by Crisis Coordinators.

Evacuation Plan

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on or off site.

When to evacuate your school:

- Major Earthquake
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm
- Bomb threat
- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide

Campus Evacuation Procedures

Remember to take your personal belongings with you (such as purses and car keys) when you evacuate.

- **On-site evacuation:**
 - o Notify all classrooms and offices to initiate campus evacuation procedure (intercom, alarm, or runners depending on the situation) and the evacuation site.
 - o When all classrooms have arrived at the evacuation site, have teacher take roll and determine if anyone is missing. Add names of guests/visitors
 - o Prepare for student release if needed
 - o Activate Student Release team (Office Manager, office assistant, aftercare Staff) if needed.
 - o Activate Parent Alert System (Parent Square)
 - o Notify District Office (707-935-6000)
- **Off-Site Evacuation**
 - o Notify all classrooms and offices to initiate campus evacuation procedure (intercom, alarm, or runners depending on the situation)
 - o When all classrooms have arrived at the evacuation site, have teacher take roll and determine if anyone is missing. Add names of guests/visitors
 - o Prepare for student release if needed
 - o Activate Student Release team (Office Manager, office assistant, aftercare Staff) if needed.
 - o Activate Parent Alert System (Parent Square)
 - o Notify District Office (707-935-6000)

How to assist those with disabilities during an evacuation:

Visually impaired

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

Hearing impaired

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

Individuals with crutches, canes or walkers

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

Individuals in wheelchairs

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

Individuals with respiratory issues

- Remove individuals from smoke and vapors immediately

Reverse evacuation

This emergency response action is designed to immediately bring people **indoors** from outside. Reverse evacuation is often called for in circumstances of severe weather and whenever law enforcement or fire-fighting activities near the school could pose a threat to students and staff.

When to reverse evacuate your school:

- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Radiological Incident
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm

Reverse Evacuation Procedures

- Before school, afterschool, transition, and recess times
 - Notify all students, offices, and staff to initiate reverse evacuation procedure (outside horn and or runners depending on the situation) to return to classrooms.
 - Notify District Office (707-935-6000)
 - Instruct for "Shelter-in-Place" or Lockdown.
 - When all classes have arrived at their classrooms and offices, teachers take roll and determine if anyone is missing. Add names of guests/visitors

- Office will contact each phone extension to record roll call results and register any issues of concern.
- Stay in the classroom. Await further instructions (dismissal) from the office.
 - Hold this position until "all clear" office staff or police will come to you.
- Once the threat passes, either:
 - Issue an "All Clear" to resume regular activities **OR** activate appropriate emergency procedure.

How to assist those with disabilities during a reverse evacuation

Visually impaired

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

Hearing impaired

- Indicate directions with gestures or write a note with evacuation directions

Individuals with crutches, canes or walkers

- Assist and accompany to appropriate evacuation site, if possible
- Use a sturdy chair (or one with wheels) to move a person or help carry individual to safety

Individuals in wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Assist and accompany to appropriate evacuation site, if possible

Individuals with respiratory issues

- Remove individuals from smoke and vapors immediately

INTRUSION/LOCK DOWN

In the event of an active shooter in the area, school staff will follow "lockdown" procedures and go into classrooms. Enter the nearest classroom or office. Teachers will have to make a decision, based on the best information available whether they should Run, Hide, or Fight. Quickly determine the most reasonable way to protect your own life and the lives of students.

RUN: If there is an accessible escape path, attempt to evacuate the premises.

- Have an escape route in mind
- Leave your belongings behind
- Help others escape
- Prevent individuals from entering an area where an active shooter may be
- Keeps your hands visible
- Follow the instructions of any police officer
- Do not attempt to move wounded people
- Call 911 when you are safe

HIDE: If evacuation is not possible, go into Lockdown and hide in a classroom.

