

San Mateo County Schools

Comprehensive School Safety Plan

Part One: Public Component

2025-26 School Year



School District: Hillsborough City School District

Address: 300 El Cerrito Avenue, Hillsborough, CA 94010
Hillsborough, CA 94010

School Site: Hillsborough City School District

School Address: 300 El Cerrito Avenue

CDS Code: 41-689080000000

School Covered in Document Hillsborough City School District

Address of School Sites

Date of Adoption: 10/15/2025

Approved by:

Name	Title	Signature	Date
Kim Oliff	HCSD Board President		11/12/2025
Don Geddis	HCSD Board Vice President		11/12/2025
Greg Dannis	HCSD Board Clerk		11/12/2025
Gilbert Wai	HCSD Board Trustee		11/12/2025
An Huang Chen	HCSD Board Trustee		11/12/2025

Table of Contents

Safety Plan Vision.....3

Comprehensive School Safety Plan Requirements3

Safety Committee3

Components of the Comprehensive School Safety Plan (EC 32282).....4

 Assessment of School Safety.....4

 Student Threat Assessment Policy and Protocol5

 Suicide Prevention Policy and Protocol.....6

 Naloxone for Schools Toolkit to Reverse Opioid Overdoses (Optional).....8

 Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....9

 Disaster Procedures (EC 35295-35297; GC 8607 and 3100)10

 Big Five: Immediate Action Emergency Response for Schools Protocol and Hazard Response Protocol10

 Procedures to prepare for active shooters or other armed assailants11

 School Suspension, Expulsion and Mandatory Expulsion Guidelines12

 Procedures to Notify Teachers of Dangerous Pupils (EC 49079)14

 Sexual Harassment Policies (EC 212.6 [b])16

 School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....17

 Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)18

Safe Routes to School Program (Optional Section)18

Electrical Bicycles (E-Bikes) (Optional Section)19

 A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)19

Programs/Procedures to Address Mental Health Care for Students Who Have Witnessed a Violent Act21

Mental Health Supports and School Resource Officers on Campus (EC 32282.1)21

 School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....22

 Hate Crime Reporting Procedures and Policies23

 Procedures for Preventing Acts of Bullying and Cyber-bullying.....26

 Instructional Continuity Plan (SMCOE Template)26

 Instructional Continuity Plan (DTS Template)29

Safety Plan Review, Evaluation and Amendment Procedures33

Safety Plan Appendices34

Safety Plan Vision

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

Comprehensive School Safety Plan Requirements

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. State regulation requires the school site council or designated safety planning committee to write and develop the CSSP in consultation with a representative from a law enforcement agency, a fire department, and other first responder entities. The Comprehensive School Safety Plan for the current school year is reviewed, updated, and submitted to San Mateo County Office of Education by October 15th for review and approval. The District ensures that the CSSP is adopted by the school annually by March 1st; the CDE recommends the plan be approved by the (district) Board within a month of school adoption or as soon as possible. A copy of the Comprehensive School Safety Plan – Public Component is made available for review at the District Office and on the District Website. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual School Accountability Report Card (SARC).

District Office Address	District Website
300 El Cerrito Avenue, Hillsborough, CA 94010	https://www.hcsdk8.org/domain/242

Safety Committee

Hillsborough City School District Safety Committee

Name	Agency	Title	Membership Role
Ana de Arce	Hillsborough City School District	Superintendent	
Maureen Sullivan	Hillsborough City School District	Director of Communication, Compliance and Safety	
Alex Friez	Hillsborough City School District	IT Manager	
Leilani Bell	Hillsborough City School District	Director of Human Resources	
Regina Piper	Hillsborough City School District	Director of Student Services	
Heidi Felt	Hillsborough City School District	North School Principal	
Lina Butte	Hillsborough City School District	South School Principal	
Heather Mata	Hillsborough City School District	West School Principal	
Keith Rocha	Hillsborough City School	Crocker Middle School	

	District	Principal	
Lisa Ayer	Hillsborough City School District	Crocker Middle School Assistant Principal	

Components of the Comprehensive School Safety Plan (EC 32282)

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

Assessment of school crime committed on school campuses and at school-related functions; strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety; child abuse reporting procedures; disaster, emergency, and crisis response procedures; procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency, suspension and expulsion policies; annual notification related to the safe storage of firearms; the reporting by a school official of any threat or perceived threat to law enforcement; threat assessment procedures; procedures to notify teachers of dangerous pupils; discrimination and harassment policies; school-wide dress code policies; procedures for safe ingress and egress; policies enacted to maintain a safe and orderly environment; rules and procedures on school discipline and hate crime reporting procedures; procedures for responding to dangerous or violent activities, criminal incidents, active shooters, or other armed assailants; procedures to respond to a sudden cardiac arrest or other similar life-threatening medical emergency while on school grounds; protocol for responding to a pupil in grades 7-12 who is suffering or is reasonably believed to be suffering from an opioid overdose; bullying prevention policies and procedures; an Instructional Continuity Plan.

