

EXHIBIT 1

Re: Woodside High School - 11/3/2023

From: Charles Velschow [REDACTED]

Sun, Nov 5, 2023 at 8:47 AM PST (GMT-08:00)

To: Karen van Putten [REDACTED]

Cc: Cara Klackle [REDACTED]; Wendy Porter <[REDACTED]>

On Sat, Nov 4, 2023 at 11:19 PM Karen van Putten [REDACTED] wrote:
FYI

----- Forwarded message -----

From: [REDACTED]

Date: Sat, Nov 4, 2023 at 4:47 PM

Subject: Re: Woodside High School - 11/3/2023

To: Woodside High School - Principal van Putten [REDACTED]

CC: [REDACTED]

Hello Ms. van Putten,

Thanks for alerting us about the incident. You are correct in stating that this explanation isn't enough.

We have always found Woodside High School to be a safe and supportive environment for our kids. Our eldest son, [REDACTED] graduated last year, and [REDACTED] a sophomore. I have to say that I don't feel the same way anymore.

The drawing was obviously a Swastika like you suspected in the beginning, You know that people don't tend to draw Manjis at schools, they draw Swastikas, a Nazi symbol. Why would they draw a Manji? What is the goal?

This was a pure hate crime against the Jewish community. Since October 7th, after the horrific terrorist attack on Israel, we have only seen an increase in antisemitism, including the drawing of Swastikas.

We are very disappointed with how the school and the school district have handled the situation this month. I haven't seen even one condemnation of the massacre in Israel after October 7th. The email from the superintendent was very disappointing. My husband and I emailed the superintendent, and she didn't even respond to us.

And now, I see that you treat Swastikas like they were Manjis? Yes, I know that the symbols look similar, but you know that no one has a reason to draw the Buddhist symbol at school. However, a lot of people these days draw Swastikas, unfortunately.

The image below was taken today in Lyons, France. A Jewish woman was stabbed, and this symbol was drawn. It looks exactly like a Manji. But you know very well that it's not a Manji. It's a Swastika that was drawn as part of a hate crime.

Please note that the Jewish community feels a lot of hate right now and doesn't feel supported by the community. We feel unsafe, and afraid to show Jewish symbols because of fear of hate crimes. Giving an excuse for drawing Swastikas makes me feel that my son and other Jewish students are not safe at Woodside High School. I reported the incident to the Anti-Defamation League (ADL).

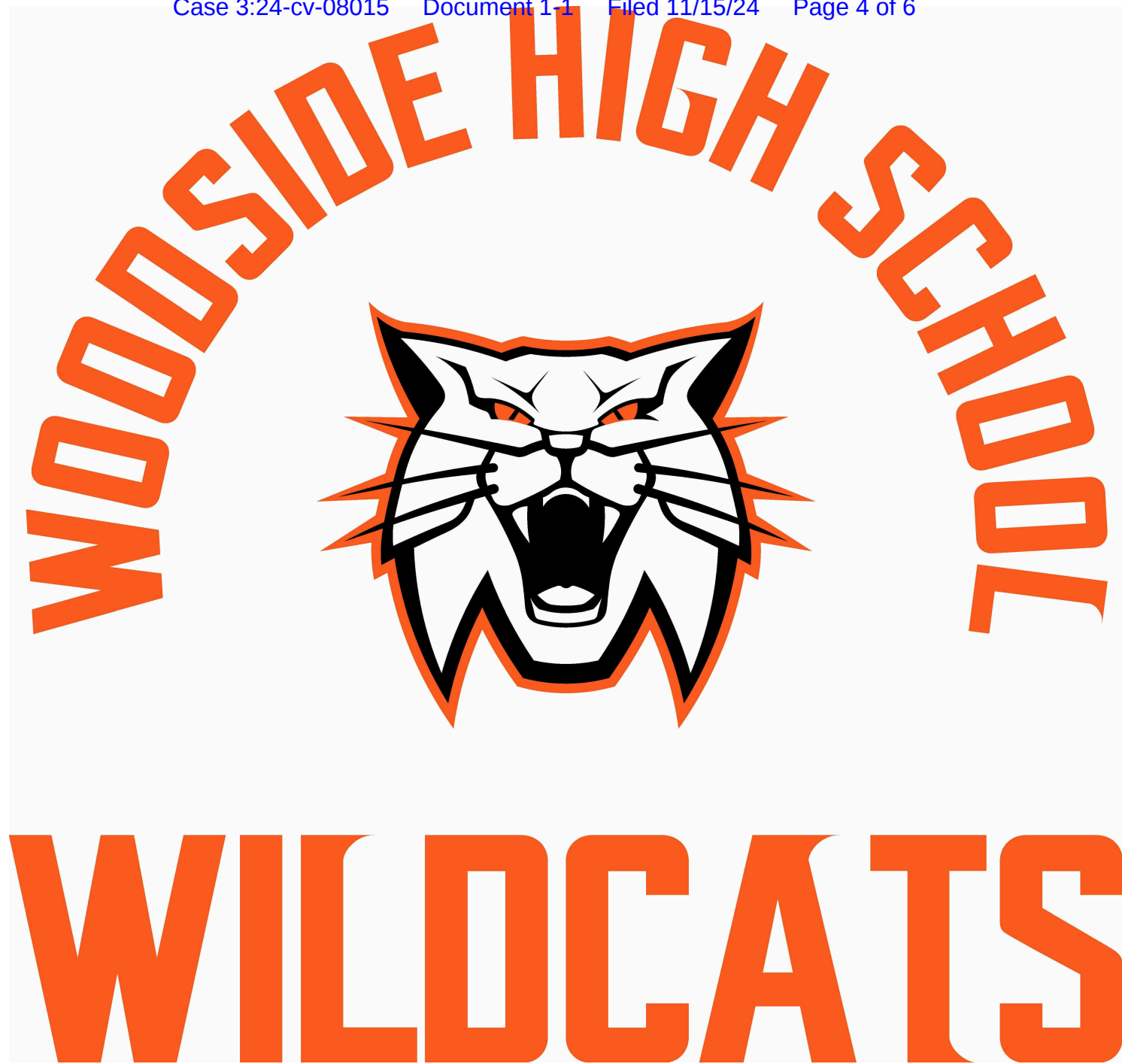
We will not donate to any of the school's organizations this year until we feel that our son is safe.

I hope that the people who drew the swastikas are found and punished and that the school explains to the students why hate crimes against any group, including Jews, are wrong.



Thanks,

On Fri, Nov 3, 2023 at 7:28 PM Woodside High School - Principal van Putten [REDACTED] wrote:



November 3, 2023

Dear Woodside Community,

On Wednesday, November 1st, we were informed of two drawings on our campus grounds that appeared to resemble a symbol of hate.

We contacted the San Mateo County Sheriff's Department in order to investigate the matter and determine if our school was at risk of a potential threat.

After an extensive investigation from both our school administration and the San Mateo County Sheriff's Department, we have both determined that Woodside High School is not under any threat.

Additionally, we have also confirmed that the drawings in question were not intended to be hate speech targeted at anyone or any group, as our mutual investigation was able to confirm that it was a spiritual symbol from Japanese

Buddhism known as Manji popularized by anime. To make that determination, beyond interviews, we were able to view the anime/manga images used as the genesis of the drawings and were able to verify the testimony we received.

I know that the idea of hate speech on our campus is heartbreaking for all of us. I, too, was saddened by the idea that hate speech may have occurred on our campus, as we do not tolerate any hateful speech or actions on our campus. We take great pride in working with our students to create a school environment where we celebrate our diversity and strive to create safe spaces for all.

I recognize that this explanation may not feel like enough for some in our community. This is an isolated incident that we have investigated with sensitivity and seriousness, and we are committed to educating all our students. When you have a concern, our staff and I will listen and problem-solve with you because your safety, well-being, and feeling of being a part of our community are top priorities at Woodside High School.

Sincerely,

H. Karen van Putten, *Principal*

Querida comunidad de Woodside,

El miércoles 1 de noviembre, nos informaron de dos dibujos en los terrenos de nuestro campus que parecían un símbolo de odio.

Nos comunicamos con el Departamento del Sheriff del condado de San Mateo para investigar el asunto y determinar si nuestra escuela estaba en riesgo de sufrir una amenaza potencial.

Después de una extensa investigación tanto de la administración de nuestra escuela como del Departamento del Sheriff del Condado de San Mateo, ambos hemos determinado que la Escuela Secundaria Woodside no está bajo ninguna amenaza.

Además, también hemos confirmado que los dibujos en cuestión no pretendían ser un discurso de odio dirigido a nadie ni a ningún grupo, ya que nuestra investigación mutua pudo confirmar que se trataba de un símbolo espiritual del budismo japonés conocido como Manji, popularizado por el anime. Para tomar esa determinación, más allá de las entrevistas, pudimos ver las imágenes de anime/manga utilizadas como génesis de los dibujos y pudimos verificar el testimonio que recibimos.

Sé que la idea del discurso de odio en nuestro campus es desgarradora para todos nosotros. A mí también me entristeció la idea de que el discurso de odio pudiera haber ocurrido en nuestro campus, ya que no toleramos ningún discurso o acción de odio en nuestro campus. Estamos muy orgullosos de trabajar con nuestros estudiantes para crear un ambiente escolar donde celebramos nuestra diversidad y nos esforzamos por crear espacios seguros para todos.

Reconozco que esta explicación puede no parecer suficiente para algunos en nuestra comunidad. Este es un incidente aislado que hemos investigado con sensibilidad y seriedad, y estamos comprometidos a educar a todos nuestros estudiantes. Cuando tenga una inquietud, nuestro personal y yo lo escucharemos y resolveremos su problema porque su seguridad, bienestar y sentimiento de ser parte de nuestra comunidad son las principales prioridades en Woodside High School.

Atentamente,

H.Karen van Putten, *Directora*

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Chuck Velschow (him/he/el)
Administrative Vice Principal

(Last names 'A-L')

(650) 367-9750 x40030

EXHIBIT 2

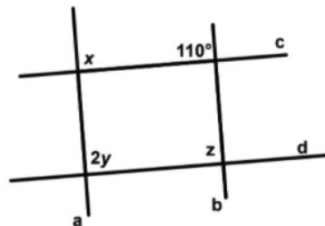
To retake this part of the test:

- Make an appointment for Thursday's Flex time.
- You are responsible for the coming.
- I will not be making appointments for you

NAME(s):

Period:

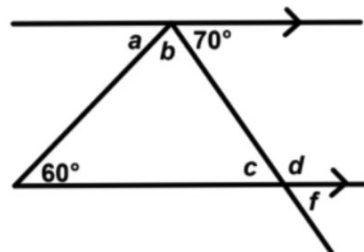
If $a \parallel b$ and $c \parallel d$, find the value of x , y , and z .



$x = \underline{\hspace{2cm}}$ $y = \underline{\hspace{2cm}}$ $z = \underline{\hspace{2cm}}$

 partner initials

Find the measure of the lettered angles.



$a = \underline{\hspace{2cm}}$ $b = \underline{\hspace{2cm}}$ $c = \underline{\hspace{2cm}}$

$d = \underline{\hspace{2cm}}$ $d = \underline{\hspace{2cm}}$

 partner initials



SEQ000001

Monday October 16, 2023



JOB

What saying does this
puzzle mean?

SEQ000002

Agenda

1. Angle Chase - Practice
2. Identifying marked parts of congruent triangles.
3. Congruent triangles
 - a. Determining if triangles are congruent
 - b. Proofs

Learning objectives:

- I can identify if triangles are congruent by SSS, SAS, AAS, or ASA.

Vocabulary

- SSS
- SAS
- ASA
- AAS



Read quietly to yourself the directions

CW Unit 2: Identifying Triangle Parts

Your Name & Partner:

Per:

Partner 1 - Directions:

Complete with your partner.

- 1) Identify the how the triangles are marked (SSS, SAS, ASA, AAS/SAA, AAA or ASS/SSA)
- 2) Circle your answer.
- 3) Cut out each figure and tape to the poster for each way triangles can be marked.

Partner 2 - Directions:

Complete with your partner.

- 1) Identify the how the triangles are marked (SSS, SAS, ASA, AAS/SAA, AAA or ASS/SSA)
- 2) Circle your answer.
- 3) Cut out each figure and tape to the poster for each way triangles can be marked.



Example:

1



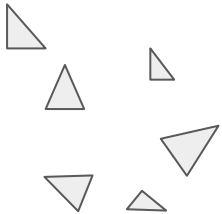
Circle the way the parts are marked in the Δ .

SAS	SSS	Can be used to prove $\Delta \cong$
ASA	AAS/SAA	
AAA	ASS/SSA	Cannot be used to prove $\Delta \cong$

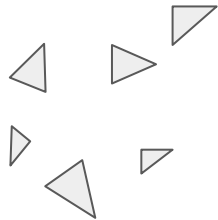
SEQ000004

Tape your triangle to the poster board it corresponds to

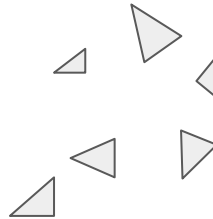
SSS



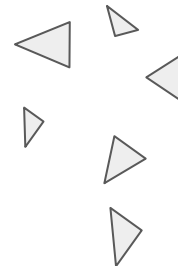
SAS



ASA



AAS/SAA



AAA

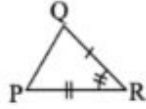
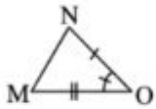


SSA/ASS

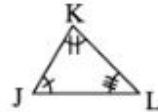
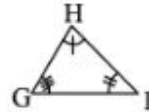


Reflection - Yellow Classwork Page 8

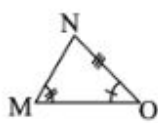
Determine which parts are marked for each triangle then state if the triangles are congruent by shortcut.



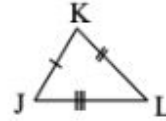
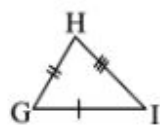
Marked parts: _____
Are the triangles congruent? ☐ Yes ☐ No



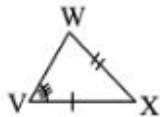
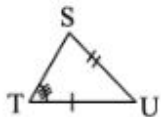
Marked parts: _____
Are the triangles congruent? ☐ Yes ☐ No



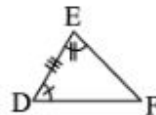
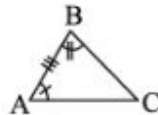
Marked parts: _____
Are the triangles congruent? ☐ Yes ☐ No



Marked parts: _____
Are the triangles congruent? ☐ Yes ☐ No



Marked parts: _____
Are the triangles congruent? ☐ Yes ☐ No

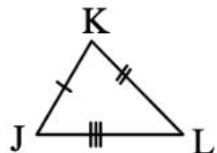
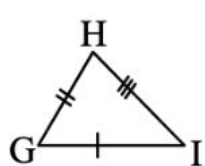


Marked parts: _____
Are the triangles congruent? ☐ Yes ☐ No



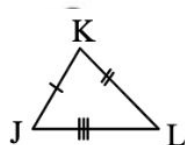
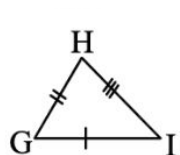
SEQ000006

Introducing Proofs



Marked parts: _____

Are the triangles congruent? ☐ Yes ☐ No



Given:

$$\overline{GH} \cong \overline{JK}$$

$$\overline{GI} \cong \overline{JL}$$

$$\overline{HI} \cong \overline{KL}$$

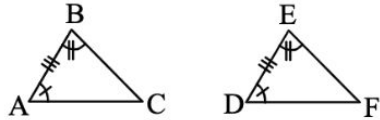
Statement/Reason

IF

THEN

Conclusion

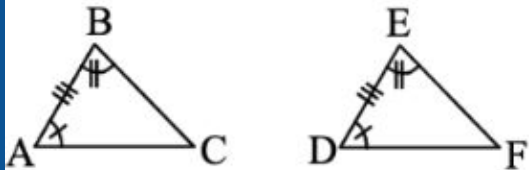
Introducing Proofs



Marked

parts:

Are the triangles congruent? ☐ Yes ☐ No



Given:

$$\overline{AB} \cong \overline{DE}$$

$$\angle A \cong \angle D$$

$$\angle B \cong \angle E$$

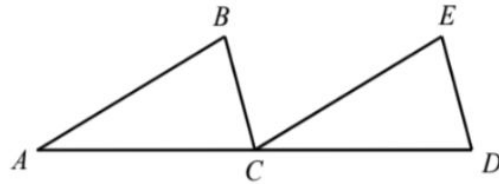
Statement/Reason

IF

THEN

Conclusion

Introducing Proofs



Given:

$$\overline{AC} \cong \overline{DC}$$

$$\angle ACB \cong \angle CDE$$

$$\angle B \cong \angle E$$

Statement/Reason

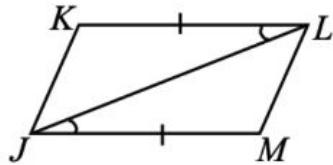
IF

THEN

Conclusion

Identifying the third part of the congruent triangles

Reflexive Property



How many parts are marked?

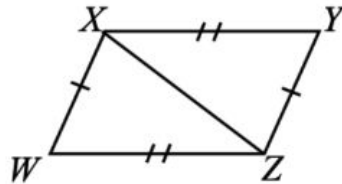
___ angles ___ sides

What is the third part?

Δ ___ $\cong$ Δ ___ by

☐ SSS ☐ SAS

☐ AAS ☐ ASA



How many parts are marked?

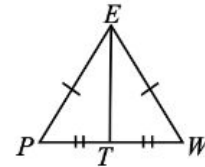
___ angles ___ sides

What is the third part?

Δ ___ $\cong$ Δ ___ by

☐ SSS ☐ SAS

☐ AAS ☐ ASA



How many parts are marked?

___ angles ___ sides

What is the third part?

Δ ___ $\cong$ Δ ___ by

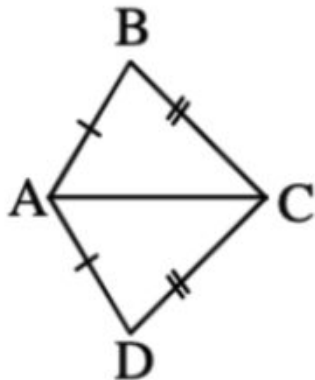
☐ SSS ☐ SAS

☐ AAS ☐ ASA

Identifying the third part of the congruent triangles

Given: $\overline{AB} \cong \overline{AD}$, $\overline{BC} \cong \overline{DC}$

Prove: $\triangle ABC \cong \triangle ADC$



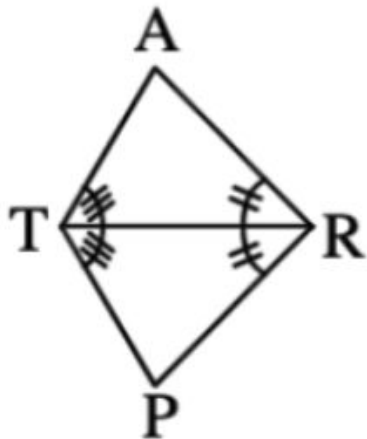
Statement/Reason	
IF	
THEN	Conclusion

Identifying the third part of the congruent triangles

Given: $\angle ATR \cong \angle PTR$,

$$\angle ART \cong \angle PRT$$

Prove: $\triangle ART \cong \triangle PRT$



Statement	Reason

Complete the Practice quiz

Unit 2 Practice Quiz 2

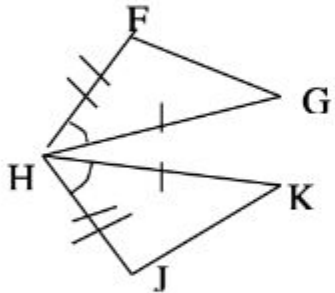
/6pts

Name:

State whether the two triangles could be proven congruent or NOT. If the triangles are congruent, stated by SSS, SAS, AAS, ASA then write a congruence statement if congruent (like above).

MARK YOUR FIGURES

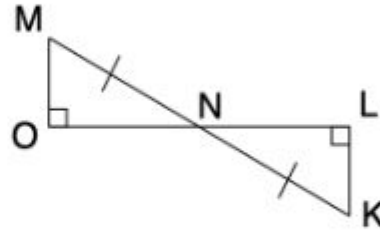
1.


☐ SSS, SAS, AAS, ASA (circle)

 $\triangle HFG \cong$ _____

☐ No, triangles NOT congruent

3.