- Teachers immediately **lock** their classroom doors from the inside. Do not answer or open the door for any reason

- Close windows / blinds.
- Blockade door with heavy furniture
- Turn off any lights
- Keep voices at a whisper volume
- Sit on floor away from doors and windows
- Take roll call/become aware of which students are present, absent or extra
- **DO NOT USE THE PHONE; OFFICE STAFF MAY BE TRYING TO REACH YOU.**
- Stay in the classroom. Await further instructions (dismissal) from the office.

FIGHT: As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

When intruder on campus is announced on intercom (silent drill on main campus) the teacher will:

1. Lock doors
2. Give Drop and Cover command
3. Stay indoors and locked down until law enforcement clears campus
4. Notify the office if a student(s) is missing from their class.
5. If held hostage, cooperate.

The office staff will:

1. Notify Sheriff's Office
2. In consultation with the Sheriff, determine if student release should be implemented.

FIRE

When a fire alarm is sounded, all students and staff safely exit the campus classrooms designated gathering areas. Office, aftercare, Spanish and Intervention rooms, and grades K-5 go to Lower School Field. Middle School exits to Altamira parking are nearest the garden fence.

Classroom evacuation should occur quickly and quietly.

Teachers will take the following appropriate action to evacuate all students:

- Teachers bring students and emergency clipboard located by the classroom door (roll sheet, emergency procedures, red card, green card, examination gloves, and evacuation map.)
- Announce that no student is to return to a room unless directed.
- Turn off all lights and close the classroom door.
- Walk students single file, quietly to designated locations on field/open space.
- Be prepared to encounter emergency vehicles on the roadway.
- Take attendance. Note missing children.
- Hold up card when ready to report (**red indicates a concern for your class, green indicates all are present and accounted for**)
- Remain in the designated area until instructed to return to the classroom. If the ground is dry and delay occurs, have students sit quietly.

EARTHQUAKE

When an earthquake occurs, the following procedure will be followed:

If Inside during an Earthquake:

- Move away from windows, shelves, heavy objects, or furniture that may fall.
- Take cover under a table or desk.
- Assume the DROP, COVER, and HOLD posture: Head low, near knees, hands covering back of head & neck.
- Remain in DROP, COVER, and HOLD posture until shaking has ceased, then prepare to evacuate.
- Classroom evacuation should occur quickly, and quietly.

Teachers will take the following appropriate action to evacuate all students:

1. Teachers bring emergency clipboard located by the classroom door (roll sheet, emergency procedures, red card, green card, examination gloves, and evacuation map.)
2. Announce that no student is to return to a room unless directed.
3. Turn off all lights and close the classroom door.
4. Walk students single file, quietly to designated location on field/open space.
5. Be prepared to encounter emergency vehicles on the roadway.
6. Take attendance and note missing children.
7. Hold up card when ready to report (**red indicates a concern for your class, green indicates all are present and accounted for**).
8. Remain in the designated area until instructed to return to the classroom. If the ground is dry and delay occurs, have students sit quietly.

If outside during an Earthquake:

- Students should move away from buildings and assume DROP AND COVER posture.
- Do not return to the classroom or office.
- Follow the directions of the nearest adult.
- When shaking has ceased, all students report to the designated area for his or her class.

CHEMICAL SPILL

Students and staff should be familiar with these procedures in the event of an actual chemical spill. Notification of an actual chemical spill would be made in person or via the intercom system.

IF INSIDE:

- Stay inside the room.
- Shut all doors and windows.
- Turn off heat or air conditioning.
- Await further instructions. *

IF OUTSIDE:

- Unsupervised students should return to their class quickly and quietly. If at recess, this class should go to their homeroom. If classroom is across campus, go inside the nearest classroom.
- Staff members go inside their classrooms & follow inside procedures.

- Keep phone lines free.
- Await further instructions. *

*Further instructions would be directed by phone or intercom system.