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

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

Assessment of School Safety

Current Status of School Crime (EC 32282.1)

Assessment of School Safety, specifically, an assessment of the current status of school crime at the school and the school related functions is accomplished by reviewing one or more of the following types of information:

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

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

School attendance/ absenteeism and suspension data for Hillsborough City School District were examined through the California School Dashboard and local data calculation through CalPADS. It was observed that school attendance rates improved districtwide on the 2024 California School Dashboard. Most importantly, chronic absenteeism and suspension rates declined by 5.9% and 0.6% respectively. Our desired outcome for the 2025-2026 school year is 100% school attendance with 0% chronic absenteeism and 0% suspension rate on the 2025 California School Dashboard

In addition, HCSD administered the California Healthy Kids Survey to students in 3rd-8th grade in the spring of 2024. The survey results from 5th and 7th-grade students will be used for comparison to the most recent time (2023) the survey was administered. HCSD has decided to give the Healthy Kids Survey each year to gather more regular data on school climate and safety. Both grade levels continued to have high participation rates with 94% of 5th graders (6% increase over 2023) and 92% of 7th graders (1% decrease from 2023) participating. 85% of fifth graders (1% increase over 2023) reported high or moderate levels of school connectedness and 74% of seventh graders (6% increase over 2023) reported high or moderate school connectedness.

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

This section includes appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

Student Threat Assessment Policy and Protocol

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

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

Annual updates and training on the protocol and process are provided by the San Mateo County Office of Education.

<https://www.smcoe.org/about/coalition-for-safe-schools-and-communities/student-threat-assessment-protocol.html>

Notification to Parents/Guardians of Safe Storage of Firearms

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

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

The purpose of this memorandum is to inform and remind parents and legal guardians of all students in the Hillsborough City School District of their responsibilities for keeping firearms out of the hands of children as required by California law. Section 48986 of the California Education Code (EC) requires that all kindergarten through grade twelve school districts, county offices of education, and charter schools shall annually inform parents and guardians of California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the first semester or quarter of the regular school term. There have been many news reports

of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.[1]

Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.[2]

In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.[3]

Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.[4]

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

[1] See California Penal Code sections 25100 through 25125 and 25200 through 25220.

[2] See California Penal Code section 25100(c).

[3] See California Civil Code Section 29805.

[4] See California Civil Code Section 1714.3.

Suicide Prevention Policy and Protocol

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

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

- Strategies to help promote a positive school climate
- Staff development on suicide awareness and prevention for all K-12 staff
- Instruction to students in problem-solving and coping skills as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
- Information to parents/guardians regarding risk factors and warning signs of suicide, basic steps for helping suicidal youth and school and community resources.

- Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- Crisis intervention procedures for addressing suicide threats or attempts
- Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.

Board Policy 5141.52

Original Adopted Date: September 11, 2019 Last Revise Date: April 19, 2023

The Governing Board recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

In developing policy and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school and community stakeholders, school-employed mental health professionals, suicide prevention experts, and, in developing policy for grades K-6, the county mental health plan. (Education Code 215)

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers

Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide

The provision of information to parents/guardians and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis

Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

Crisis intervention procedures for addressing suicide threats or attempts

Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of

resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code 215)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the district's website, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Naloxone for Schools Toolkit to Reverse Opioid Overdoses (Optional)

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

San Mateo County Office of Education partners with the State of California to offer the Naloxone Distribution Project (NDP) to San Mateo County schools and districts. The NDP aims to reduce opioid-overdose deaths through training and the provision of free Naloxone. All TK-12 public school districts, charter schools, and private schools may participate. School Districts, Offices of Education and Charter School Entities shall establish minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist that satisfies the requirements of California Education Code 49414.3.