☐ SSS, SAS, AAS, ASA (circle)

 $\triangle MNO \cong$ _____

☐ No, triangles NOT congruent

We will be
self-grading
these
afterwards!



SEQ000014

Tuesday October 17, 2023

*I'M 1,2,3
U*

What saying does this
puzzle mean?

SEQ000015

Agenda

1. Unit 2 practice Quiz
2. Congruent triangles
 - a. Determining if triangles are congruent
 - b. Proofs
3. Notes

Learning objectives:

- I can identify if triangles are congruent by SSS, SAS, AAS, or ASA.

Vocabulary

- SSS
- SAS
- ASA
- AAS

**Quiz on BLOCK 10/19
or 10/20 on Unit 2**

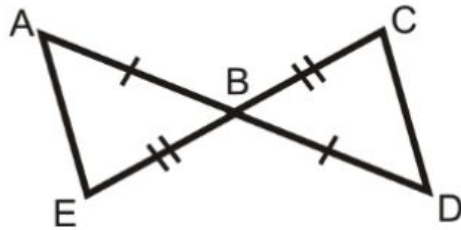


SEC000016

Identifying the third part of the congruent triangles

Identifying congruent angles which are not marked

VERTICAL ANGLES



Identify the transformation which maps the triangles together.

Given: $\overline{AB} \cong \overline{BC}$, $\overline{EB} \cong \overline{BD}$

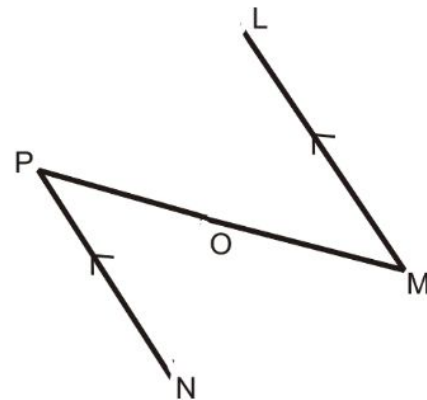
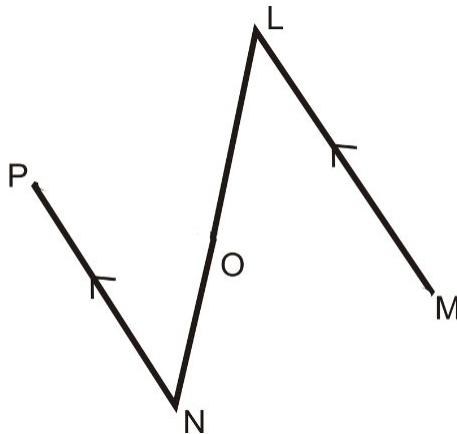
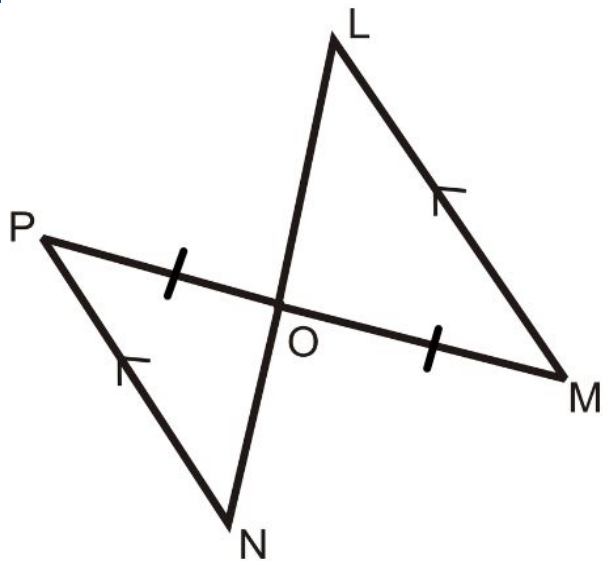
Prove: $\triangle ABE \cong \triangle CBD$

Statement/Reason		Conclusion
IF		

THEN →

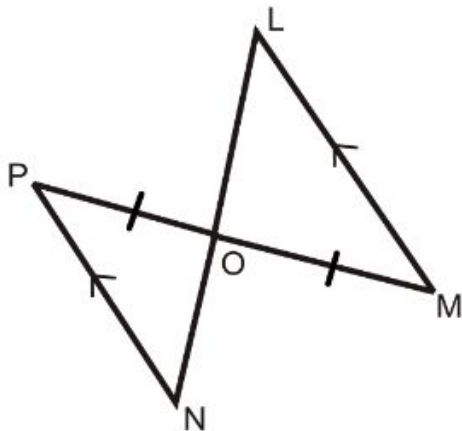
Third congruent part is:

Identifying the third part of the congruent triangles



Identifying the third part of the congruent triangles

PARALLEL LINES



Identify the transformation which maps the triangles together.

Given: $\overline{AB} \parallel \overline{CD}$, $\overline{PO} \cong \overline{OM}$

Prove: $\triangle PON \cong \triangle MOL$

Statement	Reason

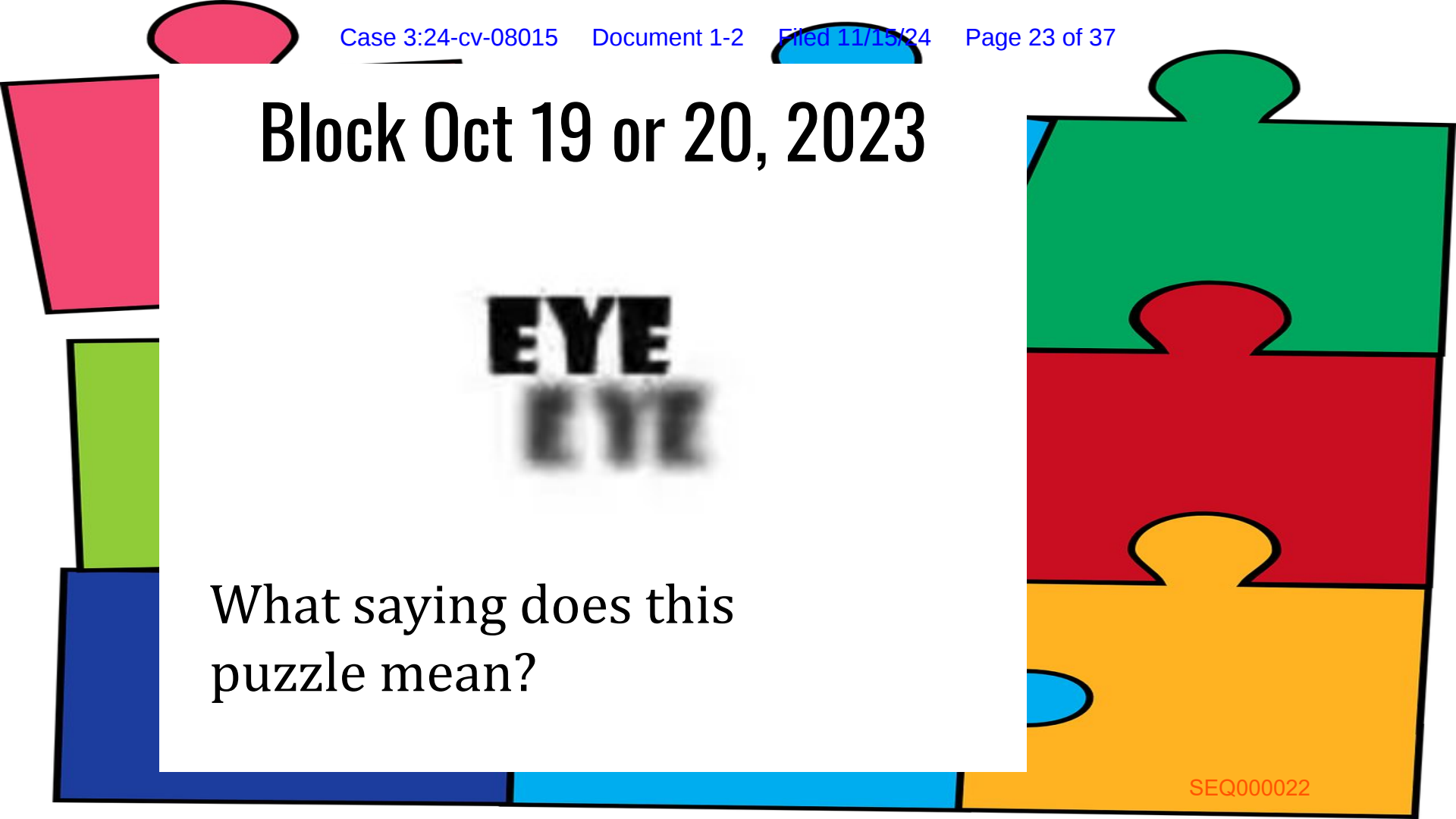
To retake this part of the test:

- Make an appointment for Friday's Flex time.
- You are responsible for the coming.
- I will not be making appointments for you

a=_____ b=_____ c=_____ _____ partner initials	a=_____ b=_____ c=_____ d=_____ d=_____ _____ partner initials



SEQ000020



Block Oct 19 or 20, 2023

EYE
EYE

What saying does this
puzzle mean?

SEQ000022

Agenda

1. Angle Chase
 2. CW - Proofs (pg. 4)
 3. Notes - pg.27 & 28
 4. Unit 2 Quiz
- Break-
5. Slope Practice

Learning objectives:

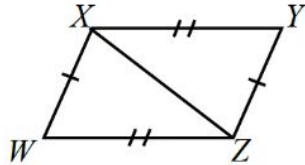
- I can identify if triangles are congruent by SSS, SAS, AAS, or ASA.

Vocabulary

- SSS
- SAS
- ASA
- AAS

Complete page 4 of the Intro go proof classwork

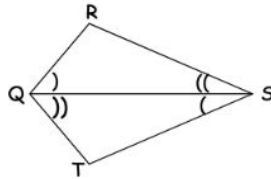
Each pair of triangles are congruent -Write a congruence statement AND determine why they are congruent.



Δ _____ $\cong$ Δ _____ by

☐ SSS ☐ SAS

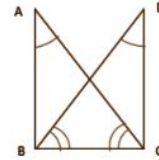
☐ AAS ☐ ASA



Δ _____ $\cong$ Δ _____ by

☐ SSS ☐ SAS

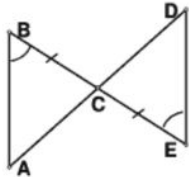
☐ AAS ☐ ASA



Δ _____ $\cong$ Δ _____ by

☐ SSS ☐ SAS

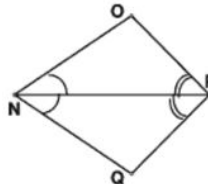
☐ AAS ☐ ASA



Δ _____ $\cong$ Δ _____ by

☐ SSS ☐ SAS

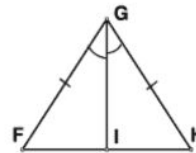
☐ AAS ☐ ASA



Δ _____ $\cong$ Δ _____ by

☐ SSS ☐ SAS

☐ AAS ☐ ASA



Δ _____ $\cong$ Δ _____ by

☐ SSS ☐ SAS

☐ AAS ☐ ASA

05:00

SEQ000024

Logic - and evidence/reasoning for making conclusions.



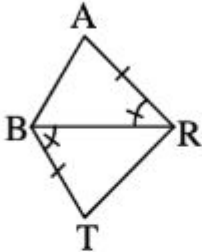
Why logic matters and using reasons to be the basis for conclusions?

Teacher comments to class: Look at the change in the headlines over the period of 24 hours. While you may not need to prove triangles in life, we study it to understand how we need to make statements and reasons to lead to conclusions.



SEQ000025

Notes - pg. 27 & 28

Things to look for to prove triangles are congruent												
Shared sides (or angles, which are rare)	 Prove $\triangle BAR \cong \triangle RTB$	<table border="1"> <thead> <tr> <th>Statement</th> <th>Reason</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Statement	Reason								
Statement	Reason											
For Practice, complete proofs on Page 1 of Proof Packet												

- 1.) Turn in Quiz into the Basket
- 2.) Pick up **BLUE** slope practice and work on
- 3.) Then you can work on **HW Review Quiz-4**

<<time>>

5 minute break

*If you were **LATE** to
class - no break*

*If you are **LONGER**
than 5 minutes, no
bathroom privileges
for a week.*

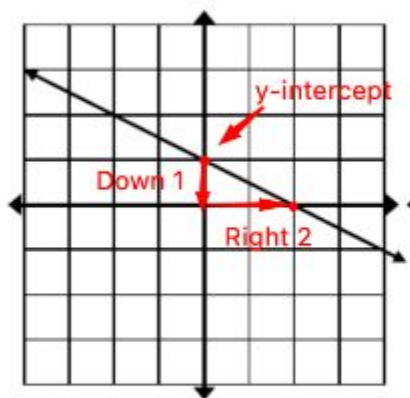


Determine SLOPE

Finding Slope

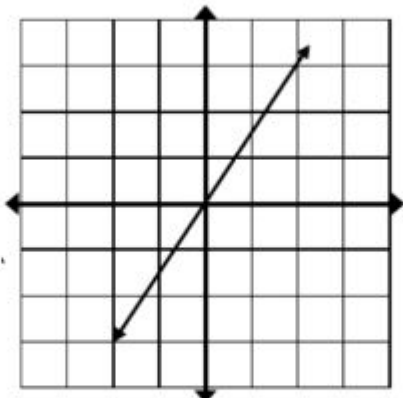
Name _____

Determine the slope and y-intercept for each graph



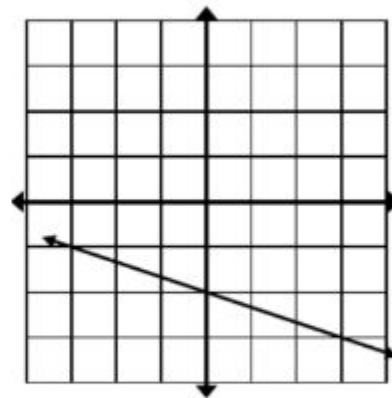
y-intercept = 1

$$\text{Slope} = \frac{\text{down } 1}{\text{right } 2} = -\frac{1}{2}$$



y-intercept = _____

Slope = _____



y-intercept = _____

Slope = _____

Case 3:24-cv-08015 Document 1-2 Filed 11/15/24 Page 31 of 37

Determining if triangles are congruent

CW Unit 2: Color Congruent Triangles

Name(s):

Per:

Directions: Color the triangle pairs or trios that are congruent THEN complete the congruence statement and by what reason (shortcut) they are congruent. You will need 4 colors

→ FIGURES ARE NOT DRAWN TO SCALE

→ There are 5 triangles that are NOT Congruent

	$\triangle A \cong \underline{\hspace{1cm}}$ by $\underline{\hspace{1cm}}$
	$\triangle B \cong \underline{\hspace{1cm}} \cong \underline{\hspace{1cm}}$ by $\underline{\hspace{1cm}}$
	$\triangle C \cong \underline{\hspace{1cm}}$ by $\underline{\hspace{1cm}}$
	$\triangle D \cong \underline{\hspace{1cm}} \cong \underline{\hspace{1cm}}$ by $\underline{\hspace{1cm}}$

5 triangles which are not congruent to the others. LIST the triangles.

Apply the importance of a congruence statement letter order

Given $\triangle ABC \cong \triangle DEF$, which statement is NOT true?

- ☐ $AB \cong DE$
- ☐ perimeter of $\triangle ABC$ = perimeter of $\triangle DEF$
- ☐ $BC \cong DF$
- ☐ $m\angle C = m\angle F$
- ☐ area of $\triangle ABC$ = area of $\triangle DEF$

Given three measurements (length), which set would make a triangle with the largest **PERIMETER**?

Triangle 1:

15 cm, 7.7 cm & 5.8 cm

Triangle 2:

13 cm, 5.8 cm & 5.8 cm

Triangle 3:

10.8 cm, 9.4 cm, & 5.8 cm

Put you and
your partners
answer on a
post note and
stick it to the
front board
(Geometry side)

Hypothesize your answer to each and we will come back to these and see if we are correct.

Using the given measurements for the length of the different triangles - build your triangles.

Triangle 1:

15 cm, 7.7 cm & 5.8 cm

Blue 13 centimeters

Yellow 10.8 cm

Purple 7.7

Red 15 cm

Green 9.4

Orange 5.8

Triangle 2:

13 cm, 5.8 cm & 5.8 cm

Triangle 3:

10.8 cm, 9.4 cm, & 5.8 cm

Did you post the correct answer?

What to do when done

- 1) Turn in “CW Unit 2: Sorting Congruent Triangles” to basket
 - a) Make sure YOUR NAME and your PARTNER’s NAME is on it
- 2) Work on your HW for tonight (on paper and upload to canvas when done:

Homework	
	HW23 Unit 1 Checklist (Weeks 4-7 CLOSE 10/4) Oct 4 18 pts
	HW24 Review Quiz-2 Oct 7 14 pts
	HW25 Unit 2 Lesson 1: Corresponding Parts Oct 10 0 pts

Naguib Mahfouz Nobel Prize Acceptance Speech (1988)

Ladies and Gentlemen,

To begin with I would like to thank the Swedish Academy and its Nobel committee for taking notice of my long and perseverant endeavours, and I would like you to accept my talk with tolerance. For it comes in a language unknown to many of you. But it is the real winner of the prize. It is, therefore, meant that its melodies should float for the first time into your oasis of culture and civilization. I have great hopes that this will not be the last time either, and that literary writers of my nation will have the pleasure to sit with full merit amongst your international writers who have spread the fragrance of joy and wisdom in this grief-ridden world of ours. [...]

I am the son of two civilizations that at a certain age in history have formed a happy marriage. The first of these, seven thousand years old, is the Pharaonic civilization; the second, one thousand four hundred years old, is the Islamic one. [...]

You may be wondering: This man coming from the third world, how did he find the peace of mind to write stories? You are perfectly right. I come from a world labouring under the burden of debts whose paying back exposes it to starvation or very close to it. Some of its people perish in Asia from floods, others do so in Africa from famine. In South Africa millions have been undone with rejection and with deprivation of all human rights in the age of human rights, as though they were not counted among humans. In the West Bank and Gaza there are people who are lost in spite of the fact that they are living on their own land; land of their fathers, grandfathers and great grandfathers. [...] Surrounding them are 150 million Arabs following what is happening in anger and grief. This threatens the area with a disaster if it is not saved by the wisdom of those desirous of a just and comprehensive peace.

Yes, how did the man coming from the Third World find the peace of mind to write stories? Fortunately, art is generous and sympathetic. In the same way that it dwells with the happy ones it does not desert the wretched. It offers both alike the convenient means for expressing what swells up in their bosom.

In this decisive moment in the history of civilization it is inconceivable and unacceptable that the moans of Mankind should die out in the void. There is no doubt that Mankind has at last come of age, and our era carries the expectations of *entente*¹ between the Super Powers. The human mind now assumes the task of eliminating all causes of destruction and annihilation. And just as scientists exert themselves to cleanse the environment of industrial pollution, intellectuals ought to exert themselves to cleanse humanity of moral pollution. It is both our right and duty to demand of the big leaders in the countries of civilization as well as their economists to affect a real leap that would place them into the focus of the age.

¹ *Entente*: a friendly understanding or informal alliance between states or factions

In the olden times every leader worked for the good of his own nation alone. The others were considered adversaries, or subjects of exploitation. There was no regard to any value but that of superiority and personal glory. For the sake of this, many morals, ideals and values were wasted; many unethical means were justified; many uncounted souls were made to perish. Lies, deceit, treachery, cruelty reigned as the signs of sagacity² and the proof of greatness. Today, this view needs to be changed from its very source. Today, the greatness of a civilized leader ought to be measured by the universality of his vision and his sense of responsibility towards all humankind. The developed world and the Third World are but one family. Each human being bears responsibility towards it by the degree of what he has obtained of knowledge, wisdom, and civilization. I would not be exceeding the limits of my duty if I told them in the name of the Third World: Be not spectators to our miseries. You have to play therein a noble role befitting your status. From your position of superiority you are responsible for any misdirection of animal, or plant, to say nothing of Man, in any of the four corners of the world. We have had enough of words. Now is the time for action. [...] We are in the age of leaders responsible for the whole globe. Save the enslaved in the African south! Save the famished in Africa! Save the Palestinians from the bullets and the torture! Nay, save the Israelis from profaning their great spiritual heritage! Save the ones in debt from the rigid laws of economy! Draw their attention to the fact that their responsibility to Mankind should precede their commitment to the laws of a science that Time has perhaps overtaken.