EXPLOSION OR THREAT OF EXPLOSION

1. Explosion

- Call 911.
- Give DROP AND COVER command (See below).
- Sound school fire alarm.
- Evacuate to outdoor rally point.
- Take roll.
- Secure access roads for emergency vehicles.
- Keep students at a safe distance from the school buildings and firefighting equipment.
- Director - notify District Office at: 707-935-6000 or 707-935-6003.
- Director - determine if **Student Release or Site Evacuation** should be implemented.
- Fire Department will determine when the school is safe for re-entry.

2. Threat of Explosion (See also Bomb Threat below)

- Follow procedure above.

FALLEN AIRCRAFT

1. Plane into building: Evacuate to rally point.

2. Plane into yard: Keep students inside.

- When necessary, teachers and staff will take immediate action for the safety of students without waiting for direction from the Director.
- Notify Fire Department using 911
- Maintain a safe distance, allowing for possible explosion.

BOMB THREAT

(*Stop use of all walkie-talkies*)

Telephone Operator procedure

- Listen - DO NOT interrupt caller. Take notes if possible.
- If possible, alert supervisor by a pre-arranged signal, such as turning the phone upside down) while the caller is on the line.
- Complete Bomb Threat Report
- Notify Administrator immediately after completing the call.

Administrator procedure

- Determine if school should be evacuated. (See Evacuation Procedure)
- Activate 911 emergency services.
- Notify District Office at: 707-935-6000 or 707-935-6003.

SEVERE WINDSTORM

1. Prior Warning - Director determines if **Student Release** should be implemented.

2. No Warning

- Give DROP AND COVER command.

- Close windows and blinds.
- Remain near an inside wall.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Evacuate classrooms bearing the full force of wind to safer areas.

FLOOD

Depending on the method of warning and estimated time before flooding arrives; the Director may initiate any of the following procedures:

- Evacuate school buildings.
- Evacuate school site.
- Student release

Emergency Phone Numbers

Emergency Services (any). Dial 911

Business Numbers:

Sonoma Valley Fire Department

911 or Administrative Office 707-996-2102

Dispatch 707-568-5933

Sonoma Police Department

911 or 707-996-3602

Sonoma Valley Hospital

707-935-5000

Emergency Room: 707-935-5105

Poison Control: 1-800-876-4766 or 1-800-222-1222

American Red Cross

1-866-272-2237 Dispatch

Sonoma County Sheriff's Office

Emergency Dispatch 911 or 527-2121

Sonoma Valley substation: 707- 996-9495

PGE

Emergency Services: 1-800-743-5000

Electrical Outages: 1-800-743-5002

Sonoma County Mental Health

707 576-4850 administrative office

Sonoma County Crisis Center

707-576-8181

SAY (Social Advocates for Youth)

800-544-3299

Child Protective Services

707-565-4304

24 hour hotline 800-870-7064

Suicide Prevention

707-576-8181 or 800-746-8181

La Luz Bilingual Center

707-938-5131

Radio/TV listings

KSVY 91.3 FM	933-0808
KSRO 1350 AM	545-1000
KZST 100 FM	528-2424
Channel 50 TV	543-5164

V. Action Plan

As this campus evolves, continuing efforts are made to ensure the best possible learning environment. The following activities are planned for the 2022-2023 school year:

- Charter Council review of the Safety Plan.
- Continue staff, student, and parent input in planning and decision-making processes
- Continue regular assessment of school climate and safety conditions.
- Review revised disaster plan with staff and governance groups.
- Seek agreements with community resources as indicated in the disaster plan.

VI. School Procedures for Health, Safety, and Discipline

Emergency Cards

Each student must have an emergency card with her/his name, address, telephone, and contact names and numbers on file in the school office. Parents include the names of those people you authorize to pick up your child in case of an illness, accident, or emergency. Students can be released only to people to whom you have given written permission. Parents may send a signed note to school with your child for special after school arrangements or for other special circumstances. Parents are asked to update emergency cards when they have a change of any kind.