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

All HCSD Site/District Administrators and Administrative Assistants has been trained in the use of Naloxone and the Naloxone Toolkit for Schools and is implementing the protocol in Hillsborough City School District Schools.

Board Policy 5141.21 Administering Medication and Monitoring Health Conditions

Original Adopted Date: April 18, 2017, Last Revised: April 19, 2023

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities

Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)

The parent/guardian of a student who is a qualified patient pursuant to Health and Safety Code 11362.7-11362.85 may administer medicinal cannabis, excluding medicinal cannabis or cannabis products in a smokeable or vapeable form, to the student at a school site. School personnel are not authorized to administer medicinal cannabis to a student. (Education Code 49414.1)

Before administering medicinal cannabis at a school site, the parent/guardian shall provide to the principal or designee a valid written medical recommendation for the student to be given medicinal cannabis, which shall be kept on file at the school. The parent/guardian shall sign in at the school site before administering the medication, and shall not administer the medication in a manner that disrupts the educational environment or exposes other students. After the parent/guardian administers the medication, the parent/guardian shall remove any remaining medicinal cannabis from the school site. (Education Code 49414.1)

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

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

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

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

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

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

Board Policy 5141.4 Child Abuse Prevention and Reporting Adopted Date: September 9, 2015

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

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

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

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

The San Mateo County Office of Education, in collaboration with Local Law Enforcement, County Government and Local Fire Departments, created the Big Five Immediate Action Emergency Response for Schools Protocol and Hazard Responses Protocol for all public, private and charter Schools in the County and update the protocols annually as needed. The Big Five Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. The Protocol is consistent with the guidelines established in California's Standardized Emergency Management System and integrate the procedures of the National Emergency Management System. All employees of the district are Disaster Service Workers, as defined by the California

Emergencies Services Act, and are subject to such disaster service activities as may be rightfully assigned to them. All employees shall be required to subscribe to the oath or affirmation required by the Act.

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

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

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

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

Procedures to prepare for active shooters or other armed assailants

School site staff should participate in action-oriented Lockdown/ Barricade (active shooter) drills. The Think on Your Feet Peet Book, which teaches young students what to do during a Lockdown/Barricade, Table-Top exercises, or Walk-Through Drills can be used in lieu of violent intruder drills or simulations when students are present. State regulations require that any Lockdown/Barricade drill conducted with students may not be high-intensity and must comply with the outlined requirements of EC 32282(K).

Immediate Action Responses

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

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

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

HCSD is an ActVnet school district. ActVnet allows for collaboration and coordination between schools and first responders during critical moments. It is intended to improve emergency response processes as well as school safety and security.

Board Policy 3516: Emergencies and Disaster Preparedness Plan
Adopted Date: September 12, 2018

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

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

Public Agency Use of School Buildings for Emergency Shelters

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

Board Policy 3516
Adopted Date: September 9, 2018

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (EC 32282)

School Suspension, Expulsion and Mandatory Expulsion Guidelines

Hillsborough City School District desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standard of behavior expected of students and the disciplinary process and procedures for addressing violations of those standards and therefore adheres to California Education Code 48915(a)(1) for grounds for suspension or expulsion.

Board Policy 5144.1 Suspension and Expulsion/ Due Process

Adopted Date: September 9, 2015

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

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

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

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

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

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

Appropriate Use of Suspension Authority

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

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

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

Authority to Expel

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

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

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

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

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

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

Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

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

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

Due Process

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

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

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

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

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

In the event of a dangerous pupil, administration will notify all teachers who see the student via email and then follow up with an in person phone call or meeting.

Board Policy 4358 Employee Security
Adopted: November 13, 2013

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties. (Education Code 48904, 48905)

The Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

The Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

The Board requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately.
2. Immediately notify the principal, who shall take appropriate action.

3. Immediately call 911 and the principal.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Firearms on Campus

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

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

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

Board Policy 3515.7 Firearms on School Grounds

Adopted Date: September 7, 2016

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

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

Any person specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Sexual Harassment Policies (EC 212.6 [b])

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

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

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

Board Policy 4119.11 Sexual Harassment
Adopted: September 12, 2018

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

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

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

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

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

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

Sexual Harassment Reports and Complaints

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

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

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

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

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

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

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

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

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

Beginning January 3, 2022 Hillsborough City School District partnered with the Town of Hillsborough to hire crossing guards through All City Management Services to ensure each of our four school sites have safe ingress and egress routes when walking and/or biking to school.