In spite of all what goes on around us I am committed to optimism until the end. [...] Good is achieving victory every day. It may even be that Evil is weaker than we imagine. In front of us is an indelible³ proof: were it not for the fact that victory is always on the side of Good, hordes of wandering humans would not have been able in the face of beasts and insects, natural disasters, fear and egotism, to grow and multiply. They would not have been able to form nations, to excel in creativeness and invention, to conquer outer space, and to declare Human Rights. The truth of the matter is that Evil is a loud and boisterous debaucherer⁴, and that Man remembers what hurts more than what pleases. Our great poet Abul-'Alaa' Al-Ma'ari was right when he said:

"A grief at the hour of death
Is more than a hundred-fold
Joy at the hour of birth."

I finally reiterate my thanks and ask your forgiveness.

What does Mahfouz seem to value? How does he communicate these values?

What is his message to his Western audience?

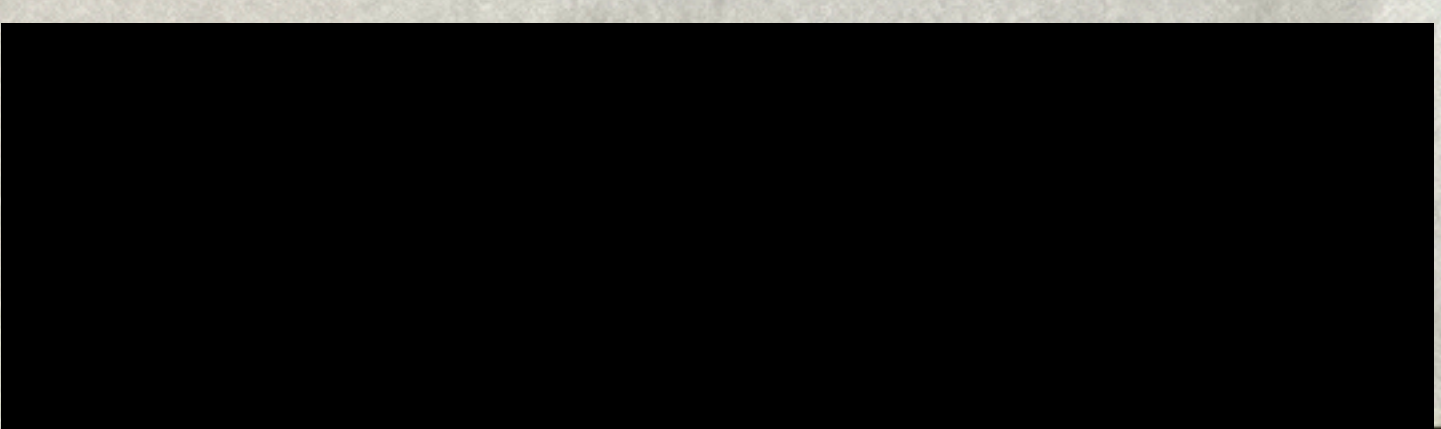
² Sagacity: the quality of being wise or intelligent

³ Indelible: not able to be forgotten or removed

⁴ Debaucherer: someone who overly indulges in sensual pleasures

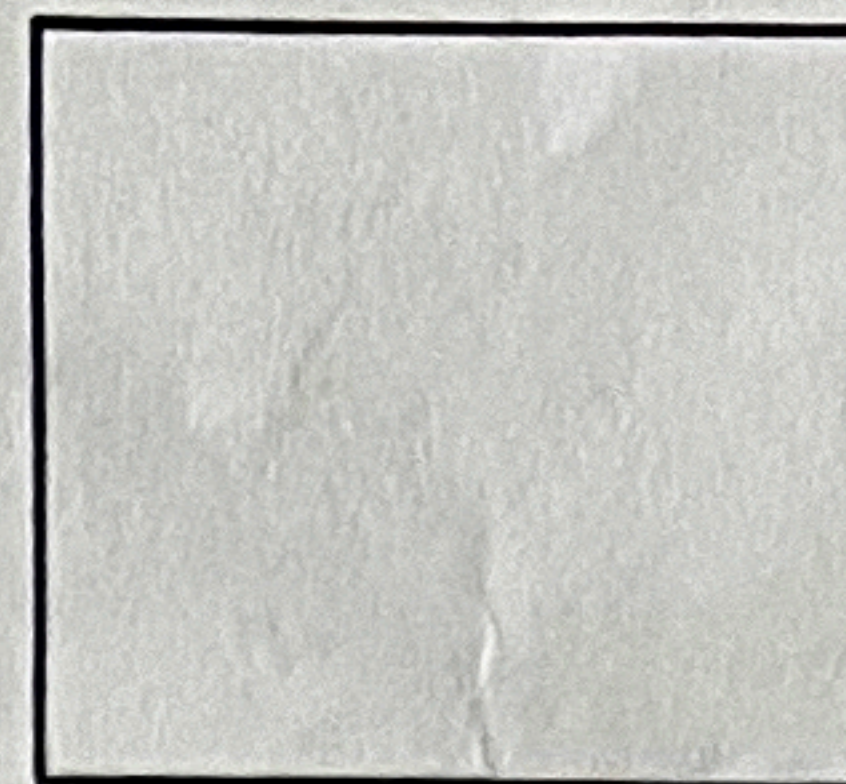
EXHIBIT 3

Name



Period

2nd 18/20



Israel – Palestine Conflict Vocabulary Quiz

Write the letter of the matching definition in the blank.

1. P Palestine

2. H Zionism

3. D anti-semitism

4. I checkpoint

5. Q the Holocaust

6. A the Nakba

7. N refugee camp

8. E intifada

9. G the Occupied Territories

10. C the Gaza Strip

A. The Arabic word for catastrophe. For Palestinians, this word describes when more than 700,000 Palestinians fled or were expelled from their homes in the 1948 war that followed the formation of the state of Israel.

B. This structure, built by the Israeli government, divides Palestinian land in the West Bank and Jerusalem from Israeli land and is illegal according to international law

~~C.~~ The areas of Palestine that have been taken over and controlled by Israel since the 1967 War

D. Anti- Jewish racism

E. This is the Arabic word for uprising.

F. The language spoken by the majority of Israelis

G. The takeover of land by force by Jewish Israeli citizens in the Occupied Territories with Israeli government support. This takeover of Palestinian land is not legal, according to the United Nations.

H. The political movement of the Jewish diaspora to create a new Jewish state in the holy land

I. The crossings where the Israeli Defense Forces regulate who goes in and out of the Occupied Territories. Israeli citizens can generally cross freely, while Palestinians must show IDs and submit to searches

11. L diaspora

12. C settlement

13. K the West Bank

14. F Hebrew

15. T apartheid

16. M Israel

17. R islamophobia

18. B separation wall

19. J Fatah

20. S Hamas

J. This is one Palestinian political party which is more willing to compromise with Israel.

K. This is one part of Palestinian land that is now known as one part of the Occupied Territories. It lies on Western shore of the Jordan River.

L. This is the word given to a people that have been scattered from their homeland, usually by force.

M. The name for the Jewish country that includes the holy land. The United Nations established this country in 1947.

N. The areas where Palestinians fleeing from the 1948 war were obligated to live on an emergency basis – these areas ended up becoming permanent with very high poverty rates

O. This is one part of Palestinian land that is now known as one part of the Occupied Territories. It is a narrow bit of land that lies on the coast of the Mediterranean Sea.

P. The name given to the Arab lands that include the holy land. The United Nations established this land as a country in 1947. All of these lands are currently occupied by Israel.

Q. The genocide that occurred in Europe during World War II that resulted in the murder of over 6 million Jews by the Nazis

R. Anti-Muslim discrimination and racism

S. This is one Palestinian political party which is continuing to fight against Israel.

T. This word comes from the Dutch colonizers in South Africa and means “separateness” in Dutch. The word was used to describe the system of racism and racial separation between White South Africans and Black South Africans.

EXHIBIT 4

Name _____

Period Ink

78/100

World History Final Exam Semester 1 2023

Answer each question with a minimum of 3 sentences and a maximum of 5 sentences. Make sure you answer all of the different parts of each question.

1. Using the Global Data Statistics (Life Expectancy, Adult Literacy, Population Growth Rate, GDP per capita), give a definition for developed countries. Give an example of a developed country. Again using the Global Data Statistics, give a definition for developing countries. Give an example of a developing country. What are the historical reasons why we have rich countries and poor countries in the world today?

A developed country is a country that has a high life expectancy rate, high adult literacy rate, low population growth rate, and a high GDP. An example of a developed country is America. An example of a developing country is Afghanistan, meaning a country that has a low life expectancy, adult literacy, high population growth rate, and a low GDP. The reasons why some countries are richer are due to Geography, which impacts amount of food and crops.

2. How did the Spanish conquer the Aztec Empire? Give as much detail as possible.

~~no this history is the conquest of the Aztec Empire~~
The Spanish surprise attacked them. They gave the Aztecs one chance to convert to Catholicism, and when the Aztec leader refused, they went on horses and killed the majority of the Aztecs. Then, they captured the Aztec leader and told him that if he orders the rest of his people to melt all of their gold and give it to the Spanish, he will be freed. After the gold was melted, the Spanish killed the leader.

3. What is colonialism? Who was colonized? Who did the colonizing? How did colonialism change the world?

Colonialism is a system where one country maintains military control over overseas lands. An example of a colonized country is America, which was colonized by European explorers who colonized the Native Americans (Arawaks). Colonialism changed the world by resulting in many countries coming to existence through colonizing others.

the Aztecs were enslaved.

61

4. What does Eduardo Galeano mean when he says, "Latin America is the region of open veins"? Explain how Galeano describes the position of Latin America in the development of worldwide industrialization and capitalism. What is neo-colonialism? Which country today directs the neo-colonial control over Latin America, according to Galeano?

10 Galeano Means that Latin America is still healing from being colonized. He states that Latin America is existing at the service of others' needs, meaning that Latin America is not profiting much from how much is being extracted from their lands. Neo-colonialism means "New Colonialism", the colonialism that is extracting wealth in recent years. According to Galeano, the country that is directing most of the control over Latin America is the United States.

5. Use your *Guns, Germs and Steel Part 1 The Haves and Have Nots* Cornell Notes to help you answer this question. Many historians (including many European colonizers themselves) have maintained a racist understanding of the reasons for colonization. These racist accounts of the colonization of Latin America, Africa, Asia and Polynesia by Europeans usually include the racist ideas that Europeans are superior to non-Europeans and that non-Europeans are inferior to Europeans. These racist ideas frequently lead to the false idea that European colonization was a "natural" or inevitable outcome and that European colonization of the world was conducted to "help" the non-Europeans. Explain Jared Diamond's hypothesis in *Guns, Germs and Steel Part 1* about why some societies developed so much material wealth and other societies didn't. Does Jared Diamond's hypothesis support the racist accounts of colonization or does it provide a counternarrative in opposition to the racist accounts of colonization? Give evidence to support your claim.

Jared Diamond's hypothesis provides a counternarrative to the racist stereotypes against non-Europeans. Diamond does this by stating that the reason why some non-European countries aren't as advanced is due to Geography and the non-European countries "Not having the luck to certain crops that grow in your area."

44

= 5x

6. What are the beliefs and practices of Islam? How is Islam similar to Judaism and Christianity? Give at least 3 detailed and non-superficial ways that Islam is similar to Judaism and Christianity.

Muslims believe in God named "Allah", whom they pray to multiple times a day. They also believe that if you don't follow God's words, you will go to hell, but if you do, you will be rewarded with paradise. The Muslims follow a holy book called the Koran, as well as the Five Pillars of Islam. Islam, Judaism, and Christianity all follow a sacred book written ^{not all} thousands of years ago as well as believing in only one God and believing in an afterlife.

7. Where is Malala Yousafzai from? What happened to her? What did she say about Islam in her Nobel Peace Prize acceptance speech? About which issue does she speak out publicly and how is this issue connected to her understanding of Islam?

10 Malala is from Pakistan. She was targeted for speaking out against the Taliban and how there is not enough education for girls, and as a result, was shot by the Taliban. Malala said that terrorists were misusing the name of Islam. She spoke out about how children are being forced into labor & denied an education. This connects to her understanding of Islam by valuing the

8. What were the events that led to the formation of the state of Israel, the Nakba, and the beginning of the conflict between Israel and Palestine? Explain in your opinion how much responsibility European colonial powers and specifically the United Kingdom have for causing this conflict.

8 The holocaust was a major event that led to the formation of the state Israel. The Nakba occurred after Jews came to Israel & War started between the two. I believe that United Kingdom has a good amount of responsibility. I feel like the UK could have done more to ensure that there would not be a war.

9. Describe the Occupied Territories, who is occupying these territories and who is living under this occupation. Describe what life is like for the people living under occupation, giving at least 3 specific examples.

The occupied Territories are the areas of Palestine that have been taken over by Israel in which Palestinians live in. For the people living under occupation, they live in poverty (Sonabel from Promises), live 'around' walls, & do not have much freedom to go in and out of the checkpoints.

10. What is the separation wall? Why did the Israeli government build the separation wall? How does the separation wall affect the lives of Palestinians? What did the International Court of Justice say about the separation wall? How did the Israeli government respond to the International Court of Justice's decision?

10 The separation wall is a 439 mile long wall that separates Israel & Palestine. The wall was built to ensure safety for the Israelis against terrorist attacks. The separation wall makes it hard for Palestinians to go places like work & the hospital. The International Court of Justice did not agree with the separation wall, but Israel did not comply with their rulings.

EXHIBIT 5



Sequoia Union High School District
Uniform Complaint Procedures
COMPLAINT FORM

I. Your Contact Information

Last Name: Kasle First Name: Sam

Address: [REDACTED] Apt. #:

City: [REDACTED] State: [REDACTED] Zip: [REDACTED]

Home Phone: [REDACTED] Work or Cell Phone: [REDACTED]

Email: [REDACTED]

II. Complainant

You are filing this complaint on behalf of: [REDACTED] Kasle and Family

☒ Parent/Guardian ☐ Pupil ☐ Witness to the Incident ☐ Other:

III. School Information

School Name: Woodside High School

Grade: 10 Principal: Karen Van Putten

IV. Basis of the Complaint

A. District violation of state or federal law or regulations/policies governing:

- | | |
|---|---|
| ☐ Accommodations for Pregnant and Parenting Pupils | ☐ Every Student Succeeds Act / No Child Left Behind (Titles I–VII) |
| ☐ Adult Education | ☐ Local Control and Accountability Plans (LCAP) |
| ☐ After School Education and Safety | ☐ Migrant Education |
| ☐ Agricultural Career Technical Education | ☐ Physical Education Instructional Minutes |
| ☐ Career Technical and Technical Education; Career Technical; Technical Training (State) | ☐ Pupil Fees |
| ☐ Career Technical Education (Federal) | ☐ Reasonable Accommodations to a Lactating Pupil |
| ☐ Child Care and Development | ☐ Regional Occupational Centers and Programs |
| ☐ Compensatory Education | ☐ School Plans For Student Achievement |
| ☐ Course Periods without Educational Content | ☐ School Safety Plans |
| ☐ Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families | ☐ School Site Councils |
| | ☐ State Preschool |
| | ☐ State Preschool Health And Safety Issues In LEAs Exempt From Licensing |

B. Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual or perceived characteristics of the following:

- ☐ Age (age 40+ in employment)
 - ☐ Ancestry
 - ☐ Breastfeeding Students
 - ☐ Color
 - ☐ Physical or Mental Disability
 - ☐ Ethnic Group Identification
 - ☐ Gender Expression
 - ☐ Gender Identity
 - ☐ Gender
 - ☐ Genetic Information
 - ☐ Marital or Parental Status
 - ☐ Nationality
 - ☐ National Origin
 - ☐ Race or Ethnicity
 - ☐ Religion
 - ☐ Sex
 - ☐ Sexual Harassment (Title IX)
 - ☐ Sexual Orientation
 - ☐ Association with any of these actual or perceived characteristics

C. Allegations of noncompliance of the following:

- ☐ Student bullying that is not based on the above listed protected classes
- ☐ Retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to the uniform complaint procedures

D. Expulsion Appeal:

- ☐ If you are appealing an expulsion, list the date of the District's decision to expel: _____
(Please attach all District expulsion documentation to your complaint)

V. Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please **describe** the type of incident(s) you experienced that led to this complaint, in as much detail as possible, including all dates and times when the incident(s) occurred or when the allege acts first came to your attention and location(s) where the incident(s) occurred:

Please see attached documents.

[illegible]

List the **individuals** involved in the incident(s) complained of:
Please see attached documents.

List any **witnesses** to the incident(s):
Please see attached documents.

What steps, if any, have you taken to resolve this issue before filing a complaint?
Please see attached documents.

I understand that the District will maintain the confidentiality of this information, to the extent provided by law or the applicable collective bargaining agreement; that I will be protected from retaliation for filing this complaint; that the District may request further information about this matter; and if such information is available, I agree to present it upon request.

I understand that with the exception of pupil fee complaints, which may be filed within one (1) year of the alleged violation, all other complaints must be filed within six (6) months of the alleged occurrence. Pupil fees and LCAP complaints may be filed anonymously.

I believe that the forgoing is true and correct.

Note: I understand that if I file a complaint right before Thanksgiving Recess, Winter Recess, Spring Recess or Summer Recess, that school staff will be on vacation and it will take longer to investigate; and I agree to extend the timeline for responding to my complaint by the number of days schools are closed. Initials SK

Signature of Person Filing Complaint

2/1/2024

Date

Please submit this complaint to:

Assistant Superintendent of Human Resources
Human Resources Department
480 James Avenue
Redwood City, CA 94062

Faculty Complaint

█████ Kastle was a tenth grade student at Woodside High School in the beginning of the 2023-2024 academic year. █████'s World History teacher, Greg Gruszynski, wore a "Bike for Palestine" t-shirt on one of the first days of school, hung a "Free Palestine" poster on the wall, and introduced the topic of the Hamas-Israel conflict the week of October 7, 2023, by stating, "I want to talk about something happening now that is bad. He then wrote on the board, "Israel's Attack on Gaza," and began describing Israel's Defense Forces' military attack against Hamas in Gaza. █████ knew what was happening in the Middle East as she is Jewish—in fact, she was the only engaged Jewish student in that 10th grade World History class—and she and her family had been paying close attention to what was happening in the Middle East since early Saturday morning, October 7. █████ was frustrated because she knew the teacher was inaccurately presenting the conflict, in fact, he didn't even mention the October 7 Hamas massacre of approximately 1200 Israelis. She finally raised her hand and asked, "Who attacked first?" And though Mr. Gruszynski admitted that it was Hamas, throughout the time that he taught this topic he constantly downplayed any culpability by Hamas and either ignored or downplayed any efforts on the part of Israel to solely focus on eradicating the terrorist organization, Hamas, as well as the return of the hostages taken on Oct 7th and instead presented Israel's self-defensive actions as wanton violence and the intentional targeting of Palestinian civilians.

Mr. Gruszynski repeated, as if fact, claims that Israel caused the Gaza Strip to exist as an "open air prison that Israel controls," and showed multiple videos, all from NPR's "Democracy Now" show which is notoriously anti-Israel. Once, in early December, Mr. Gruszynski began his discussion of "Israel-Palestine" with the comment, "█████ is someone who doesn't think Israel is an Apartheid state," with an intonation that made it clear such a position is ridiculous, and continued with, "maybe now others will think differently," meaning it was his intention to show the rest of the students in the class that █████ is wrong. █████ was humiliated by Mr. Gruszynski's ridiculing of her position, and she was also mortified that the teacher was describing her people as monsters. But even the most violent acts of Hamas were never criticized by this teacher. In fact, Mr. Gruszynski told the class that the U.S. and Israel labeled Hamas as a terrorist

organization, but, he asked out loud, “how different is Israel from Hamas?” Mr. Gruszynski described Hamas, rather, as a “political party that fights against Israel.” He also taught this 10th grade World History class that Palestine is a state founded and recognized by the United Nations in 1947, which is patently false.

The Israeli checkpoints set up at border crossings were described by Mr. Gruszynski to his 10th grade class as tools solely to humiliate the Palestinians. When [REDACTED] raised her hand and asked isn’t it the case that the checkpoints are there because of terrorism? Mr. Gruszynski’s response was “that’s the reason they [Israelis] give.” [REDACTED] continued trying occasionally to point out when Mr. Gruszynski stated inaccuracies, but she eventually gave up as she had the feeling that the teacher was enjoying the game of his words taunting her and her efforts to help fairly educate the other students; with such a power differential, however, [REDACTED] found nothing funny or engaging about it.