Visitors/Volunteers

All visitors and volunteers must sign in at the office and wear visitor lanyards while on campus.

Phone Messages

Children should leave home knowing their after-school schedules. Parents are asked to call before 11:00 if a last-minute change in schedule occurs. Students are allowed to use the telephone only during recess and with their teacher's permission.

Health Service and Medication

A school nurse is on an on-call basis. A physician or dentist must prescribe all medication, including prescription medications, epinephrine auto injectors, over the counter medication such as Tylenol, cough syrup, etc. The school office staff, the principal, school nurse, or health assistant will administer medications. All medication that comes to school must be checked into the office, in its original container and must be accompanied by a doctor's prescription. Children are not allowed to carry any medication with them.

Head Lice Tips

Periodic inspection of a child's head/hair is recommended. If parents discover that their child has head lice, they should follow the directions for care as noted:

- Check every member of your family.
- Use an effective head lice treatment
- Remove *all* nits
- Wash clothes, bed linens, towels, stuffed animals
- Soak combs, brushes, etc in 1 part bleach and 10 parts water
- Vacuum everywhere.

If parents discover head lice on a child, it is important to begin treatment immediately to prevent their spread to others. Parents are asked to notify the school office so we can check your child's classmates. If school staff discovers head lice on a child, we will call parents to come pick him/her up from school. Students may return to school when they have had a treatment and are free of any live lice. After treatment, examine all household members twice a day for a month.

Getting to and from School

Our parking lot is very congested during drop off and pick up times. Cars are not to be left unattended unless they are in a parking space. Be very cautious when driving around the school. Please remind your children to always look both ways before they walk anywhere anytime in the parking lot. Students are to arrive at school between 8:05 and 8:15. If students want to take advantage of the free state breakfast, they shall arrive by 8:00 am.

Lost and Found

Our lost and found is located outside the office. Small items are kept in the school office. If you find something that is not yours, please turn it into the lost and found. Any items remaining in the lost and found will be periodically donated to a local charity.

Expectations of Students

All students at Woodland Star practice self-discipline and are well behaved at school. Students behave in ways that affect safety or learning. Below is a list of Woodland Star School Rules to help our youngsters positively affect the safety and learning environment at Woodland Star. Please review the rules and expectations with your child. Then sign and return the form at the end of this section to your child's teacher.

Student Behavior Rules

In order to provide a school environment that fosters cooperation, responsibility and respect, children will be expected to follow several basic rules:

- Courtesy is always expected toward other children, teachers and parents. Pushing, hitting, kicking, fighting, teasing, swearing, talking back, spitting and biting are prohibited.
- Students are expected to participate in classroom activities and to refrain from playing or talking out of turn during lessons. Disruptive behavior of any kind will not be tolerated.
- Students are not allowed to bring inappropriate objects to school. This includes handheld video games, personal toys, candy, illegal substances or any other material deemed detrimental by the teacher.
- Activities that are damaging or harmful to the property of the school and others will not be allowed.

Teachers will communicate specific expectations, and the consequences of failing to meet such expectations, to their students.

Discipline

One of the central aims of Woodland Star is that all of the children will have the opportunity to experience the benefits of the curriculum in an environment that encourages their potential, fosters self esteem and well being. Certain expectations of the students are therefore essential to achieving these aims. Student attentiveness, cooperation, punctuality, an attitude of readiness, and respect for adults, peers and property must be sought at all times and at all levels of student participation at our school.

When there is divergence from these expectations the teachers will seek age-appropriate interventions, which redirect inappropriate behaviors into more successful behaviors with the least disruption to the class and which are least restrictive to the individual involved. At the same time, effective results are sought.

In situations where classroom expectations are not being met—behavioral, as well as academic and artistic—individualized behavior plans may be indicated. In such a case, the teacher will create a plan designed to meet the needs of the child, sometimes with the help of remedial, resource, behavior or movement specialists or other professionals.