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

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

Board Policy 5142.2 Safe Routes to School Program

Adopted November 13, 2013

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning, the Superintendent or designee shall develop and implement strategies to establish and promote safe routes to school program activities.

The Superintendent or designee may identify a program coordinator or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Safe Routes to School Program (Optional Section)

The San Mateo County Office of Education and Hillsborough City School District participates in the Safe Routes to School Program which results in less traffic congestion around schools; improved air quality; a greener, healthier community; and an increase in self-reliance among San Mateo County children who walk and bike to school. The San Mateo County Safe Routes to School Program provides bike and pedestrian education and walk audits that assess the walkability and bike ability of a school and its surrounding environment. These audits include analyzing traffic patterns and travel to and from a school. Walking and biking route maps can also

be generated to support safe and efficient travel flow to and from a school. San Mateo County Safe Routes to School program places particular emphasis on providing access and support for students whose families have limited financial means, students of color, students of all genders, and students with disabilities, and works to provide additional resources to schools in low-income communities, particularly technical assistance for schools serving low-income communities with higher rates of traffic collisions involving pedestrians and cyclists. The program fosters a city/school relationship around infrastructure for safe walking and bicycling to school.

Electrical Bicycles (E-Bikes) (Optional Section)

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

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

E-Bike safety training held on September 2, 2025 at 12:15 pm at Crocker Middle School. Students must provide evidence of completing the training.

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

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

Positive School Climate:

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

Evidence of a positive school climate includes the following:

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

Behavior Support and Prevention

A classroom is a place where each student shall feel safe, welcomed, respected, and inspired to learn. Students shall have opportunities to increase self-discipline and academic achievement through an instructional program that meets their needs.

All school staff will build respectful relationships with each student by taking steps to address changes in activity or mood before they escalate into volatile situations. School site staff will communicate with each other and work together to proactively prevent behavior issues. Staff will assist and support one another to understand individual student challenges and the triggers/causes of inappropriate behavior. The following strategies will be used to assist students:

1. One of the important factors in promoting positive student behavior is effective instruction that addresses the individual needs of each student. When teachers deliver well-planned, differentiated instruction and relevant curriculum, students are more likely to be engaged and respond appropriately.
2. The environment shall be set up to remove as many of the triggers as possible.
3. If triggers cannot be removed, assist students in learning adaptation skills.
4. Create a plan for addressing specific challenges, which may include specific natural or logical consequences to support positive behavior.
5. Redirection shall be used as often as possible by employing the following strategies:
 - Engaging the student in a positive conversation unrelated to the negative behavior until the student's physical countenance changes,
 - Providing a different working environment for the student,
 - Suggesting that the student "take a five-minute break" outside of the classroom, and/or
 - Referring the student to speak with the teacher, psychologist, or paraeducator outside of the classroom.

Collaboration among teachers, paraeducators, administrators, and support staff is essential in addressing student needs. Appropriate personnel shall meet to discuss concerns and agree upon strategies for modifying student behavior. It is imperative that all staff support these agreed-upon strategies and apply them consistently with students.

Behavior Intervention Plan

If a student exhibits behaviors that interfere with his/her educational access and does not have a current Behavior Intervention Plan, an assessment plan must be signed by parents in order to receive permission to collect new data and observations on the student's behavior. If a student has a current Behavior Intervention Plan and exhibits increased or new concerning behaviors, the teacher will inform and ask the school psychologist to assist with data collection. In both cases, the teacher/case manager will collaborate with the school psychologist to develop a Behavior Intervention Plan.

Board Policy 5144 Discipline
Adopted: November 13, 2013

The Governing Board desires to provide a safe school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

The Superintendent or designee shall approve, for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

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

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

Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board
Comprehensive School Safety Plan

policy, and administrative regulation.

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

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

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

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

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

Board Policy 6164.2: Guidance/ Counseling Services Adopted: November 13, 2013

The Governing Board recognizes that a comprehensive counseling program can help promote academic achievement and serve the diverse needs of all district students. Counseling staff shall be available to meet with students to discuss academic, social, or personal difficulties, as well as other issues that may impact student learning.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students before and after a crisis.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in appropriate response techniques and/or to directly help students cope with such crises if they occur.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

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

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

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

Hillsborough City School District follows the San Mateo County Student Threat Assessment from the Coalition for Safe Schools and Communities, please see appendix

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

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

The Superintendent shall implement rules and regulations for student behavior and discipline that promote learning and protect the health, safety, and welfare of all students enrolled in programs operated by the Superintendent. The Superintendent shall provide for the fair treatment of students facing disciplinary actions by affording them their due process rights under the law. The Superintendent shall inform all students and parents/guardians annually of the student behavioral rules and disciplinary procedures and of their due process rights under the law.