The instructional materials gathered and distributed to [REDACTED]’s 10th grade World History class repeatedly asserted that the Palestinians—not the Jews—are indigenous to the land of Israel, despite historical, archeological and genetic proof to the contrary.

When [REDACTED] would complain about Mr. Gruszynski’s bias against the Jewish State, he often responded that “he used to teach Jews in New York,” as if that made it okay for him to be antisemitic.

The only videos Mr. Gruszynski used in the class (aside from the antiquated “Promises” movie that was released 23 years ago in 2001 - three years before Israel left Gaza and four years before Hamas was voted in by the Palestinian people to lead their government) on the “Israel-Palestine” unit were four or more videos from Democracy Now. There was never any effort to do anything but prove, through the materials Mr. Gruszynski handed out in class or through his oral presentations, that Israel was always in the wrong. [REDACTED] is convinced that anyone who didn’t know much about what is actually happening in the Middle East and only

learned about it from Mr. Gruszynski's class would come away from the class not with a balanced or nuanced perspective, but with absolute certainty that Israel is evil and while unstated that Jews themselves are evil.

Due to the environment at Woodside during this time and from past anti-semitic experiences at Woodside, both [REDACTED] and her older sister [REDACTED] (a Woodside senior) stopped wearing their always-present Star of David necklaces for fear of being singled out, harassed and even attacked.

There were three questions that dealt with the Israel-Palestine unit on the final exam for the semester. [REDACTED] knew that she had to write her answers to those questions the way Mr. Gruszynski wanted, which was to cast Israel as the wrongdoer. She said that if she were to write what she genuinely knew to be true Mr. Gruszynski would have failed her. In other words, that teacher forced a Jewish student to write bad things about Israel, and by extension her own people, in order to get a good grade.

Mr. Gruszynski's biased and discriminatory teaching violates numerous California Education Code policies including §§60045, 49091.12, 51500, 60045(a), 220.

EXHIBIT 6

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

This form is for use only by district employees, district residents, or parents/guardians of children enrolled in a district school to challenge the content or use of an instructional material. For complaints regarding sufficiency of instructional materials, please use the Williams Uniform Complaint Procedure complaint form.

Date: Today's date is 1/27/2024, but the first time I formally requested the materials was on 12/9/2023. I have made subsequent written requests since then.

Name of person filing complaint: Sam Kasle

Anonymous complaints will not be accepted (this is anything but anonymous).

Group.represented.(if any): Kasle Family and to some extent Jews and anyone who believes that the truth, as best we can manage, should be taught in schools in an unbiased manner; supporters of our civil rights. My daughter, [REDACTED], was in the class when the false and objectionable material was presented.

Phone: [REDACTED] texts preferred, but you can also call of course.

E-mail address, if any: [REDACTED]

Address: [REDACTED]

Material Being Challenged: The entirety of the multi-media materials and oral lessons Greg Gruszynski developed, curated, self-approved and presented to his 10th grade World History class in the fall of 2023 relating to Judaism, Christianity, Islam, the history of the Middle East and the current Hamas-Israeli war.

Title: Multiple and unknown

Author: Mostly unknown despite my repeated requests of and refusals by the teacher, Greg Gruszynski, who gathered and provided the objectionable material to his students, including my daughter. Both Mr. Gruszynski and the Woodside administration refused to provide the multimedia classroom materials and the **sources for that material, including** the oral teaching and discussion led by this teacher.

Publisher: Greg W, et al.

Date of Edition: Greg claims to have been doing this for 20 years (quote from recent school board meeting)... that's a lot of misinformation - assuming just one class a year, with 30 students, likely 600-1000 students have been exposed to this type of miseducation. The number is likely much higher as Greg teaches multiple classes and shares the material with other teachers. The true number could be easily and well north of 5,000 students and faculty.

Name of school/classroom material was used: another question that has been left unanswered by Mr. Gruszynski and the Woodside High School administration - I only have direct knowledge of the materials my daughter brought home and her recollections and descriptions of what was presented in school - but based on email exchanges this curriculum is being used by other teachers. Greg's class was World History 10th grade.

1. Please specifically state the nature of your concern or objection and identify your objection by page, tape sequence, video frame, or words, as appropriate. You may use additional pages if necessary.

Providing a detailed list of the inaccuracies is an abusive request and misunderstands or misrepresents the severity of the situation. For one, there are errors of OMISSION. Secondly, the materials contain AHISTORICAL, factually inaccurate material. There are errors of SCOPE as the lessons relate to the relevant state guidelines, there are errors of BIAS as revealed in the materials which I have from my daughter and which she directly experienced, as well as did the entire class of students. There were errors in APPROVAL & OVERSIGHT, and then of course there are the errors that this question specifically points to, but these are mere signposts of the outrageously flawed and biased material presented, not in and of themselves the core issue. In essence, if these factual inaccuracies were remedied, the material would still be defunct, the process uncorrected, and the behavior or the teacher and the administration unresolved:

Examples One through Five:

Vocab matching test.

Term: "Palestine"

Greg's answer: "The name given to the Arab lands that include the holy land. The United Nations established this land as a country in 1947. All of these lands are currently occupied by Israel."

#1 'Arab Lands' - historically loose at best and negates Jews as an indigenous people to Israel whose presence in the region is 3300 years old. Use of this term appears to be a way of associating the Palestinians to the land, despite the appearance of a people who began to be known as Palestinians did not appear for several thousand years after Jews inhabited the land, as revealed through archeology, history and literature. The effort to create the impression, that the Jews are usurpers and the Palestinians are the indigenous people in the

region was one of the underlying themes throughout the time Mr. Gruszynski taught this lesson, which is an affront both to me, my family and my people, but to history.

#2 UN est. as a country - Palestine is a UN recognized Observer, but so are NGOs; Palestine is not now and has never been a country or a separate sovereign entity. It was the term used to refer to the region in the Middle East following the collapse of the Ottoman Empire. In November, 2012 the UN granted Palestine non-member observer status.

#4 currently occupied by Israel - Article 42 of the Hague Regulations of 1907, states “Territory is considered occupied when it is actually placed under the authority of a hostile army.” Whoa... this negates Israel as a sovereign country; its rewrites the history (including the Six-Day War) from a defensive action to an offensive action; continues the libel of “IOF”, where anti-Israeli propagandists call the Israeli Defense Force, the Israeli Occupation Force. Please google “denialism” as a common tactic of anti-semites - from Holocaust denial to Oct 7th denial, to the denial that Jesus was a Jew. And I want to say clearly, the denialism throughout the material and how it was taught is/was problematic.

#5 These “facts” were tested. A teacher tests material that is core to the section that needs to be remembered - “if you remember just one thing from my class...” This demonstrated FOCUSED INTENT as Greg curated or created these materials without reference to recognized historical documents or sources and then used the material he selected—with great bias aforethought—which was then the basis upon which he graded his exams and quizzes.

Throughout my repeated requests for the material used in this class I have repeatedly been told that we have received “75%” of the material in Greg’s possession for my daughter’s 10th Grade World History class. But the material we do have is replete with omissions, inaccuracies and bias.

Example 6 & 7:

“Introduction About Christianity” handout

First page, second paragraph, third sentence.

“During his life he [Jesus] traveled around northern Palestine...”

#6 The land at the time was known as Judea - OMISSION & INACCURACY

#7 Palestine was not a written word, a historical word until at least 70 AD. After Jesus’ death. Just as the Native Americans didn’t walk around what they called New York or California in the 1300’s. Dangerous reimagining of our collective past.

2. Did you read/view the entire selection? I have, and my friends & family have, and a scholar on the subject has multiple times.

3. For what age group would you recommend this material? None. I would not recommend ingesting arsenic to any age group.
4. If not, what percentage did you read/view, or what parts? 100% of the material provided; not all materials have been provided even after many many written and direct requests to Woodside administration and Greg.
5. What do you feel might be the result if a student reads/views this material? Basic misunderstanding of recorded history and most insidiously anti-semitic beliefs and views.
6. What would you like the school to do about this material?

☐ Do not assign it to my child

☒ **YES Withdraw it from all students and faculty immediately until resolved - this request was made nearly two months ago. Alert the parents and students and faculty impacted by this material. Then let's find a path forward to remediate the damage done, to improve the approval and oversight process, and to limit Greg's ability to inflict harm in the future (intent is sometimes not relevant). I must make clear that not only was my daughter—the only Jewish student in the class—harmed by the teacher's insistence on teaching high school students false and dangerously biased material, but every other student was also harmed by the infliction of antisemitic material presented as truth and so contributing to their development of an antipathy towards Jews and the Jewish state.**

☐ Reconsider it

There is nothing inherently wrong with teaching Middle-Eastern history or bringing in current events to show how history is being made today and how the past impacts our present. I'm taking a hard line when students are taught in the biased manner Greg has demonstrated (hanging a "Free Palestine" poster in his classroom, wearing Pro-Palestinian t-shirt while teaaching... how do you spell "blatant"?), how the material was created and self approved, the lack of oversight by administration, the lack of response by administration, the scope of the material (6-7 sessions were focused on this section which means the students had reduced access to state mandated material), and the repeated refusal by both the teacher and the teacher's supervisors to provide me with the material I did not yet have or any of the sources for the material that was used in class despite my repeated requests.

Signature of complainant

For District Use:

Request received by:

Date: Title:

Action taken: Date:

EXHIBIT 7



Sam Kasle [REDACTED]

Re: Findings Letter

1 message

Sam Kasle [REDACTED]

Thu, Mar 7, 2024 at 2:08 PM

To: Charles Velschow [REDACTED]

Cc: andrea kasle [REDACTED]

Thanks Chuck. This appears to deal with the second complaint, what's the timing on the first?

Sam

On Mar 7, 2024, at 1:00 PM, Charles Velschow [REDACTED] wrote:

Sam and Andrea -

Attached is the findings letter regarding your complaint against Greg Gruszynski, along with the BP/ARs 1312.1. A hard copy will be mailed to your home address today.

This concludes the school's role in this complaint - any appeal process will go through the superintendent's office.

--



Chuck Velschow (him/he/el)
Administrative Vice Principal
(Last names 'A-L')
(650) 367-9750 x40030

<Regulation 1312.1 Complaints Concerning District Employees.pdf>
<Findings Letter Kasle Complaint 3-7-24.pdf>

Woodside High School		BOARD OF TRUSTEES Carrie Du Bois Richard Ginn Amy Koo Sathvik Nori Shawneece Stevenson
199 CHURCHILL AVENUE WOODSIDE, CA 94062-1152 <i>Karen van Putten, Principal</i>	(650) 367-9750	SUPERINTENDENT Crystal Leach

March 5, 2024

Delivered via Email ([REDACTED])
Sam and Andrea Kasle
[REDACTED]

Re: Investigation Findings

Dear Mr. and Mrs. Kasle:

Woodside High School ("School") has completed its investigation into the Uniform Complaint Process written complaint that your family, ("Complainant") filed with Woodside High School on February 15, 2024 ("Complaint against faculty"). The Complaint brought concerns that a teacher, Greg Gruszynski ("Respondent"), was biased and discriminatory in his teachings on the Middle East, specifically related to Israel and the current conflict between Israel and Hamas. Ultimately the lessons and instructional materials had a detrimental impact on your daughter, [REDACTED] Kasle, in the classroom. Prior to the complaint filed on February 15th, Sam Kasle completed a 'Request for Reconsideration of Instructional Materials' pertaining to the lessons and materials being used in Greg Gruszynski's class. The 'Findings' will address some of the concerns brought in the reconsideration of materials request, but not all of them. The entire Sequoia Union High School District has received a request for public records through a separate complaint. Teachers must provide all teaching materials to District counsel containing the terms "Zionism, Zionists, Israel, Israelis, Palestine, and/or Palestinians" that have been used in their classroom from September 1, 2023, to the present. That issue will be handled through the Superintendent's Office.

The Complaint was investigated by Chuck Velschow, Administrative Vice-Principal, under District Board Policy ("BP") and Administrative Regulation ("AR") 1312.1 (Complaint of School Employee). Copies of BP/AR 1312.1 are enclosed for your reference.

As part of the investigation, Mr. Velschow interviewed six student witnesses and one staff member. Further, corroborating evidence and, where necessary, witness credibility was also considered. Relevant evidence was evaluated under a preponderance of the evidence standard in order to determine whether, based on the totality of the evidence, there was sufficient evidence to sustain the allegations. "Preponderance of the evidence" means that the evidence on one side

outweighs, or is more than, the evidence on the other side. Following a thorough analysis of the evidence, findings of fact and conclusions of law were made, as are set forth below.

Findings of Fact

At the conclusion of the investigation, the following factual findings were made:

Substantiated in Part

After the Israeli invasion of the Gaza Strip, Mr. Gruszynski's World History class discussed the invasion as part of its current events component of the class (on or around October 31, 2023). This discussion was largely dominated by a conversation between Mr. Gruszynski ("Respondent") and [REDACTED] ("Complainant"). The conversation between Mr. Gruszynski and [REDACTED] was very civil, but student witnesses reported that Mr. Gruszynski was "pro-Palestinian" and the student "pro-Israel", and Mr. Gruszynski's position was further buttressed by a 'Free-Palestine' bumper sticker on his wall, which student witnesses noticed or was possibly referenced by Mr. Gruszynski. The full context of the bumper sticker was not explained by Mr. Gruszynski, it was distributed at a fundraiser he had participated in for the organization called the Middle East Children's Alliance (MECA). This discussion between teacher and student went on for approximately 10 minutes, during the discussion [REDACTED] challenged Mr. Gruszynski on many of his assertions, for example (possibly in response to the number of Palestinian deaths being reported), [REDACTED] stated, "who attacked first?" Mr. Gruszynski reported that he allowed the discussion to go on longer than normal because he wanted [REDACTED] to provide her perspective. Mr. Gruszynski was very impressed with [REDACTED] and complimented her individually (not in front of the class) for both her knowledge of the topic and her strong articulation.

After this initial current events conversation, the class continued with its unit on Latin America and began a unit on the Middle East in mid-November. During the unit on the Middle East, Mr. Gruszynski brought forth classroom materials that provided a historical perspective on the Palestine-Israel Conflict, current topics related to the conflict in Gaza and its repercussions in the US (ex: resignations of college presidents), and readings on violence against Jews and Palestinians in the US, along with videos. Much of this material comes from the organization 'Democracy Now'; the "Complainant" alleges this material and the organization are "anti-Israel", Mr. Gruszynski stated they are a legitimate source because they do not allow any corporate funding. Mr. Gruszynski stated that it is not the teacher's role to support a country's foreign policy in any case. He further defined a teacher's obligation to present factual material, even if that includes counter-narrative material.

During Mr. Gruszynski's unit on the Middle East student witnesses reported that [REDACTED] was never discriminated against or called out in front of the class as being wrong. However, [REDACTED] told a classmate that she did not want to attend class or deal with Mr. Gruszynski because the classroom materials and topics related to Israel and Gaza were making her feel uncomfortable.

Mr. Gruszynski did not get this sense from [REDACTED]. In a few instances during the unit on the Middle East [REDACTED] positively participated and always seemed comfortable to raise her hand and express an opinion. She brought up the issue that Israel was "not an apartheid state", and challenged the definition of 'checkpoints' being presented in class. Mr. Gruszynski stated that he felt the relationship between him and [REDACTED] was a positive one. Near the end of the semester [REDACTED] asked Mr. Gruszynski if he was going to miss having her in class (she had found out her transfer to Sequoia had been approved), and he responded in the affirmative that he was disappointed she would no longer be a 'Wildcat'. He did not get any sense that the [REDACTED] had felt "browbeaten". The initial concern by the "Complainant" (specifically the father - Sam Kasle) was brought in an email the weekend of December 9th, 2023 to AVP Velschow. At that time the "Complainant" did not want Mr. Gruszynski to know his identity. Almost two weeks later the "Complainant" expressed a willingness to meet with Mr. Gruszynski, but the semester was nearly over, attempts for the two sides to meet in January disintegrated during email exchanges in which Mr. Gruszynski described the "Complainant" as becoming increasingly hostile.

Conclusion

The Respondent's actions were addressed with the school administration in accordance with District policies and procedures. Due to the laws pertaining to personnel files, additional information cannot be shared.

Parties should consider and accept the School's decision as final. However, you have the right to address the Superintendent or designee regarding the complaint. See the enclosed BP/AR for more information about this process.

Sincerely,



Chuck Velschow
Administrative Vice-Principal ('A-L')
Woodside High School

[REDACTED]
650-367-9750, ext: 40030

EXHIBIT 8

I.8 Dominant and Counter Narrative

Unit 1 – Ethnic Studies and Narrative

I.8 Warm Up

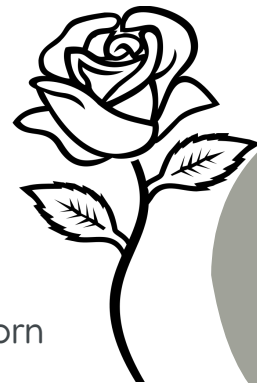
Turn and talk with your table group about the following questions. Be prepared to share with the whole class

What is one thing you heard in the news this week?

One thing I heard in the news this week was ...

What was a rose (highlight), bud (something you are looking forward to), and thorn (challenge) of this week?

This week my rose was when _____, something I'm looking forward to is _____, and a thorn would be _____.



I.8 Agenda

- Warm up / welcome / agenda / announcements
- Narrative definition
- Connect dominant and counter narratives to current events in Israel and Palestine
- Exit Ticket

Objective: Define narrative, dominant narrative, and counter narrative to help us describe the ongoing conflict in Israel and Palestine.

**WHAT DO YOU KNOW
ABOUT NARRATIVES AND
COUNTER-NARRATIVES?**

NARRATIVE

Definition: A story



DOMINANT NARRATIVE

Definition: an explanation or story that is told to benefit the dominant social group's interests and ideologies

Example: Pocahontas was a young woman who fell in love with an English explorer, John Smith.



COUNTER NARRATIVE

Definition: an explanation or story that is often untold or misrepresented

Example: Pocahontas (Matoaka) was an 11 year-old girl who was forced into a relationship with 28 year-old John Rolfe.



Name: _____
Period: _____

U.S. History

2.8: Israel and Palestine

Lesson Question:



Warmup: What do you know about Israel and Palestine?



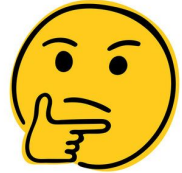
Notes:

- On October 7, 2023, people from a group from _____ named _____ attacked _____.
- They killed _____ people and injured _____ in Israel.
- Hamas attacked _____ and also _____.
- Civilians are _____.
- Israel declared a _____ on Oct. 7th, 2023.
- Israel and Palestine have been in conflict since _____.
- Israel is a country _____.
- The United Nations says _____.
- _____ of the population in Palestine are children.
- People of _____ have experienced more death and injury than people in _____.



Lesson question:

What is happening in Israel and Palestine and what are the dominant and counter narratives?



Content Warning:

Today we will talk about war and violence. Some people have experience war and violence so maybe this lesson will be hard for you. If you need a break let us know. If you want to talk to a counselor let us know. Take care of yourself.



Name: _____
 Period: _____

U.S. History

2.8: Israel and Palestine

Lesson Question:



Warmup: What do you know about Israel and Palestine?



Notes:

1. On October 7, 2023, people from a group from _____ named _____

attacked _____

2. They killed _____

3. Hamas a _____

4. Civilians _____

5. Israel de _____

6. Israel an _____

7. Israel is a _____

The United Nations says _____.

8. _____ of the population in Palestine are children.

9. People of _____ have experienced more death and injury than people in _____.



Warmup:



What do you know about Israel and Palestine?