The character of interventions should at all times be congruent with the school's perception of the developmental stages of the child. While imitations and noninvasive interventions are appropriate for younger children, more direct interventions may be required for older students. We at Woodland Star oppose all forms of corporal

punishment, public ridicule, shaming or any other form of psychological, emotional, or physical abuse. In the event that a teacher or staff member employs disciplinary procedures that are not in accord with the above stated intentions, or acts in an unprofessional way with regard to the discharge of his/her professional duties, the following steps may be taken:

- following the incident in a timely matter, meetings will occur involving the teacher, administrator and faculty representative.
- an investigation into the matter will take place with a written account of the meeting and all information will be shared with appropriate individuals
- if warranted, appropriate staff disciplinary action will follow

Playground Expectations

- We are a “wheel free” campus; students will walk bikes, scooters, etc. to racks.
- Skateboards may be stored in classrooms at teachers’ discretion.
- Balls that go over the fence may be retrieved by 5th grade or older students by permission, and at the discretion of, the recess supervisors, if the ball has not gone across the street. Kicking balls will only be part of organized games.
- Recess supervisors may limit the number of balls in play at their discretion.
- In games that involve throwing balls at other children (like dodgeball), balls should be aimed at below the waist. Only soft playground balls may be used for dodgeball.
- Kind, respectful and compassionate behavior is expected of everyone on the playground at all times.
- River stones may be played with but must stay in their areas. Rocks are not to be smashed or thrown.
- No rocks or other heavy objects are allowed in the playhouse loft.
- Wood is for building use only. No stick swordplay, etc.
- Children eat only at the picnic tables.
- Classrooms, ramps and fire lanes are not play areas. No ball play on walkways during recess.
- Bathrooms are to be visited throughout recess, at the latest by “first bell.” Bathroom behavior should include: only one child per stall; respectful behavior; attention to keeping the bathroom clean.
- During recess, students must walk to and from the playground.
- No playing in the bushes along the Arnold Drive fence.
- No more than 5 children at a time on the spinning wheel, including pushers.
- Wall ball permitted in the fire lane only if a teacher on duty or class teacher has been asked and agrees to supervise.
- Swings are for swinging and not for various tricks or dares. Spider is ok.
- All balls should be labeled and returned at the end of recess.

If inappropriate behavior requires action (instead of just verbal correction) recess supervisors may complete a Behavior Report and give a copy to the child’s class teacher.

Classroom Rules

Each classroom teacher has an individual classroom discipline plan that includes rules and consequences. Classroom plans are consistent with our school and district policies. Classroom teachers review all rules and consequences with students at the beginning of the school year, after spring break, and throughout the year.

Attendance

Currently, schools no longer receive funding from the State of California for pupils who are absent from school. This includes all absences, even those related to illness, medical or doctor appointments, nor for the purpose of attending funeral services of a member of the immediate family. In other words, schools will receive state funding only for students who actually attend school. Studies show that there is a direct correlation between good school attendance and student achievement. Therefore, we encourage parents to reinforce the importance of good school attendance and to make every effort to send their child to school on time every day.

Dress Expectations

Students are expected to wear clothes suitable for an active day of study and play. Safety, simplicity and appropriateness should be major considerations. Woodland Star requests the active support and cooperation of all parents in encouraging moderation in clothing and personal grooming for the sake of creating a student community focused on learning, rather than dress. We feel strongly that individual expression through dress and hairstyle has its rightful place in the high school and college years, and we invite parents to allow their children the opportunity to experience a childhood focused on study and play rather than fashion.

Image and imagination: We live in an image-rich culture. Waldorf educational philosophy places strong emphasis on the importance of cultivating the child's imagination, or inner "picture-making" ability. As the child grows, this inner picturing gradually develops into the capacity for original and creative thinking. We are concerned with the question of how the quality and quantity of images in the environment may affect the development of the child's imagination, and our recommendations regarding images on clothing arise from this concern.