1. Student receives a verbal reminder of rule/appropriate behavior/consequences and is then redirected back to work. Student will be moved to a different workspace if necessary.
2. Student will be removed from the classroom for a five- to 15-minute "cooling off" period.
3. Student will be asked to leave the classroom to speak with an adult about the situation and to discuss positive behavior expectations. The student should remain outside of class until the end of the period. Under no circumstances should the student be sent back to class without the teacher's prior approval. The teacher may request that the student return before the end of the period.
4. If the student returns to class and the behavior persists, the student will be removed from class for a period of time (non-violent behavior), or the remainder of the day (violent behavior). The student will spend time with a staff member doing projects or activities to support positive behavior. Parent/guardian will be called and a collaborative approach to support positive behavior will be initiated. Students exhibiting violent behavior may be suspended and the parent/guardian, probation officer, or sheriff may be called to pick up the student. A parent/guardian or probation officer may be called to pick up a student exhibiting persistent disruptive behavior that is non-violent. If a parent/guardian is asked to pick up a student, the student will be removed from the classroom while waiting.
5. If the behavior is persistent over a period of days or weeks, a Student Study Team (SST) will be called by those persons having knowledge of the student's behavior so a collaborative and transparent approach to behavior challenges can be put in place to support student success.
6. The family, school staff, and student will partner in creating a behavior plan for the student. The behavior plan will be consistently applied and followed. The plan will be reciprocal, meaning that it will indicate both what the student will do and what the staff will do to support the student.
7. When the student returns from suspension, the teacher will confer with the student and the parent/guardian prior to the student returning to the classroom. Counseling for the student and/or family may be recommended. Any limitations for the student will be discussed at this time.
8. If all the above interventions have been consistently applied and the behavior persists, it may be determined by the Administrator that the current educational placement setting is not meeting the student's needs and another placement may be warranted.

The Governing Board desires to provide a safe school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

The Superintendent or designee shall approve, for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

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

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

Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

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

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

Hate Crime Reporting Procedures and Policies

Discrimination and Harassment Policies Including hate crime reporting)

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

- Protect the right of all students, staff, and parents/guardians to be free from harassment or any activity that degrades the unique qualities of an individual or association with a person or a group with one or more actual or perceived protected characteristics, to include students' parental, family, or marital status, ancestry, color, race, gender, gender identity, gender expression, ethnicity, age, culture, heritage, sexuality, physical/mental/intellectual attributes, or religious beliefs and practices.

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

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and Hillsborough City School District procedures specified in the Uniform Complaint Procedures (UCP). Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under the UCP and where to obtain a copy of the procedures. The Superintendent or designee shall take appropriate actions to reinforce the Hillsborough City School District sexual harassment policy.

Board Policy 5145.3 Nondiscrimination/ Harassment

Adopted Date: September 12, 2018

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall

regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

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

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

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

Board Policy 5131.2 Bullying
Adopted October 16, 2019

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

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

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

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

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

Instructional Continuity Plan

PLAN OVERVIEW

The Instructional Continuity Plan (ICP) outlines provisions for instructional continuity in the event of a natural disaster or emergency.

Hillsborough City School District will communicate with families of students as soon as possible, no later than five calendar days, following an emergency that requires implementation of an ICP. The plan outlines two-way communication, continuity of learning that includes support for students' academic needs, social-emotional and mental health, and access to instruction and other optional information such as support services, professional learning resources for staff, established emergency partnership/s, and considerations that determine the return to in-person instruction.

COMMUNICATION				
Type	Source	Method	Purpose	Frequency
District-wide				
School Site				
Classroom				
Social Emotional and Mental Health				

A plan for student access to instruction will be determined and communicated to families for students by Hillsborough City School District no more than 10 instructional days following the emergency. Logistics related to the specific emergency will be communicated to families as needed during the event. Remote instruction plans align with the board approved policy and administrative regulations for Independent Study. Continuity of learning includes students' well-being through access to physical, mental health, and other support professionals to ensure instruction is equitable, accessible, and inclusive.