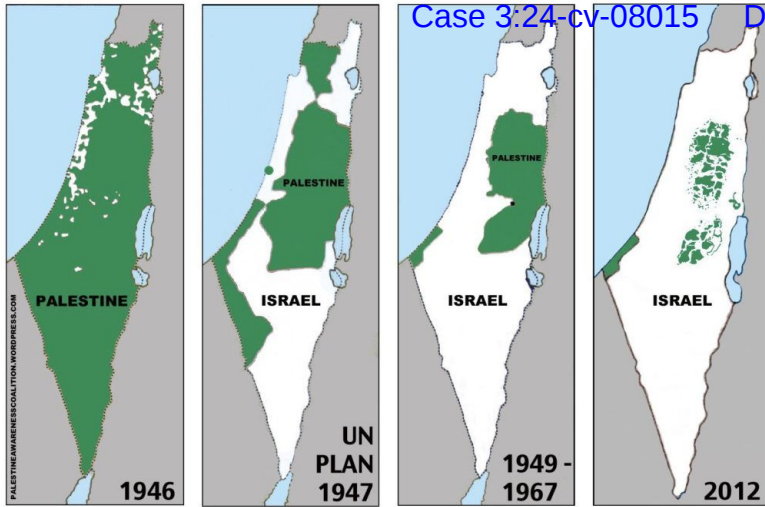


Notes:



1. On October 7, 2023, people from a group from **Gaza, Palestine** named **Hamas** attacked **Israel**.
2. They killed **1,300** people and injured **3,227** in Israel.
3. Hamas attacked **soldiers** and also **civilians**.
4. Civilians **are normal people (not soldiers or police)**
5. Israel declared a **war** on Oct. 7th, 2023.

Notes:



6. Israel and Palestine have been in conflict since **1947**.

7. Israel is a country **created on Palestinian land**. The United Nations says **this is illegal**.

8. **52%** of the population in Palestine are children.

The Human Cost Of The Israeli-Palestinian Conflict

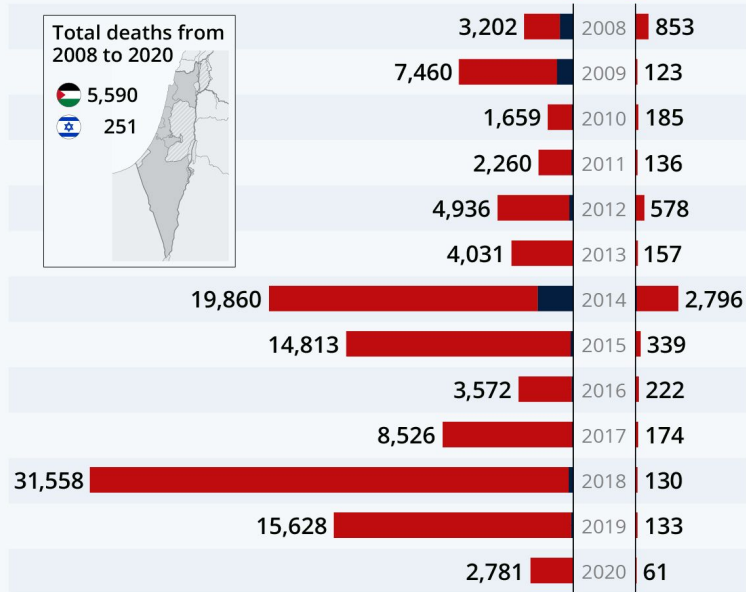
Israeli & Palestinian deaths/injuries documented by the UN

■ Deaths ■ Injuries

Palestinian Israeli

Total deaths from
2008 to 2020

5,590
251



Source: United Nations



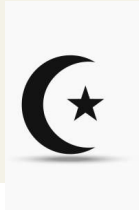
statista

Which side has experienced more death and injury?

9. People of Palestine have experienced more death and injury than people in Israel.



Before 1947:



Christian,
Muslim, and
Jewish people
lived in
Palestine.



1939-1945

During World War 2, Nazis killed Jewish people in Germany because of their religion. This is called the Holocaust.



1947 - Creation of Israel

Europe felt bad that Jewish people suffered so much and wanted to give them a safe home. They took land from Palestine to create the country of Israel for Jewish people.



1947

Jewish people from across the world moved to Israel.



1947 - Nakba

“Nakba” is the name for the day that Muslim and Christian people of Palestine were forced to leave their home so Jewish people could move to Israel.

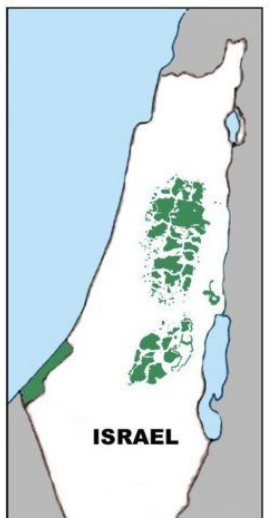




Over time, there were many wars and Israel took more land. Today, many countries do not recognize Palestine as a country.

Life in Palestine Today

There are walls around the city of Gaza. The Human Rights Watch says it is “an open air prison”. Israel controls the water and electricity of Gaza.



Different Opinions



Some people support Israel because it is a safe home for Jewish people after they were oppressed for many years.



Some people support Palestine because the land was originally their land, and now they are being oppressed by the Israeli government.

Summarize!

Notes: Israel & Palestine

Before 1947:



Christian, Muslim, and Jewish people lived in Palestine.



1939-1945



During World War 2, Nazis killed Jewish people in Germany because of their religion. This is called the Holocaust.



1947 - Creation of Israel

Europe felt bad that Jewish people suffered so much and wanted to give them a safe home. They took land from Palestine to create the country of Israel for Jewish people.

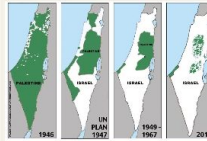
1947

Jewish people from across the world moved to Israel.

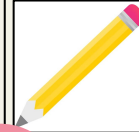


1947 - Nakba

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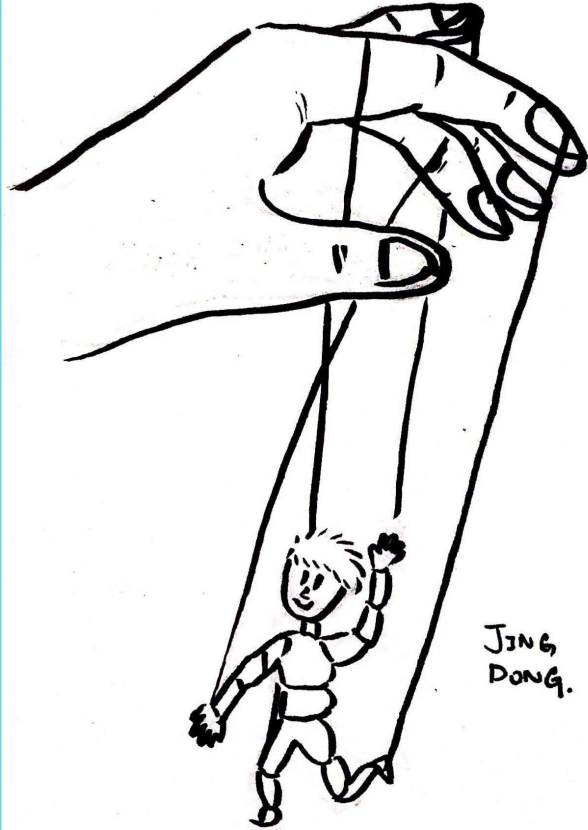
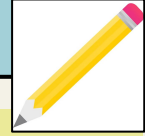
Write a summary in your own words about what has been happening in Israel and Palestine

In your own words, write a summary of what happened.

Review:

Dominant
and
Counter
Narratives

Dominant Narrative



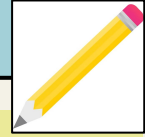
Definition: The story that is told by people in power (such as men, white people, rich people)

Definición: La historia que cuentan las personas en el poder (como hombres, blancos, ricos).

Tanım: İktidardaki kişilerin (erkekler, beyazlar, zenginler gibi) anlattığı hikaye.

定义: 由有权势的人(例如男人、白人、富人)讲述的故事

Counter Narrative



Definition: The story that is told by people with **less power (such as women, people of color, poor people)**

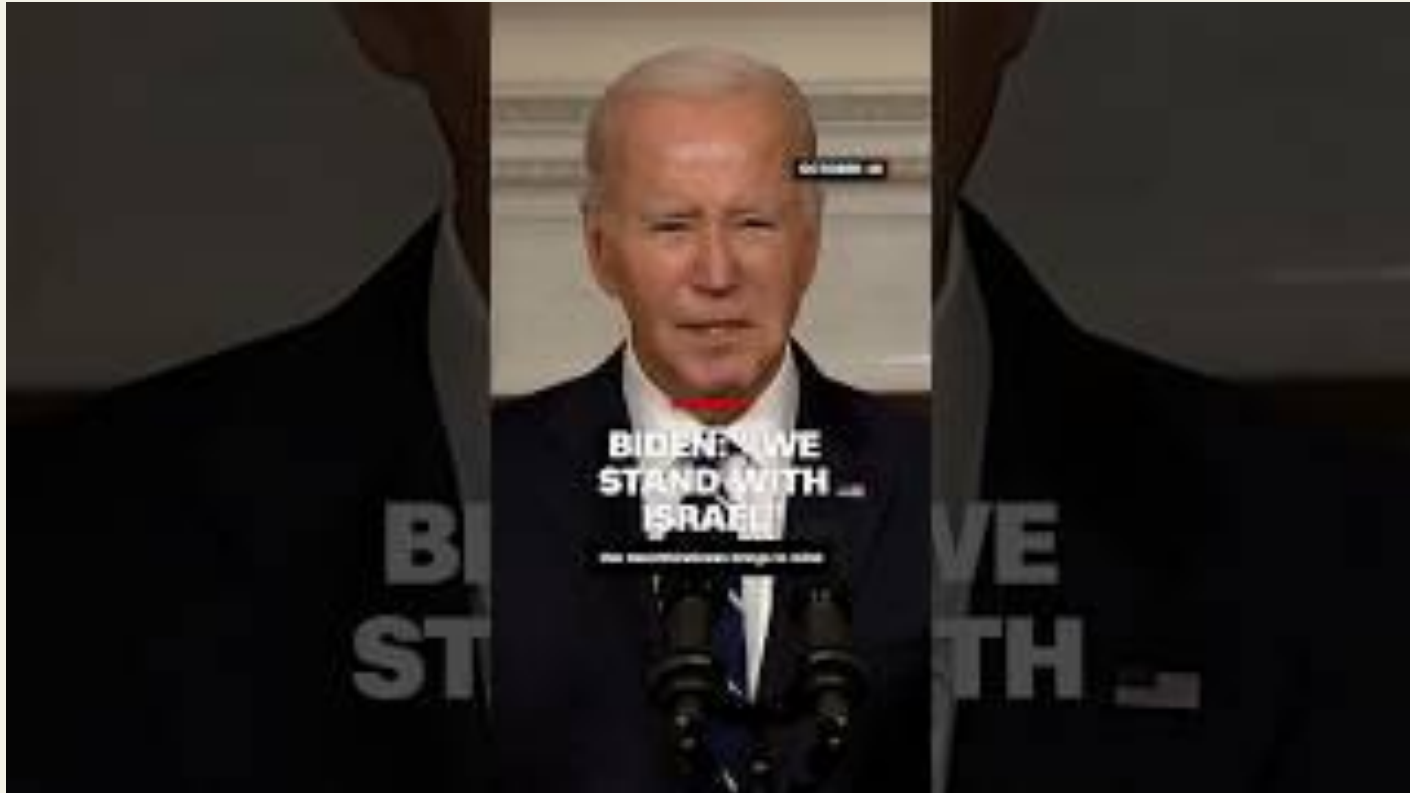
Definición: La historia contada por personas con menos poder (como mujeres, personas de color, personas pobres).

Tanım: Daha az güce sahip insanlar (kadınlar, farklı ırklardan insanlar, fakir insanlar gibi) tarafından anlatılan hikaye.

定义: 由权力较小的人(例如女性、有色人种、穷人)讲述的故事

Dominant or Counter Narrative?

Statement from Joe Biden, U.S. President



La brutalidad de Hamas, la sed de sangre, recuerdan lo peor, los peores ataques de ISIS. Esto es terrorismo. Pero, lamentablemente, para el pueblo judío esto no es nuevo. Este ataque saca a la superficie los dolorosos recuerdos de las cicatrices dejadas por milenios de antisemitismo y genocidio para el pueblo judío. Estamos con Israel. Estamos con Israel. Nos aseguraremos de que Israel tenga lo que necesita para cuidar de sus ciudadanos, defenderse y responder a este ataque.

Hamas'ın vahşeti, kana susamışlığı IŞİD'in en kötü saldırılarını akla getiriyor. Bu terörizmdir. Ama ne yazık ki Yahudi halkı için bu yeni değil. Bu saldırı, Yahudi halkı üzerinde bin yıllık antisemitizmin ve soykırımın bıraktığı yara izlerini, acı dolu anıları gün yüzüne çıkarıyor. İsrail'in yanındayız. İsrail'in yanındayız. İsrail'in vatandaşlarının kendisini savunması ve bu saldırıya yanıt vermesi için ihtiyaç duyduğu her şeye sahip olmasını sağlayacağız.

哈马斯的残暴和嗜血让人想起伊斯兰国最严重的暴行。这是恐怖主义。但可悲的是, 对于犹太人来说, 这并不新鲜。这次袭击使人们痛苦的记忆浮出水面, 即数千年来反犹太主义和种族灭绝给犹太人留下的伤疤。我们与以色列站在一起。我们与以色列站在一起。我们将确保以色列拥有照顾其公民、保卫自己 and 应对此次袭击所需的一切。

Narrative #1



a. Who created this narrative? / ¿Quién creó esta narrativa? / 谁创造了这个叙述?

President Joe Biden

b. Is the person who created this narrative a person with power and/or privilege? Yes or no? (ex: white people, men, rich people) / ¿La persona que creó esta narrativa es una persona con poder y/o privilegio? Si or no? (ej: gente blanca, hombres, gente rica) / Bu anlatıyı yaratan kişi güce ve/veya ayrıcalığa sahip bir kişi midir? Evet veya hayır? (örnek: beyaz insanlar, erkekler, zengin insanlar / 创造这个叙述的人是一个拥有权力和/或特权的人吗? 是不是? (例如: 白人、男性、富人)

Circle:

Yes / No

c. Is this a dominant narrative or a counter narrative?

Dominant

d. What is the message of this narrative? Summarize with 1-2 sentences. (The person who created this narrative is trying to say that _____) / ¿Cuál es el mensaje de esta narración? Resuma con 1-2 oraciones. (La persona que creó esta narrativa está tratando de decir que _____) / Bu anlatının mesajı nedir? 1-2 cümleyle özetleyin. (Bu anlatıyı yaratan kişi şunu söylemeye çalışıyor _____) / 这个叙述的信息是什么? 用1-2句话概括。(创造这个叙述的人试图说_____)

e. If people only heard this narrative and no other narrative, which side would they support? / Si la gente sólo escuchara esta narrativa y ninguna otra, ¿a qué lado apoyarían? Eğer insanlar sadece bu anlatıyı duysaydı ve başka bir anlatıyı duymasaydı hangi tarafı desteklerlerdi? / 如果人们只听到这个叙述而没有其他叙述, 他们会支持哪一边?

If people only heard this narrative, they would support Israel.

Israeli Prime Minister Benjamin Netanyahu



Hemos comenzado y subrayo que apenas hemos comenzado a atacar a Hamás. Las imágenes de la devastación y destrucción de los bastiones de Hamás en Gaza son sólo el comienzo. Hemos eliminado a muchos cientos de terroristas y no nos detendremos ahí.

Hamas'a saldırmaya başladık ve vurguluyorum ki, Hamas'a saldırmaya daha yeni başladık. Gazze'deki Hamas kalelerinden gelen yıkım ve yıkım görüntüleri sadece başlangıç. Yüzlerce teröristi ortadan kaldırdık, bununla da kalmayacağız.

我们已经开始了，我强调我们才刚刚开始对哈马斯进行打击。加沙哈马斯据点的破坏和破坏的景象仅仅是一个开始。我们已经消灭了数百名恐怖分子，但我们不会就此止步。

Narrative #2



a. Who created this narrative? / ¿Quién creó esta narrativa? / 谁创造了这个叙述?

Israeli Prime Minister Benjamin Netanyahu

b. Is person with power and/or privilege? Yes or no? (ex: white people, men, rich people) / ¿La persona que creó esta narrativa es una persona con poder y/o privilegio? Si or no? (ej: gente blanca, hombres, gente rica) / Bu anlatıyı yaratan kişi güce ve/veya ayrıcalığa sahip bir kişi midir? Evet veya hayır? (örnek: beyaz insanlar, erkekler, zengin insanlar / 创造这个叙述的人是一个拥有权力 and/或特权的人吗? 是不是? (例如: 白人、男性、富人)

Circle:

Yes / No

c. Is this a dominant narrative or a counter narrative?

Dominant

d. What is the message of this narrative? Summarize with 1-2 sentences. (The person who created this narrative is trying to say that _____) / ¿Cuál es el mensaje de esta narración? Resuma con 1-2 oraciones. (La persona que creó esta narrativa está tratando de decir que _____) / Bu anlatının mesajı nedir? 1-2 cümleyle özetleyin. (Bu anlatıyı yaratan kişi şunu söylemeye çalışıyor _____) / 这个叙述的信息是什么? 用1-2句话概括。(创造这个叙述的人试图说 _____)

e. If people only heard this narrative and no other narrative, which side would they support? / Si la gente sólo escuchara esta narrativa y ninguna otra, ¿a qué lado apoyarían? Eğer insanlar sadece bu anlatıyı duysaydı ve başka bir anlatıyı duymasaydı hangi tarafı desteklerlerdi? / 如果人们只听到这个叙述而没有其他叙述，他们会支持哪一边?

If people only heard this narrative, they would support Israel.

Think:
According to him, what kind of people are they killing?

I.9 Dominant and Counter Narrative

Unit 1 – Ethnic Studies and Narrative

1

Alicia	

2

Patrick	Claire
Henry	Peter

3

Ella	Elise
William	Lev

4

Stella	Emma
Kira	Addy

5

Beau	Joey
Marlo	Nirmal

6

Cleo	Cole
Miya	Kevin

Cozy corner

8

Paul	Armando
Amaya	

7

Navid	Milan
Mariela	Elena

door

front

windows

Montgomery's Desk

1

4

Cozy
corner

Emily

2

Jazmi n	Ashle y
Yanei sis	Jocel yn

5

Cole	Aiden
Marco	Alejan dro

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Josie	Ruby
Lucca	Armand o

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Cam	Sofia
Sebasti an	Juliana

6

Alex	Sasha
Alexa	Aarus hi

7

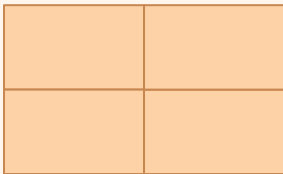
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Danie lla	Andre w

Montgomery's
Desk

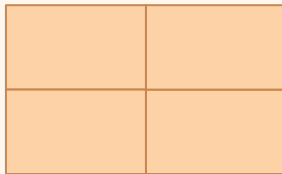
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period

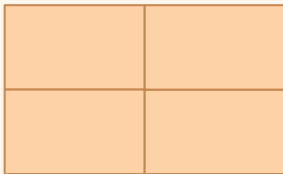
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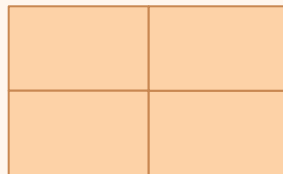
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Cozy
corner

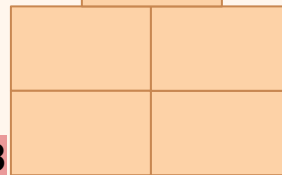
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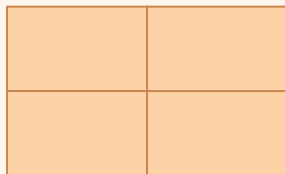
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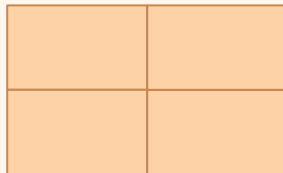
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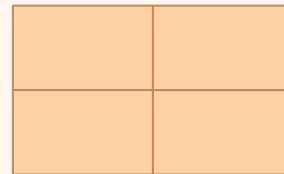
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6



7



windows



front

Montgomery's
Desk

I.9 Warm Up

Turn and talk with your table group about the following questions. Be prepared to share with the whole class

1. Introduce yourself to your new table mates. Make sure you all know each other's names!

My name is...

2. What is your favorite food?

My favorite food is...

I.9 Agenda

- Warm up / welcome / agenda / announcements
- Connect dominant and counter narratives to current events in Israel and Palestine
- Exit Ticket – turn in white packet

Objective: Define narrative, dominant narrative, and counter narrative to help us describe the ongoing conflict in Israel and Palestine.

News video



Narrative #3



a. **Whose stories are being shared?** / ¿De quién son las historias que se comparten? / Kimin hikayeleri paylaşıyor? / 谁的故事正在被分享?