The following guidelines may not cover all situations, and teachers may need to address particular attire. Please feel free to contact your teacher if you have any questions about specific articles of clothing.

- Children should arrive at school clean and well-groomed.
- Come appropriately dressed for the weather.
- Come wearing comfortable, practical flat-soled shoes that are firmly attached to the feet. Shoes are to be free of lights and wheels. Toes and heels should be covered.
- Appropriate attire for movement class consists of lace-up athletic shoes and clothing that does not restrict or inhibit movement (e.g. gym shorts or sweats that tie securely at the waist).
- Outerwear should be simple, modest, and not distracting.
- Woodland Star strongly encourages parents to provide their children with clothing free from media advertisements, photo reproductions, cartoon images, slogans and commercial logos of any kind. Children are prohibited from using clothing, backpacks, lunchboxes, etc., decorated with writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, or which bear drug, alcohol or tobacco advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
- Woodland Star school T-shirts and sweatshirts, or special school event shirts (School Jog-a-thon) are allowed.

- Outer clothing must conceal undergarments. Attire that exposes breasts, midriff or buttocks is prohibited. All clothing must fit appropriately; overly baggy or sagging clothes are prohibited. Other inappropriate clothing styles include see-through or fishnet fabrics, half-shirts, crop-tops or side-less shirts, backless shirts or blouses, strapless or tube tops, and clothing that is torn, ripped, ragged or holed. Chains hanging from clothing, dog collars and studded jewelry may not be worn.
- Extreme hairstyles and dyed hair are strongly discouraged for all students and are definitely inappropriate for grades (K-6). Hair should not hang in the eyes; students should either tie hair back from the face or trim bangs accordingly.
- Leave dangling jewelry and earrings at home.
- Makeup, fingernail polish, tattoos and jewelry are all strongly discouraged in grades (K-6). Discreet make-up and jewelry may be allowed in the two upper grades; class teachers will have final decision about what is appropriate.
- Children arriving at school in inappropriate attire may be asked to change, asked to turn shirts inside out to conceal inappropriate images or sent home to change.
- All teachers have the discretion, if they deem a child's clothing to be distracting to the learning environment, to ask the child to change or otherwise conceal the clothing in question.

Special Event Dress code:

Assemblies, festivals and presentations are venues that require more careful attention to clothing choices. Therefore there is an additional set of dress code requirements that pertain to all students participating in any festival, assembly, presentation or any other situation where they will be in front of an audience as a representative of Woodland Star. All of the above dress code requirements apply with the added guideline:

During special events children will be in clean, intact clothing free from media advertisements, photo reproductions, cartoon images, slogans and commercial logos of any kind. Also prohibited are writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, or which bear drug, alcohol or tobacco advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

School-Wide Redress Procedure

Settling Disputes

Disagreements may arise in any community; such differences are an inevitable consequence of human interaction. In a majority of these situations, the parties involved resolve the problems amongst themselves. The procedure for redress is a sequential series of steps designed to assist in the resolution of disagreements in those instances where the parties are unable to settle their differences.

Definition of Redress

Redress as used here refers to the resolution of disagreements. In particular, these disagreements are situations or circumstances thought by the aggrieved party or parties to be unjust or injurious. This procedure is intended to deal with problems that are essentially interpersonal in nature; problems that are not interpersonal are normally referred to the appropriate committee and/or to the school administrator.

Purpose of Redress Procedure

The overall purpose of this procedure is to perpetuate a climate of collegiality, mutual trust and respect by resolving differences in a timely, objective and equitable manner.

Responsibility for Redress Procedure

The Charter Council is responsible ultimately for the resolution of disagreements and the redress procedure; however, authority for the process is routinely delegated as described below.