Palestinians

b. **Are the people telling their stories people with power and privilege? Yes or no? (ex: white people, men, rich people)** / ¿Las personas que cuentan sus historias son personas con poder y privilegios? ¿Sí o no? (ej: gente blanca, hombres, gente rica) / İnsanlar hikayelerini güçlü ve ayrıcalıklı insanlar mı anlatıyor? Evet veya hayır? (örnek: beyaz insanlar, erkekler, zengin insanlar) / 讲述故事的人是拥有权力和特权的人吗? 是还是不是? (例如: 白人、男性、富人)

Circle:

Yes

/

No

c. **Is this a dominant narrative or a counter narrative?**

counter

d. **What is the message of this narrative? Summarize with 1-2 sentences. (The person who created this narrative is trying to say that _____)** / ¿Cuál es el mensaje de esta narración? Resume con 1-2 oraciones. (La persona que creó esta narrativa está tratando de decir que _____) / Bu anlatının mesajı nedir? 1-2 cümleyle özetleyin. (Bu anlatıyı yaratan kişi şunu söylemeye çalışıyor _____) / 这个叙述的信息是什么? 用1-2句话概括。(创造这个叙述的人试图说_____)

e. **If people only heard this narrative and no other narrative, which side would they support?** / Si la gente sólo escuchara esta narrativa y ninguna otra, ¿a qué lado apoyarían? Eğer insanlar sadece bu anlatıyı duysaydı ve başka bir anlatıyı duymasaydı hangi tarafı desteklerlerdi? / 如果人们只听到这个叙述而没有其他叙述, 他们会支持哪一边?

If people only heard this narrative, they would support Palestine

Social media video



Narrative #4



a. **Whose stories are being shared?** / ¿De quién son las historias que se comparten? / Kimin hikayeleri paylaşıyor? / 谁的故事正在被分享?

Palestinians

b. **Are the people telling their stories people with power and privilege? Yes or no? (ex: white people, men, rich people)** / ¿Las personas que cuentan sus historias son personas con poder y privilegios? ¿Sí o no? (ej: gente blanca, hombres, gente rica) / İnsanlar hikayelerini güçlü ve ayrıcalıklı insanlar mı anlatıyor? Evet veya hayır? (örnek: beyaz insanlar, erkekler, zengin insanlar) / 讲述故事的人是拥有权力和特权的人吗? 是不是? (例如: 白人、男性、富人)

Circle:

Yes

/

No

c. **Is this a dominant narrative or a counter narrative?**

counter

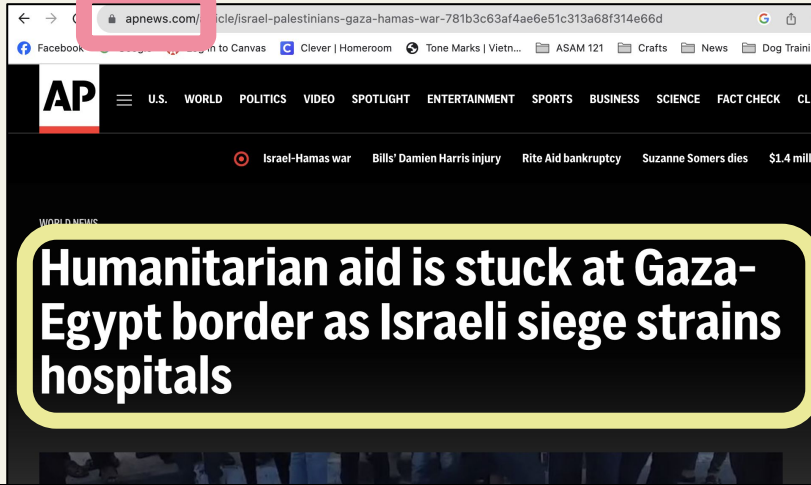
d. **What is the message of this narrative? Summarize with 1-2 sentences. (The person who created this narrative is trying to say that _____)** / ¿Cuál es el mensaje de esta narración? Resuma con 1-2 oraciones. (La persona que creó esta narrativa está tratando de decir que _____) / Bu anlatının mesajı nedir? 1-2 cümleyle özetleyin. (Bu anlatıyı yaratan kişi şunu söylemeye çalışıyor _____) / 这个叙述的信息是什么? 用1-2句话概括。 (创造这个叙述的人试图说 _____)

e. **If people only heard this narrative and no other narrative, which side would they support?** / Si la gente sólo escuchara esta narrativa y ninguna otra, ¿a qué lado apoyarían? Eğer insanlar sadece bu anlatıyı duysaydı ve başka bir anlatıyı duymasaydı hangi tarafı desteklerlerdi? / 如果人们只听到这个叙述而没有其他叙述, 他们会支持哪一边?

If people only heard this narrative, they would support Palestine

Research:

You will read news articles and analyze whose narratives are being shared.



Hospitals in Gaza are expected to run out of generator fuel in the next 24 hours, endangering the lives of thousands of patients, according to the U.N. Gaza's sole power plant shut down for lack of fuel after Israel completely sealed off the 40-kilometer (25-mile) long territory following the Hamas attack.

The World Health Organization said hospitals are "overflowing" as people seek safety. "We are concerned about disease outbreaks due to mass displacement and poor water and sanitation," it said. Four hospitals in northern Gaza are no longer functioning and 21 have received Israeli orders to evacuate. Doctors have refused, saying it would mean death for critically ill patients and newborns on ventilators.

The WHO said water shortages caused by Israel's decision to cut off water supplies, combined with a lack of fuel for pumps and desalination stations, put thousands of hospital patients at risk.

1. Name of website:

AP News

2. Title of Article:

Humanitarian aid is stuck at Gaza-Egypt
Border as Israeli Siege Strains Hospitals3a. Name of person
interviewed:World Health
Organization3b. Description of person
interviewed:A group for
public health3c. Does this person
have power and
privilege?

Circle:

Yes / No / not sure

3d. Why did you choose
that answer for 3c?The
organization
has power
but less
power than
the
government

3e. Summary of what the person is saying:

— They are saying the war will
— cause disease and death.4a. Name of person
interviewed:4b. Description of person
interviewed:4c. Does this person
have power and
privilege?

Circle:

Yes / No / not sure

4d. Why did you choose
that answer for 4c?

4e. Summary of what the person is saying:

5. Does this news article show one narrative or multiple narratives?



news about israel and palestine interview

Google Search

I'm Feeling Lucky

1. Search “News about Israel and Palestine interview” on Google.
2. Pick any article. The article must include quotes from at least two different people.
3. Answer the questions on your paper.



Submit the white packet as your exit ticket!!!

1

Alicia	

2

Patrick	Claire
Henry	Peter

3

Ella	Elise
William	Lev

4

Stella	Emma
Kira	Addy

5

Beau	Joey
Marlo	Nirmal

6

Cleo	Cole
Miya	Kevin

Cozy corner

8

Paul	Armando
Amaya	

7

Navid	Milan
Mariela	Elena

door

front

windows

Montgomery's Desk

1

4

Cozy
corner

Emily

Josie

Ruby

Lucca

Armand
o

8

windows

2

Jazmi n	Ashle y
Yanei sis	Jocel yn

5

Cole	Aiden
Marco	Alejan dro

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Cam	Sofia
Sebasti an	Juliana

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Alex	Sasha
Alexa	Aarus hi

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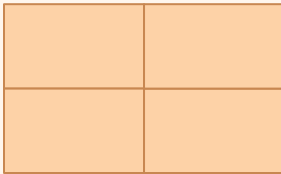
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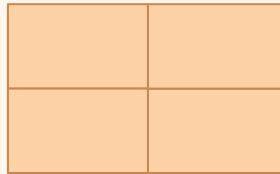
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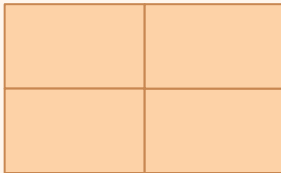
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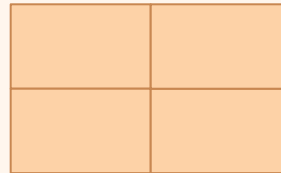
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Cozy
corner

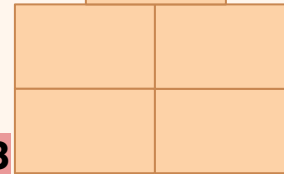
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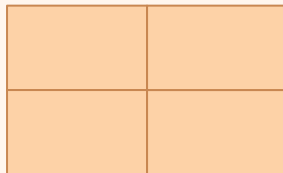
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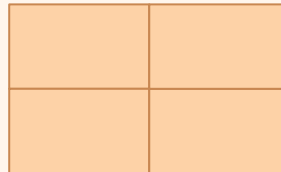
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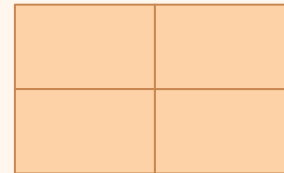
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6



7



windows



front

Montgomery's
Desk

I.IO Warm Up

Turn and talk with your table group about the following questions. Be prepared to share with the whole class

What's your favorite thing about winter?

What is your favorite class so far?

I.10 Agenda

- Warm up / welcome / agenda / announcements
- Start Timeline to Ethnic Studies
- Exit Ticket – turn in white packet

Objective: Create a timeline to help us understand how Ethnic Studies became a class at our school.

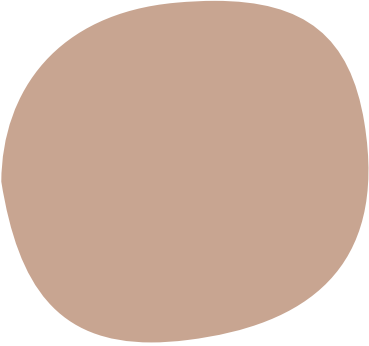
Counselors coming today

Expectations:

- Show them your respect and attention
- Electronics away
- One mic

The background features several large, abstract, organic shapes in muted colors: a brownish-tan shape on the left, a light beige shape in the center, and a greyish-green shape on the right. A simple black line drawing of a leaf with three veins is positioned at the top center, overlapping the beige shape.

Timeline Work Time



Exit Ticket

- Collect your timeline cards with a paperclip / put them in an envelope
- Clean up the area around your desks



1

Alicia	

2

Patrick	Claire
Henry	Peter

3

Ella	Elise
William	Lev

4

Stella	Emma
Kira	Addy

5

Beau	Joey
Marlo	Nirmal

6

Cleo	Cole
Miya	Kevin

Cozy corner

8

Paul	Armando
Amaya	

7

Navid	Milan
Mariela	Elena

door

front

windows

Montgomery's Desk

1

4

Cozy
corner

Emily

2

Jazmi n	Ashle y
Yanei sis	Jocel yn

5

Cole	Aiden
Marco	Alejan dro

8

Josie	Ruby
Lucca	Armand o

windows

3

Cam	Sofia
Sebasti an	Juliana

6

Alex	Sasha
Alexa	Aarus hi

7

Cinthi a	Valentin
Danie lla	Andre w

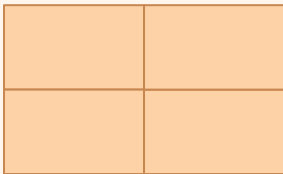
Montgomery's
Desk

front

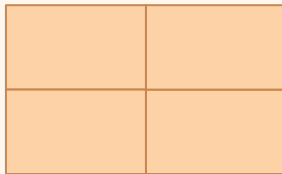
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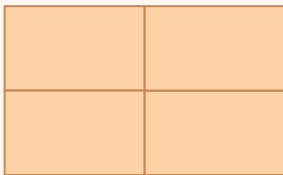
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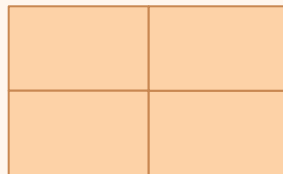
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Cozy
corner

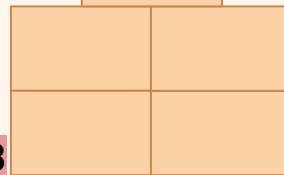
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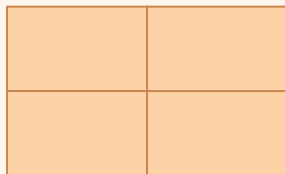
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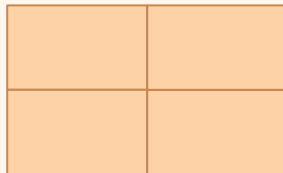
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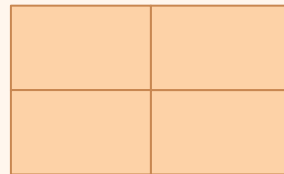
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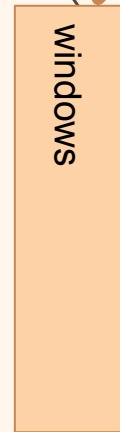
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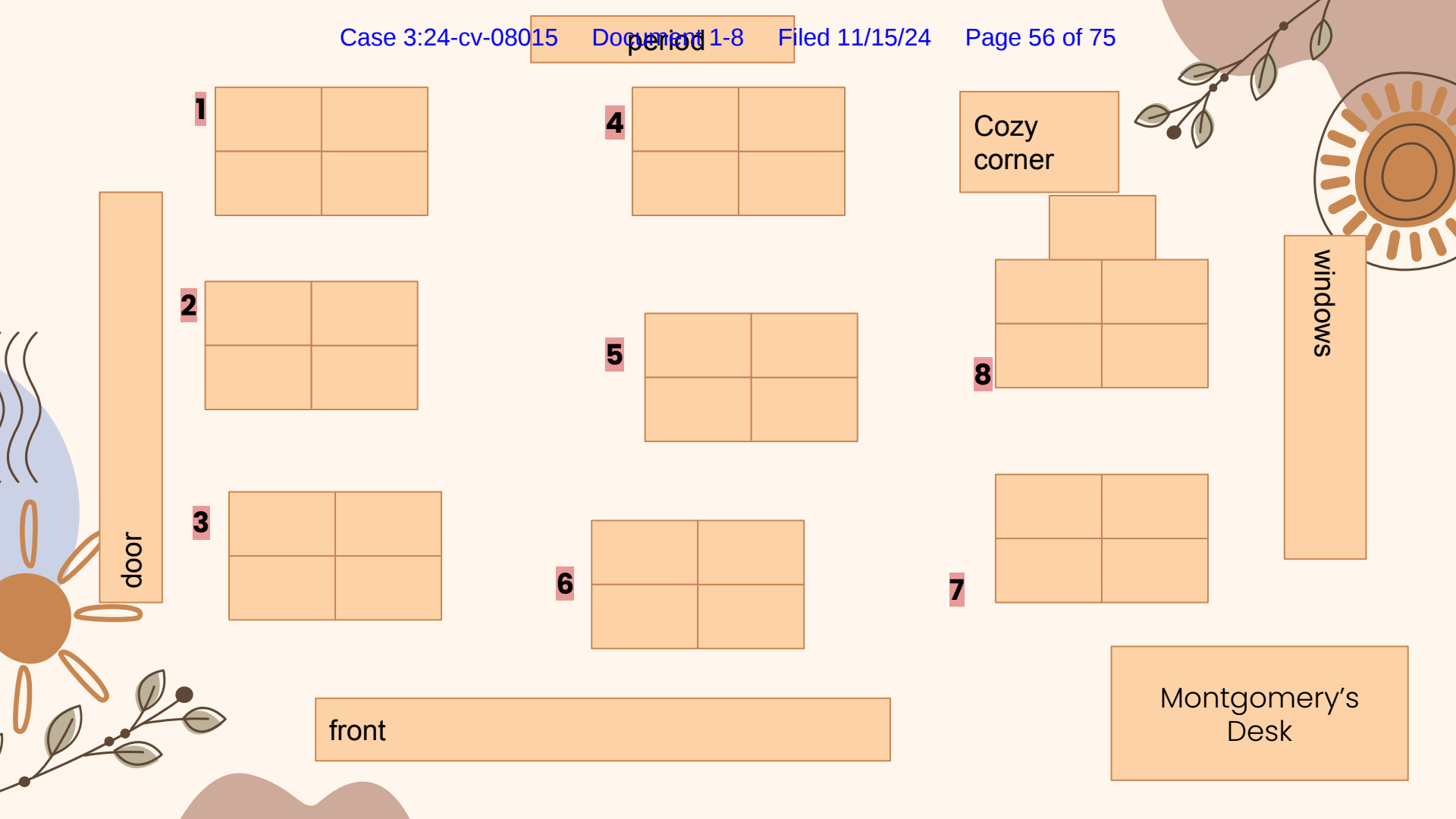
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windows



front

Montgomery's
Desk

I.II Warm Up

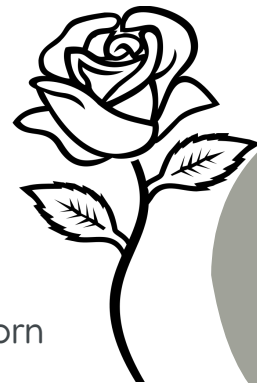
Turn and talk with your table group about the following questions. Be prepared to share with the whole class

What is one thing you heard in the news this week?

One thing I heard in the news this week was ...

What was a rose (highlight), bud (something you are looking forward to), and thorn (challenge) of this week?

This week my rose was when _____, something I'm looking forward to is _____, and a thorn would be _____.

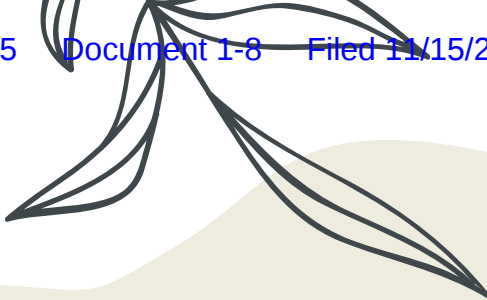


I.II Agenda

- Warm up / welcome / agenda / announcements
- Finish Timeline to Ethnic Studies
- Backfire Effect Notes
- Exit Ticket – turn in pink packet

Objective: Create a timeline to help us understand how Ethnic Studies became a class at our school.

Define backfire effect to prepare us for difficult conversations in Ethnic Studies.



Timeline Work Time

**Compare your answers with another group to complete the final column
Answer the reflection questions**

THE BACKFIRE EFFECT

What is the Backfire Effect and how can we combat it in society (and this course)?



WHAT WAS THE DOMINANT NARRATIVE THAT THE KIDS KNEW?
WHAT WAS THE COUNTER-NARRATIVE?
**HOW DID STUDENTS REACT TO THE COUNTER-NARRATIVE (FINDING
OUT SANTA ISN'T REAL)**

Emotional Barometer

You will be reflecting on how you feel about each of the facts below using an emotional barometer. A 1 on the barometer means the statement had no effect on your emotions, a 3 means the statement had little effect on you, and a 5 means your emotions are off the chains.

No Effect (1)



Somewhat (3)

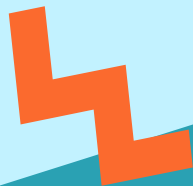


WOW! (5)

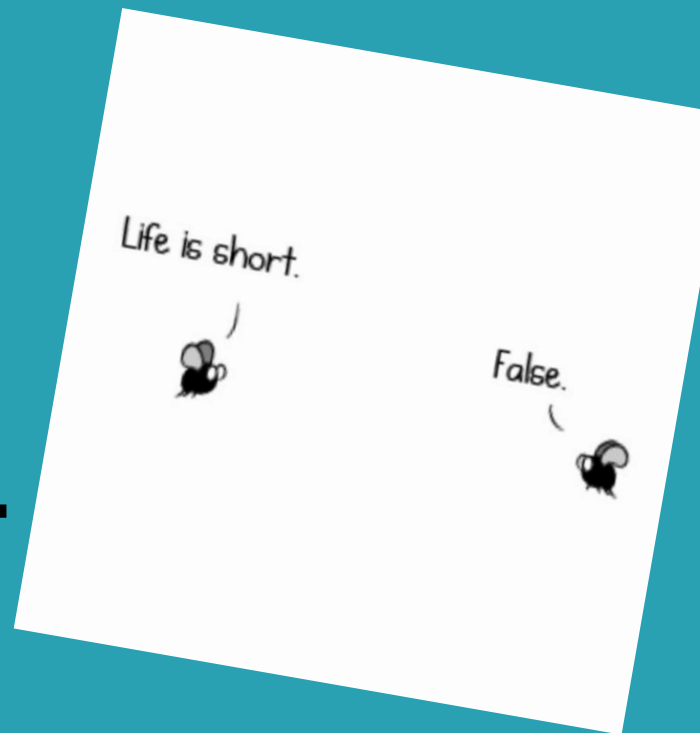




**WHAT HAVE YOU HEARD
ABOUT ...
THE LENGTH OF THE LIFE OF
A HOUSE FLY?**



What if I told you...
THAT HOUSE FLIES
LIVE FOR ABOUT A
MONTH AND NOT JUST
24 HOURS?





**WHAT HAVE YOU HEARD
ABOUT ...**

**NAPOLEON BONAPARTE'S
HEIGHT?**



What if I told you...

THAT NAPOLEON WAS
NOT SHORT. HE WAS 5'7",
WHICH WAS TALLER
THAN THE AVERAGE
FRENCHMAN AT THE
TIME.





**WHAT HAVE YOU HEARD
ABOUT ...**

**GEORGE WASHINGTON'S
TEETH?**



What if I told you...

**THAT WASHINGTON DID
SOMETIMES WEAR
DENTURES THAT WERE
MADE OUT OF GOLD, LEAD,
HIPPOPOTAMUS IVORY,
HORSE AND DONKEY
TEETH?**



What if I told you...

THAT GEORGE
WASHINGTON'S TEETH ALSO
CAME FROM ENSLAVED
PEOPLE'S MOUTHS?

According to George Washington's ledger, on May 8, 1784, he paid 6 pounds 2 shillings to "Negros for 9 Teeth on Acct of Dr Lemoine". This money went to the dentist, not the enslaved person's.

Contra

Date	Description	Amount
May 1	By ...	...
May 2	By ...	...
May 3	By ...	...
May 4	By ...	...
May 5	By ...	...
May 6	By ...	...
May 7	By ...	...
May 8	By ...	...
May 9	By ...	...
May 10	By ...	...
May 11	By ...	...
May 12	By ...	...
May 13	By ...	...
May 14	By ...	...
May 15	By ...	...
May 16	By ...	...
May 17	By ...	...
May 18	By ...	...
May 19	By ...	...
May 20	By ...	...
May 21	By ...	...
May 22	By ...	...
May 23	By ...	...
May 24	By ...	...
May 25	By ...	...
May 26	By ...	...
May 27	By ...	...
May 28	By ...	...
May 29	By ...	...
May 30	By ...	...
May 31	By ...	...

REFLECTION QUESTIONS

Fact 1: House flies live for about a month

Fact 2: Napoleon was not short

Fact 3: Washington had metal and animal dentures

Fact 4: Washington had dentists implant the teeth of slaves into his mouth

1. Were the first three facts easier to accept than the fourth?
2. Did you have a different feeling when you heard the fourth fact?
3. Did you have an urge to go and research that Washington's teeth were from the mouths of slaves?
4. Why is it hard for us to believe evidence that counters our beliefs?
5. Can you think of any beliefs that people have that you know are not factual and yet they still believe the information?
6. How do you feel after learning about the Backfire Effect?

The Backfire Effect

- Well-documented psychological behavior
- USC conducted a study where participants were placed in an MRI and were presented with counterarguments to strongly held political beliefs
 - “Gay marriage should not be legalized”
- Brains scanned for activity
- Same part of the brain that responds to physical threat responds to intellectual ones
 - Called the amygdala
- Our core beliefs are beliefs which people cherish most deeply
 - These beliefs usually develop from childhood and solidify through life experiences
 - They can be inflexible, rigid, and sensitive to being challenged

The Backfire Effect

- You may have held the worldview that Washington was a patriot and hero, but you were just presented with negative information
 - This might not fit in your brain and causes your brain to backfire
- Another term for the backfire effect is cognitive dissonance
 - Cognitive dissonance causes feelings of unease and tension, and people attempt to relieve this discomfort in different ways.
 - Examples include “explaining things away” or rejecting new information that conflicts with their existing beliefs.

backfire effect

a psychological phenomenon that occurs when contradicting evidence challenges our deepest convictions - our beliefs get stronger and trigger an emotional rather than a reasoned response



Exit Ticket - Turn in both worksheets!

EXHIBIT 9

From: [Karen van Putten](#)
To: [Lori Lyle](#)
Cc: [REDACTED]; [Shawneece Stevenson](#); [Sathvik Nori](#); [REDACTED];
[Scott Lyle](#); [Marina Bershteyn](#); [REDACTED]; [Jen Keir](#); [REDACTED];
[REDACTED]; [Cara Klackie](#); [Wendy Porter](#); [Charles Velschow](#)
Subject: Re: Woodside TV Live Video - March 21st
Date: Friday, March 29, 2024 11:13:46 PM

Dear Mrs. Lyle and Parents,

This is a follow up to your original email dated March 25, 2024, my response dated March 25, 2024, and your recent email with additional questions dated March 28, 2024. The original questions you asked are listed below with my original responses along with additional information that we gathered:

- **Did the teachers involved know about the content of the segment before it was aired?**

Yes, students in the Digital Filmmaking class have been working on the project since November in collaboration with KQED and the teacher/advisor of the class. Students chose a local, national or global issue and pitched their idea to KQED Education staff, drafted a script which went through several revisions, received feedback and fact checks from WHS teacher/advisor and KQED staff/mentors both in-person on our WHS campus and at the KQED studios. Audio was recorded in the KQED studio and students produced the final products in March.

The video came out of a [KQED Youth Media "Call for Change"](#) Challenge:

- In the Call for Change commentary project, students combine a personal connection to an issue with research-based evidence and then express their ideas for how to make the world a better place.

Every year, our journalism and digital film-making students go on a field trip to KQED headquarters in San Francisco and their mentors come and work with our students at WHS. One of the media challenges is this project: *Call for Change*. Students share their footage and record on their professional-grade video and sound equipment, and receive critical feedback.

- **How did the movie get approved for public consumption by the school administration?**

Our journalism and digital filmmaking programs center students' voices and we rely on the instructors to provide guidance and oversight. Woodside HS administration is typically not directly involved in the review process for student projects. In this case of the airing of the student-produced video on March 21st on Woodside TV Live, our teacher/advisor followed the

- **Who reviews and approves the public announcements?**

Woodside TV Live daily announcements is a student-led and student-run organization. Students write the daily scripts for the show, produce all the content and run each episode live daily. Students are assigned deadlines by the teacher/advisor, and students submit rough draft edits of content that is reviewed by peers in the class. After watching, students suggest feedback that can go into the final edits. Then, those segments included in a video will see the final edit and either approve or disapprove of its publication. These factors are considered before being released on Youtube which is then shared with the staff to show during 4th or 5th period each day.

Outside of the Call for Change project, different student-led clubs and organizations have also produced informational videos. For instance, the Board of Student Affairs (BOSA), Student Leadership class, Robotics Team 100, the Debate Club, Visual and Performing Arts classes, Science Olympiad and the AP Environmental Science class are among some of the groups who have produced videos that are promotional or public service announcements.

- **Have similar announcements been permitted for other marginalized groups?**

In terms of the "Call for Change" project, students got to choose a local or national issue. Not all students chose to represent marginalized groups, but there are other features about marginalized groups. For example, one other video was produced and already aired that addressed the topic of the closure and demise of small businesses in Redwood City. For this project, there have been a variety of topics that students have selected. These features are set to be published on the Woodside TV Live Youtube channel in the coming weeks.

Woodside TV Live is a student-run organization and all students have the opportunity to use the platform to promote or raise awareness on a variety of topics. In previous years, students produced videos that educated or raised awareness around monthly themes such as Black History Month or Women's History Month. Mostly, the daily announcements provide reminders about college rep visits, schedule updates, club meeting info, score reports, upcoming performances and ticket information. Sometimes the content is fun and entertaining while other segments address serious topics. Sometimes the content may offer a perspective, and not one that is wholly representative of the students who produce the daily announcements or that of Woodside High School.

The following questions are from your follow up email dated March 28:

The acknowledgement of our letter and the program description that produced the video prompted a few additional questions:

- **Before deciding to align with the KQED Call for Change program, did the**

school look into the backers / funders of the program? Did they vet the mentors that work with our kids in any way?

Woodside High School has been partners with KQED and their Education programs and their Youth Takeover series for several years, a partnership established with retired teacher/advisor Gwen Sidley. We have partnered with KQED in their "Youth Takeover" program providing students with opportunities to promote youth voice and youth media as well as the Call for Change projects. Last year, I had the opportunity to chaperone students on their field trip to KQED to observe first-hand the partnership between the KQED professionals and members of their education department as they worked with our student journalists and filmmakers. No--to my knowledge, we have never felt the need to vet the backers or funders of the program, but you can go directly to their website and find the list of their partners and funders which include the California Department of Education and San Mateo County office of Education: <https://www.kqed.org/education/partnerships-and-funders>

The KQED Education department has two dedicated staff members who support this work; one Youth Media Program Manager and one Youth Media Specialist who act as advocates, facilitators and producers on Youth Takeover projects and in classrooms and lead the Youth Advisory Board. The Youth Media Team act as intermediaries advocating for student-made content on KQED programs and do not make editorial decisions for what is ultimately broadcast.

• Who actually created the video? Was it the students or was it KQED?

The students created the video from start to finish.

It has also come to our attention that the journalism and digital filmmaking teachers reached out to the advisors of the JSU and asked to meet with the group, and that a meeting is set to happen this coming Monday (4/1) with the 2 student leaders of the group, the 2 teacher advisors, and the 2 teachers that leverage the KQED Call for Change program in their classroom. We are now hoping to understand from you the intention of this meeting. What do the teachers want to achieve by having this meeting? What do you and the administration hope to achieve during this meeting with our kids?

The JSU staff advisors, Mr. Filerman and Ms. Thomsen, have shared the main purpose of the meeting is to allow a time and place to hear student concerns and both JSU advisors will be present to facilitate the meeting and ensure that the purpose is met. The teacher/advisor of the Digital Filmmaking class and of Woodside TV Live, Mr. DeBets and Department Chair for the Digital, Visual and Performing Arts (DVPA), Mr. Kauffmann, will be joining the JSU students and any student who wishes to be present to listen to student concerns revolving around the Call for Change segment aired on the March 21 announcements. In a previous JSU club meeting, there was some interest expressed by the students in producing a video of their own and both Mr. DeBets and Mr. Kauffmann will offer support for the students if and when they decide they would like to pursue this option. The students have not expressed that they would like an administrator to be present, and I will honor that. The JSU student leaders are comfortable with going to their club advisors and should they request one of us to participate, we will.

In addition, the following are some reflections and next steps:

Providing the context and preparing the student and staff audience tuning in to Woodside TV Live's series of the KQED assignment: Call for Change would have been helpful. As with any classroom lesson, teachers provide context and prepare their students with social, historical and political context before introducing a perspective that may trigger, hurt or offend students in the audience. This is something we have all been reflective about and are working toward making improvements within the broadcasts. We are preparing a segment that provides the context for the "Call for Change" project and that these videos are showcasing "youth voice" and that we support all students in producing stories reflecting their diverse experiences.

I have suggested inviting students who could offer another perspective from a marginalized community within the parameters of the Call for Change project could be very powerful and positive as a learning opportunity to raise broader awareness of the many student voices of Woodside HS and that Woodside TV Live can continue to address tough topics. The Woodside HS admin team and I are not school leaders who would censor student produced news broadcast or publication; instead, we are committed to working on developing parameters around how we can be teaching and learning partners involved in offering feedback or suggestions to anticipate any potential problems or mitigate any misinformation.

We are committed to working directly with our students and staff to listen and make improvements with "intent" vs. "impact" and address any missed learning and teaching opportunities.

Respectfully,
Karen van Putten



H. Karen van Putten (she/her/ella)

Principal

Woodside High School | www.woodsidehs.org

199 Churchill Avenue | Woodside, CA 94062

(650) 367-9750 x40010

On Thu, Mar 28, 2024 at 1:13 PM Lori Lyle [REDACTED] wrote:

Ms. van Putten:

We are pleased to hear that the administration is in the process of gathering facts about this situation and we look forward to receiving, in writing, the results and parameters of the investigation this coming Friday (tomorrow). We are then looking forward to finding a mutually agreeable time for us to meet to discuss the results and to collaborate on a formal resolution to address what happened and ensure these kinds of incidents do not continue to occur on the WHS campus or community.

The acknowledgement of our letter and the program description that produced the video prompted a few additional questions:

- Before deciding to align with the KQED Call for Change program, did the

school look into the backers / funders of the program? Did they vet the mentors that work with our kids in any way?

- Who actually created the video? Was it the students or was it KQED?

Outside of the influence the KQED mentors can have on the students, we also understand from your note that there were WHS teachers who had oversight and approval authority over the video's release. It seems safe to assume that these teachers either did not see the video as problematic, or their own political ideology took precedence. Either way, this is concerning.

It has also come to our attention that the journalism and digital filmmaking teachers reached out to the advisors of the JSU and asked to meet with the group, and that a meeting is set to happen this coming Monday (4/1) with the 2 student leaders of the group, the 2 teacher advisors, and the 2 teachers that leverage the KQED Call for Change program in their classroom. We are now hoping to understand from you the intention of this meeting. What do the teachers want to achieve by having this meeting? What do you and the administration hope to achieve during this meeting with our kids?

Our kids created the JSU to have a safe space that they can share and manage on their own. However, it is important that the administration acknowledges that our kids feel overwhelmed and fearful at times by the ongoing instances of anti-semitism, politically charged one-sided rhetoric and hateful words and actions on campus and within the WHS community. For this reason, we parents will not tolerate normalizing this situation and will continue to pursue our own discussions with the administration and the school board to ensure that these types of behaviors do not continue to reoccur.

We look forward to getting more information from you tomorrow.

Sincerely,

Lori and Scott Lyle; Woodside parents of 11th grader
Marina and Igor Bershteyn; Woodside parents of 10th grader
Jennifer and Daniel Reif; Woodside parents of 11th grader
Loni and Brent Austin, Woodside parents of 12th grader
Sam and Andrea Kastle, Woodside parents of 12th grader
Sharone and Vadim Spector, Woodside parents of 11th grader
Laurence Marks and Karen Parker, Woodside parents of 10th grader
Lisa Joy Rosner, Woodside parent of 11th grader

Michele and Steve Harkov, Woodside parents of 9th grader
Larry and Shani Pascal, Woodside parent of 9th grader

On Mar 25, 2024, at 3:36 PM, Karen van Putten [REDACTED] wrote:

Hello Mrs. Lyle and Parents,

Thank you for your detailed and thoughtful email sharing your concerns around the March 21st airing of a student-produced video during our Woodside TV Live Announcements. This is a brief response acknowledging receipt of your email. The admin team has been working with the teacher of the filmmaking classes at Woodside that also produces the Woodside TV Live program since the airing. We have met with a few students who have come in to share their concerns and the admin team scheduled a meeting this afternoon to look into the questions and concerns you shared.

I can provide the following facts about the premise of the video project:

The video came out of a [KQED Youth Media "Call for Change"](#) Challenge:

-

- In the Call for Change commentary project, students combine a personal connection to an issue with research-based evidence and then express their ideas for how to make the world a better place.

- Students create an audio or video commentary or an editorial cartoon
 - Great for middle and high school classes in ELA, STEM, Civics, Health and more

Every year, our journalism and digital film-making students go on a field trip to KQED headquarters in San Francisco and their mentors come and work with our students at WHS. One of the media challenges is this project: *Call for Change*. Students share their footage and record on their professional-grade video and sound equipment, and receive critical feedback.

For this project, there have been a variety of topics that students have selected. For example, one other video was produced and already aired that addressed the topic of the closure and demise of small businesses in Redwood City.

The two guest teacher anchors, Ms. Thomsen (co-advisor to the Jewish Student Union) and Ms. Lee did not have any prior knowledge of the video content when they were reading the script introducing the video. As guest anchors, staff members come in to practice one run through and then we go live.

Our journalism and digital filmmaking programs center students' voices and we rely on the instructors to provide guidance and oversight. The instructor vetted the video in its entirety through KQED and at least one department colleague.

Please allow our admin team this week to gather the facts around your questions listed in the email, and I welcome your partnership to collaborate moving forward.

Thank you,

Karen van Putten



H. Karen van Putten (she/her/ella)

Principal

Woodside High School | www.woodsidehs.org

199 Churchill Avenue | Woodside, CA 94062

(650) 367-9750 x40010

On Mon, Mar 25, 2024 at 9:04 AM Lori Lyle [REDACTED] wrote:

Dear Mrs. van Putten and Board:

On Thursday, March 21st, we parents received texts & videos from our distressed kids during the Woodside High School public video announcement. This announcement, made to all students, contained a segment called "Call for Change." While the voiceover of this segment seemed to imply an anti-hate and anti-islamophobia message, the images and video clips appeared to be "Free Palestine" propaganda.

The announcements were hosted by two Woodside school teachers identifying themselves as Ms. Thomsen and Ms. Lee. The teachers introduced the segment by mentioning the anniversary of the Civil Rights March led by Martin Luther King from Selma to Montgomery Alabama, telling students to "stay tuned" for a "Call for Change." In essence, the teachers, or those who wrote the script, seemed to equate the forthcoming activist message as analogous in its moral standing to Martin Luther King's famous civil rights march.

When finished, the teachers handed the segment over to students [REDACTED]

██████ and ██████████. The video segment began with a student narrating several islamophobic hate crimes, which was followed by Muslim and/or Arab students and teachers describing their concerns and experiences.

As the video segment progressed, it took an unexpected (and in our view, unacceptable) turn, when it incorporated images and interviews from “Free Palestine” protests, implying that fighting against islamophobia equates to aligning with the Free Palestine movement.

By hijacking this one-sided perspective on the Israeli/Hamas conflict, this type of video does not provide an example of how to combat islamophobia AND is damaging to your Jewish students - our children - who are already dealing with bullying and harassment on campus. In fact, the same teacher who was interviewed and featured as a victim of islamophobia in this video, ironically harassed one of our children the very same day with completely inappropriate and antisemitic remarks.

Airing this video to the entire school implies that the faculty and administration endorse this particular movement. And, most troubling of all, it seems some Woodside High School teachers had intimate prior knowledge of the film. This may not be the case, so we wanted to open up the dialogue.

https://www.youtube.com/live/vj2VYkaUcKE?si=0xugN5r8E6_HypK

For your reference, throughout the film, several visuals supporting the “Free Palestine” movement can be seen:

05:51 - Call for ceasefire poster with supporters

05:54 - "Israel Bombs, Stanford Profits" poster with supporters

07:12 - Palestinian protest images

07:16 - Images of Gaza war zone and children

07:26 - "Free Palestine" poster and supporters

07:48 - "Free Palestine" poster and supporters

07:55 - Posters “End all US aid to Apartheid Israel” and “Stand with Palestine, End the Occupation Now” with supporters.

07:58 - Poster enters into the frame “Release all Palestinian Political Prisoners”

08:15 - Poster "End the Occupation"

08:16 - Poster “There are no 2 sides to Genocide”, “Let Gaza Live”

08:18 and on - More “Free Palestine”

08:20 - Dr. Susan Mather interviewed at Free Palestine protest: *"If it weren't for the youth, I don't think the movement would be as strong as it is right now. I'm going to do my part but I'm depending on the youth to be the leaders in this movement. I think it's your turn and I think you guys are killing it."*

We appreciate and empathize that the student in the film had been a target of hate, but this film is not one of solidarity and peace. This is not a "Call for Change," but rather part of the "Free Palestine" movement that is seemingly being force-fed to the entire school, in every classroom. And whether you (generally speaking) agree with what Israel is doing or not, this type of propaganda is influencing antisemitic attitudes and behaviors HERE in our school district - Woodside, RWC, etc.

Without getting into the history of the region, it is critical to note the following:

1. The Free Palestine movement was founded by an Islamic extremist, Yasser Qashlaq and is steadfastly opposed to the existence of Israel. Qashlaq refers to Jews as "human pieces of filth," and "dregs of European garbage."
2. It's naïve to think Free Palestine means a peaceful one or two state solution. It means the eradication of the Jews. Qashlaq says publicly that Israelis are a "gang of criminal murderers." He explains clearly that "You [Jews] will never be able to make peace with us," because "there is no reason for coexistence." Qashlaq even differentiates his movement from other Arab Palestinian leaders and their followers: "Even if some of our leaders or regimes sign [peace agreements] with you—we will never sign." What Qashlaq promotes, and what Woodside students are calling for, however inadvertently, is actual genocide, or at the very least the complete ethnic cleansing of Jews from the Middle East.
3. In the US, Free Palestine may call itself a human rights movement, but its origin is seeped in heavy hatred. In the video, the movement is made to look like a "pep rally" and is misrepresentative.