Basic Principle

Ideally, disagreements are resolved at the lowest level possible. Direct speech is strongly encouraged and begins by engaging directly with the person involved **before** bringing the issue to other individuals. If a disagreement involves a subject/specialty teacher, individuals are encouraged to go directly to that teacher as opposed to bringing the issue first to the class teacher. The class teacher can certainly be brought into the conversation as deemed necessary once the specialty/subject teacher has been notified of the concern.

Levels of Resolution

Level 1: Direct Resolution

- The direct resolution process consists of a meeting or meetings between the parties involved without others in attendance.
- An attempt at direct resolution is to be made prior to requesting administrative resolution.

Level 2: Facilitated Resolution and/or Administrative Resolution

- Facilitated resolution consists of either party accessing the Stewards group to initiate resolution with use of a trained Steward.
- The administrative resolution process consists of a meeting between the involved parties with a member of the school administration in attendance.
- An attempt at administrative and/or facilitated resolution is to be made prior to mediated resolution.

Level 3: Uniform Complaint Policy

- If a conflict remains unresolvable community members can file a Uniform Complaint. Filing a Uniform Complaint is done in writing, utilizing the Uniform Complaint form available in the office. The complaint is submitted to the administrator or a Charter Council member and will be presented to the Charter Council. This step can be taken after all other steps have been exhausted and the issue remains unresolved. Complaints must be signed but, in some instances, and/or at the request of the complainant, the identity of the complainant may not be revealed. In these instances, however, the school's ability to provide relief is limited.

Level 4: Mediated Resolution

The mediated resolution process consists of a meeting or meetings between the parties involved with a disinterested third party in attendance. This option will be made available in rare instances and with administrative approval, and only when Administrative and/or Facilitated Resolution has been used (or deemed not appropriate in the particular circumstance). In most cases, the mediator is a trained professional without any direct connection to the school. As an alternative to such an outside mediator, a member of the school community may serve as mediator

with the express approval of all parties involved. It is expected that the parties involved will seek mediated resolution with the understanding that the professional mediator's decision will be final.

Note: All community members, at any point in the conflict resolution process, have the option of bringing their concerns to the public comments section of the Charter Council's regular monthly meetings. Concerns can be brought by the individuals directly to the meeting or emailed to a council member to be read aloud during the public comment portion of the meeting. Anonymous concerns are not allowable. Typically, information received during the public comments portion of the meeting is not responded to immediately but may be added to a future meeting agenda for further discussion or follow-up, if the Council feels this is warranted.

Exceptions

This procedure is designed to moderate the effects of and to assist in the resolution of all in the school community. An exception will normally be made in the case of conflicts involving students. In those cases, every effort will be made to resolve the conflict at levels 1 or 2.

Exceptions to this protocol may also be made in issues involving sexual harassment, child abuse or other law enforcement issues.

Disciplinary Consequences

Students must accept responsibility for their actions when they fail to follow rules, or respect the rights of others and school property. In order to help all students become effective citizens: Woodland Star uses a discipline system that includes consequences to ensure every student's right to learn in a safe environment.

If a student does not follow the school rules, a staff member will respond to the misbehavior. Consequences will follow a logical progression of steps. Examples of consequences are listed below:

- Counseling, problem solving, and/or conflict resolution with the student(s)
- Loss of activity - sitting on the bench, sitting in the office doing work, using a recess to problem solve in writing, community service (making the campus more beautiful).
- Parent/guardian contact and follow-up at home
- A citation resulting in detention and parent signature may be issued.
- Conference with teacher, parent/guardian, and student
- Conference with Principal parent/guardian, student, and teacher
- Loss of privileges (i.e. Assemblies, Field Trips and Aftercare attendance)
- In school suspension
- At home suspension

A student who commits a major infraction, as defined by California Education codes, shall receive an immediate referral to the administrator. Such referrals may result in suspension from Woodland Star and/or recommendation to the Charter Council for possible expulsion. Suspensions range from one to five days; expulsions may be for a year or more. Ten days of suspension within a school year will result in the recommendation to the Charter Council for expulsion.