We are extremely concerned as to how this video segment was allowed to be shown and respectfully ask for your response to the following questions:

- Did the teachers involved know about the content of the segment before it was aired?
- How did the movie get approved for public consumption by the school administration?
- Who reviews and approves the public announcements?
- Have similar announcements been permitted for other marginalized

groups?

If the intention of the video was to promote peace and the coming together of our student body in pursuit of change, the images in the video should have looked very different. We look forward to working with you on how to offer an alternate view for those members of the Woodside community who have been deeply pained by what was shown, and others who have been grossly misinformed about the reality of what they were shown in this video.

We would like to request a meeting to discuss this in person. Ideally, we can work together towards a collaborative plan to address this.

Sincerely,

Lori and Scott Lyle; Woodside parents of 11th grader

Marina and Igor Bershteyn; Woodside parents of 10th grader

Jennifer and Daniel Reif; Woodside parents of 11th grader

Loni and Brent Austin, Woodside parents of 12th grader

Sam and Andrea Kasle, Woodside parents of 12th grader

Sharone and Vadim Spector, Woodside parents of 11th grader

Laurence Marks and Karen Parker, Woodside parents of 10th grader

Lisa Joy Rosner, Woodside parent of 11th grader

Michele and Steve Harkov, Woodside parents of 9th grader

Larry and Shani Pascal, Woodside parent of 9th grader

EXHIBIT 10



Sequoia Union High School District
Uniform Complaint Procedures
COMPLAINT FORM

I. Your Contact Information

Last Name: Lyle First Name: Scott

Address: [REDACTED] Apt. #:

City: [REDACTED] State: [REDACTED] Zip: [REDACTED]

Home Phone: [REDACTED] Work or Cell Phone:

Email: [REDACTED]

II. Complainant

You are filing this complaint on behalf of: [REDACTED] Lyle and WHS Jewish community

☒ Parent/Guardian ☐ Pupil ☐ Witness to the Incident ☐ Other:

III. School Information

School Name: Woodside High School

Grade: 11 Principal: Karen Van Putten

IV. Basis of the Complaint

A. District violation of state or federal law or regulations/policies governing:

- | | |
|---|---|
| ☐ Accommodations for Pregnant and Parenting Pupils | ☐ Every Student Succeeds Act / No Child Left Behind (Titles I–VII) |
| ☐ Adult Education | ☐ Local Control and Accountability Plans (LCAP) |
| ☐ After School Education and Safety | ☐ Migrant Education |
| ☐ Agricultural Career Technical Education | ☐ Physical Education Instructional Minutes |
| ☐ Career Technical and Technical Education; Career Technical; Technical Training (State) | ☐ Pupil Fees |
| ☐ Career Technical Education (Federal) | ☐ Reasonable Accommodations to a Lactating Pupil |
| ☐ Child Care and Development | ☐ Regional Occupational Centers and Programs |
| ☐ Compensatory Education | ☐ School Plans For Student Achievement |
| ☐ Course Periods without Educational Content | ☐ School Safety Plans |
| ☐ Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families | ☐ School Site Councils |
| | ☐ State Preschool |
| | ☐ State Preschool Health And Safety Issues In LEAs Exempt From Licensing |

B. Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual or perceived characteristics of the following:

- | | |
|---|--|
| ☐ Age (age 40+ in employment) | ☐ Marital or Parental Status |
| ☒ Ancestry | ☒ Nationality |
| ☐ Breastfeeding Students | ☒ National Origin |
| ☐ Color | ☒ Race or Ethnicity |
| ☐ Physical or Mental Disability | ☒ Religion |
| ☒ Ethnic Group Identification | ☐ Sex |
| ☐ Gender Expression | ☐ Sexual Harassment (Title IX) |
| ☐ Gender Identity | ☐ Sexual Orientation |
| ☐ Gender | ☐ Association with any of these actual or perceived characteristics |
| ☐ Genetic Information | |

C. Allegations of noncompliance of the following:

- ☐ Student bullying that is not based on the above listed protected classes
- ☐ Retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to the uniform complaint procedures

D. Expulsion Appeal:

- ☐ If you are appealing an expulsion, list the date of the District's decision to expel: _____
(Please attach all District expulsion documentation to your complaint)

V. Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please **describe** the type of incident(s) you experienced that led to this complaint, in as much detail as possible, including all dates and times when the incident(s) occurred or when the allege acts first came to your attention and location(s) where the incident(s) occurred:

See Attached

List the **individuals** involved in the incident(s) complained of:

See Attached

List any **witnesses** to the incident(s):

WHS Student Body, Administration, Internet users

What steps, if any, have you taken to resolve this issue before filing a complaint?

See attached

I understand that the District will maintain the confidentiality of this information, to the extent provided by law or the applicable collective bargaining agreement; that I will be protected from retaliation for filing this complaint; that the District may request further information about this matter; and if such information is available, I agree to present it upon request.

I understand that with the exception of pupil fee complaints, which may be filed within one (1) year of the alleged violation, all other complaints must be filed within six (6) months of the alleged occurrence. Pupil fees and LCAP complaints may be filed anonymously.

I believe that the forgoing is true and correct.

Note: I understand that if I file a complaint right before Thanksgiving Recess, Winter Recess, Spring Recess or Summer Recess, that school staff will be on vacation and it will take longer to investigate; and I agree to extend the timeline for responding to my complaint by the number of days schools are closed. Initials _____


Signature of Person Filing Complaint

4-22-2024
Date

Please submit this complaint to:

Assistant Superintendent of Human Resources
Human Resources Department
480 James Avenue
Redwood City, CA 94062

April 22, 2024

To: [REDACTED]

Cc: [REDACTED]

Re: Uniform Complaint on Discrimination and Harassment

Dear Interim Superintendent Leach and Assistant Superintendent Beal,

We have attempted to resolve serious issues of discrimination and harassment at Woodside High School (WHS) by providing Karen Van Putten involving discriminatory behavior by employees and students. All our efforts to resolve this at the site level have been unsuccessful and the hostile school environment has continued. We are now filing a formal complaint with the district per Board Policy and Administration Regulation 1312.1 - Complaints Concerning District Employees. Additionally, we request that all of our previous discrimination complaints we filed directly with Ms. Van Putten regarding misconduct of WHS teachers and students be investigated by the district. More specifically, we request that, in addition to addressing the recent video incident, the continuing swastika vandalism be finally addressed as antisemitic and hate speech.

We believe Woodside High School has violated the following policies:

- Discrimination Prohibited - No person in the United States shall, on the grounds of race, color, national origin, or sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.
- Sequoia District Nondiscrimination Policy - The Board of Trustees of the Sequoia Union High School District is opposed to segregation in the public schools in any form, be it racial, socio-economic, political, religious, or based on sex, and will take such practical steps as appear feasible to provide all students with a broad exposure to all facets of a democratic society during their period of school attendance and to ensure equal educational opportunity according to the needs of individual students.
- [Policy 0410: Nondiscrimination In District Programs And Activities](#)
- [Regulation 5145.3: Nondiscrimination/Harassment](#)
- [SUHSD Policy 4119.21](#)
 - a. #2 - Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed.

We would like all the complaints investigated by the district and a response within thirty days per your Uniform Complaint Policy:

- The District shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

- Within thirty (30) days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the District's investigation and decision, together with corrective actions

We would like to ensure our identities remain confidential and that any type of retaliation will not be tolerated per your Uniform Complaint Policy:

- Complainants are protected from retaliation and the identity of the complainant alleging discrimination shall remain confidential, as appropriate.

Complaint Information:

1. Our Jewish children represent a very small and vulnerable minority at Woodside High School (WHS) which has repeatedly experienced harassment from both students and teachers alike. The pervasive discrimination against Jewish students has created a hostile school environment and the principal has failed to address or prevent further misconduct.
2. Teachers have made offensive, derogatory, and highly unprofessional remarks to our Jewish kids:
 - Pointing out Jewish physical characteristics.
 - Swastika graffiti on school grounds was dismissed by the administration as Buddhist Anime. Then subsequent swastika events have been reported on WHS campus.
 - Teachers have singled out Jewish students in Ethnic Studies, Social Studies, and History classes for debate about Israel.
3. On multiple occasions, Jewish parents and students met with Ms. Karen Van Putten, principal of WHS and the administration - but no corrective actions have been taken to our knowledge. This violates district policy as the principal failed to investigate and implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment.
4. On March 21st, WHS promoted an Arab-Muslim "tolerance" video to the student body that slandered and caused significant anxiety at the expense of our Jewish students:
 - While the narrative discussed islamophobia, it portrayed offensive imagery by of the "Free Palestine" movement, in other words, it attacked Jews and the Jewish State.
 - The "Free Palestine" organization has very dark roots and promotes the genocide of Jews in Israel. Its founder, Yasser Qashlaq, is famous for his antisemitic and genocidal comments about Jews, making many disturbing statements that include:
 - "You will never be able to make peace with us."
 - "There is no reason for coexistence."
 - "Those human pieces of filth."
 - The video contained explicit endorsements from academic authority figures with statements such as, "I'm depending upon the youth to be the leaders of this movement"
 - Letters to Karen Van Putten and the SUHSD Board have yielded no constructive or Productive material responses.
 - In a communication dated April 1, a small group of parents requested the following:
 1. Provide training regarding antisemitism to administrators, teachers, and subsequently, students.
 2. As guardrails, require proper history training by teachers and administrators so future mistakes can be identified before there is a problem. It should be widely understood that:

- a. Jews are an ethnic group indigenous to Israel with a continuous thousand-year history in the land, since 1200 BC, surviving countless occupiers (e.g. Assyrians, Babylonians, etc.).
- b. Under Roman occupation, Romans referred to Jews as Palestinians to strip them of their cultural identity. Arab conquest came 15 centuries later, in the 7th century AD. Under the Ottoman Empire, Jews lived as Dhimmi and paid taxes to live in their own country.
- c. In 1920, In the 1900s, during WWI and WWII the League of Nations, the UN, and the Allied Powers began to decolonize defeated powers utilizing an internationally accepted legal principle called “Uti Possidetis Juris”, which returns colonized territories to their previous “geopolitical boundaries”. In this process, the Ottoman Empire was decolonized into Iraq, Lebanon, Syria, Jordan, and Israel through a series of “mandates”.
- d. Yasser Arafat, founder of the PLO, did not adopt the term “Palestinian” for the Arabs who lived in that region until 1964. Prior to that time, everyone who lived in the region were understood to be either Palestinian Jews or Palestinian Arabs, but Palestinian referred only to the region of Palestine—it was never a sovereign country.
- e. Today, less than half of Israeli Jews are European diaspora Jews and Israeli Arabs have the same rights as Jews. (In 2022, Khaled Kabub became the first Muslim member to be permanently appointed to the Supreme Court of Israel.)

Until we are assured that administrators and teachers understand Jewish history, antisemitism, and how to discuss related topics, we suggest following San Mateo Union High School District’s lead by not allowing discussions about the Israel-Hamas war in the classroom:

1. Provide a tool for students to anonymously report antisemitism (and other hate) incidents and/or curricular violations.
2. Provide education for students and staff about the bounds of free speech in the classroom and the civil rights of individual students in a school setting.
3. Adopt the IHRA’s definition of antisemitism (already adopted by, for example, the US Department of State), without any modifications, and operationalize it in the district using this checklist developed by the by the National Education Association’s Jewish Affairs Caucus.
4. Transparency - We request that teachers make classroom material and assignments available on their online portal for all students and parents in their classes.

A letter was sent on April 3, 2024 to the advisors to the JSU (Jewish Student Union) with specific requests which were forwarded to Karen van Putten; confirmation that the email was forwarded in an email dated April 18th. The requests related to the video were as follows:

1. Every day the video remains live, another student could be influenced. In turn, the video should be taken down, which is still running on YouTube with 700 subscribers. Or, edit the video by stripping out the Free Palestine segments from the video.
2. If we wish to promote acceptance, and discourage hate, can we call out hate when we see it to educate and promote critical thinking? Make a follow-up announcement that the specific images represented a militia group from Syria called “Free Palestine” and share the previously documented comments made by its founder.
3. Encourage critical thinking and discourage emotional narratives and sound bites.
 - Going forward, could we establish guardrails to review “hot topic” content before it is published?

- Could we use this incident to make a public service announcement about Jew hate? We could even create combined Islamophobia/Antisemitism messages if there is concern about appearing biased in any way.
 - Could we invite an Arab Israeli (not a Jewish Israeli or an Arab Palestinian) to speak at the WHS to provide a legitimate and informed perspective on this complex subject?
 - Could we teach the history of Israel and Jews as an ethnic group starting from our first archeological record in 1206 BC? Here is an outline written for your consideration: [REDACTED]
4. There has been no formal restorative response from Karen van Putten or the Board to date since the video was shown. We request immediate action be taken to undo the damage done and prevent further antisemitic events.

We would like to point out that other school districts are seeing the groundswell of antisemitic events and are addressing it. Here are some very recent examples:

- On Thursday, April 4th a guest speaker at Wilcox High School in Santa Clara included an Arab Muslim born and raised in Israel, who presented on her personal story to the interested students. It offered an alternative, truthful account of Israel and the Jewish community.
- On Monday, April 15th, a Bowditch math teacher in Foster City engaged in a day of silence to express their disagreement with the current war in Gaza. Within a matter of days, the school had investigated, issued a school wide email and they are working to get antisemitism training.
- Chino Valley Unified Board President refuses to allow pro-Hamas supporters to hijack a school board meeting citing no jurisdiction when discussing school business.

These examples show a willingness by the respective school districts to educate the community, condemn racism and refuse to use schools as a platform to disseminate hate propaganda.

The hostile school environment at Woodside High School has caused significant harm to students and families. Ms. Van Putten knew about multiple incidents of discrimination of Jewish students at WHS for months and has failed to take appropriate action to stop the prohibited misconduct. We hope the district completes a thorough investigation and takes immediate action to prevent any further discriminatory misconduct by SUHSD employees and students.

Sincerely,

Scott and Lori Lyle
Steve & Michele Harkov
Jennifer and Daniel Reif
Rachel Freiberg
Sharone Mendes Nassi
Vadim Spector
Marina and Igor Bershteyn
Larry and Shani Pascal

The JS-CAND 44 civil cover sheet and the information contained herein neither replace nor supplement the filing and service of pleadings or other papers as required by law, except as provided by local rules of court. This form, approved in its original form by the Judicial Conference of the United States in September 1974, is required for the Clerk of Court to initiate the civil docket sheet. (SEE INSTRUCTIONS ON NEXT PAGE OF THIS FORM.)

I. (a) PLAINTIFFS

Sam and Andrea Kastle as Guardians ad Litem for their daughter, L.K, a minor, et al.

(b) County of Residence of First Listed Plaintiff San Mateo County, CA
(EXCEPT IN U.S. PLAINTIFF CASES)

(c) Attorneys (Firm Name, Address, and Telephone Number)

See attachment

DEFENDANTS

Karen Van Putten, Charles Velschow, Wendy Porter, Gregory S. Gruszynski, Karl Losekoot, Crystal Leach, et al.

County of Residence of First Listed Defendant San Mateo County, CA
(IN U.S. PLAINTIFF CASES ONLY)

NOTE: IN LAND CONDEMNATION CASES, USE THE LOCATION OF THE TRACT OF LAND INVOLVED.

Attorneys (If Known)

II. BASIS OF JURISDICTION (Place an "X" in One Box Only)

☐ 1 U.S. Government Plaintiff

☒ 3 Federal Question
(U.S. Government Not a Party)

☐ 2 U.S. Government Defendant

☐ 4 Diversity
(Indicate Citizenship of Parties in Item III)

III. CITIZENSHIP OF PRINCIPAL PARTIES (Place an "X" in One Box for Plaintiff and One Box for Defendant)

	PTF	DEF		PTF	DEF
Citizen of This State	☐ 1	☐ 1	Incorporated or Principal Place of Business In This State	☐ 4	☐ 4
Citizen of Another State	☐ 2	☐ 2	Incorporated and Principal Place of Business In Another State	☐ 5	☐ 5
Citizen or Subject of a Foreign Country	☐ 3	☐ 3	Foreign Nation	☐ 6	☐ 6

IV. NATURE OF SUIT (Place an "X" in One Box Only)

CONTRACT	TORTS	FORFEITURE/PENALTY	BANKRUPTCY	OTHER STATUTES
110 Insurance	PERSONAL INJURY	625 Drug Related Seizure of Property 21 USC § 881	422 Appeal 28 USC § 158	375 False Claims Act
120 Marine	310 Airplane	690 Other	423 Withdrawal 28 USC § 157	376 Qui Tam (31 USC § 3729(a))
130 Miller Act	315 Airplane Product Liability	LABOR	PROPERTY RIGHTS	400 State Reapportionment
140 Negotiable Instrument	320 Assault, Libel & Slander	710 Fair Labor Standards Act	820 Copyrights	410 Antitrust
150 Recovery of Overpayment Of Veteran's Benefits	330 Federal Employers' Liability	720 Labor/Management Relations	830 Patent	430 Banks and Banking
151 Medicare Act	340 Marine	740 Railway Labor Act	835 Patent—Abbreviated New Drug Application	450 Commerce
152 Recovery of Defaulted Student Loans (Excludes Veterans)	345 Marine Product Liability	751 Family and Medical Leave Act	840 Trademark	460 Deportation
153 Recovery of Overpayment of Veteran's Benefits	350 Motor Vehicle	790 Other Labor Litigation	SOCIAL SECURITY	470 Racketeer Influenced & Corrupt Organizations
160 Stockholders' Suits	355 Motor Vehicle Product Liability	791 Employee Retirement Income Security Act	861 HIA (1395ff)	480 Consumer Credit
190 Other Contract	360 Other Personal Injury	IMMIGRATION	862 Black Lung (923)	490 Cable/Sat TV
195 Contract Product Liability	362 Personal Injury -Medical Malpractice	462 Naturalization Application	863 DIWC/DIWW (405(g))	850 Securities/Commodities/Exchange
196 Franchise	CIVIL RIGHTS	465 Other Immigration Actions	864 SSID Title XVI	890 Other Statutory Actions
REAL PROPERTY	PRISONER PETITIONS		865 RSI (405(g))	891 Agricultural Acts
210 Land Condemnation	HABEAS CORPUS		FEDERAL TAX SUITS	893 Environmental Matters
220 Foreclosure	440 Other Civil Rights		870 Taxes (U.S. Plaintiff or Defendant)	895 Freedom of Information Act
230 Rent Lease & Ejectment	441 Voting		871 IRS—Third Party 26 USC § 7609	896 Arbitration
240 Torts to Land	442 Employment			899 Administrative Procedure Act/Review or Appeal of Agency Decision
245 Tort Product Liability	443 Housing/Accommodations			950 Constitutionality of State Statutes
290 All Other Real Property	445 Amer. w/Disabilities—Employment			
	446 Amer. w/Disabilities—Other			
	448 Education			
	OTHER			
	540 Mandamus & Other			
	550 Civil Rights			
	555 Prison Condition			
	560 Civil Detainee—Conditions of Confinement			

V. ORIGIN (Place an "X" in One Box Only)

☒ 1 Original Proceeding

☐ 2 Removed from State Court

☐ 3 Remanded from Appellate Court

☐ 4 Reinstated or Reopened

☐ 5 Transferred from Another District (specify)

☐ 6 Multidistrict Litigation—Transfer

☐ 8 Multidistrict Litigation—Direct File

VI. CAUSE OF ACTION

Cite the U.S. Civil Statute under which you are filing (Do not cite jurisdictional statutes unless diversity):
42 U.S.C. § 2000d et seq.; 42 U.S.C. § 1983

Brief description of cause:
Civil rights violations

VII. REQUESTED IN COMPLAINT:

CHECK IF THIS IS A CLASS ACTION UNDER RULE 23, Fed. R. Civ. P. ☐

DEMAND \$

CHECK YES only if demanded in complaint:
JURY DEMAND: ☒ Yes ☐ No

VIII. RELATED CASE(S), IF ANY (See instructions):

JUDGE

DOCKET NUMBER

IX. DIVISIONAL ASSIGNMENT (Civil Local Rule 3-2)

(Place an "X" in One Box Only) ☒ SAN FRANCISCO/OAKLAND ☐ SAN JOSE ☐ EUREKA-MCKINLEYVILLE

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*pending admission pro hac vice