Instruction and Assessment				
	Grades:	Grades:	Grades:	Grades:
Remote or In-Person				
Instructional Online Platform (resources, materials, schoolwork)				
Timeline of Instruction				
Independent Study Plan				
Instructional Materials				
"Digital Backpack"				
Assessment and Monitoring Progress				

Social-Emotional and Mental Health				
	Grades:	Grades:	Grades:	Grades:
Social-Emotional				
Mental Health				

Instructional Support				
	Grades:	Grades:	Grades:	Grades:
Academic				
Technology				

Students with Disabilities				
Foster Youth				
Experiencing Homelessness				
English Learners				

The school district will adapt the following services to the online or hybrid environment when necessary to support continuity of established support services.

- After School Programs
Hillsborough Recreation Department
- Access to Meals
Ordo

PROFESSIONAL LEARNING: EDUCATORS

Educators are provided regular training on the tools, platforms, and strategies necessary to provide remote instruction and assessment to students through independent study (emphasizing pedagogies that support remote and hybrid learning environments; pd to support virtual classroom management).

	Grades:	Grades:	Grades:	Grades:
Platforms				
Strategies				

In collaboration with emergency officials, the school district will consider the following considerations, at minimum, to determine when students and staff are able to safely return to in-person instruction and will communicate necessary logistical and timeline of return information to families regarding the transition back to in-person instruction.

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff to cover those affected by the natural disaster or emergency
- Kitchens functioning for meal preparation
- Classrooms clean and functional
- Access to curriculum and instructional materials

ESTABLISHED EMERGENCY PARTNERSHIPS

Students may need to enroll or be temporarily assigned to another site, school district, county office of education, or charter school due to disruption of learning from a natural disaster or emergency. Per the California Department of Education, “When a pupil is temporarily reassigned to another LEA outside of the school district in which the pupil’s parent(s) or guardian resides, then, notwithstanding any other law, that pupil shall be deemed to have complied with the residency requirements for attendance in the LEA that is temporarily serving the pupil pursuant to the ICP.”

School District/Entity Name	Purpose
------------------------------------	----------------

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

This Instructional Continuity Plan (ICP) was last revised on June 11, 2025 and adopted by Hillsborough City School District on June 17, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

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

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

Plans for Unforeseen Events

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

Support for Special Needs

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

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

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

Conditions for Resuming Access to In-Person Instruction

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

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

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

Remote Instruction

Plans for remote instruction.

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

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

Instructional Continuity

Communication Protocols

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

Technological Readiness

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

Instruction and Assessment

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

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Englis Leaners (EL)

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

Professional Learning

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

Well-Being and Support Services

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

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

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

Site-Based Collaboration

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

Return to Site-Based Learning

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

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Hillsborough City School District's Comprehensive School Safety Plan (CSSP).

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

Safety Plan Review, Evaluation and Amendment Procedures

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

School District: Hillsborough City School District

School Site: Hillsborough City School District

Safety Plan Appendices

[Coalition for Safe Schools and Communities](#)

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

[Big Five Administration Packet](#)

[Hazard Responses](#)

[Incident Command Cards](#)

[Fire Watch](#)

[Air Quality Guidance](#)

[School Closure Guide](#)

[Student Threat Assessment Page](#)

[Student Threat Assessment Protocol](#)

[Suicide Prevention Page](#)

[Suicide Prevention Protocol](#)

[Commercially Sexually Exploited Children Resource Page](#)

[Commercially Sexually Exploited Children Resource Protocol for Schools](#)

[Sexual Assault/Sexual Harassment Resources](#)

[Student Sexual Abuse Response Guidelines for San Mateo County Schools and Law Enforcement](#)

[Naloxone for Schools Program and Toolkit](#)

[Naloxone Toolkit](#)

[Violent Release](#)

[Student Release](#)

[Facilities Guide](#)

[TOYFP Book](#)

Lesson Plans

Grade: [1-3](#) [4-5](#) [Middle](#) [High](#)



- Goal 1:** 90% of ALL students meet/exceed academic standards.
Goal 2: SEL well-being of students and staff.
Goal 3: Closing the Gap for SWD - 60% meet/exceed standards.
Goal 4: Less than 2% chronic absenteeism for ALL student groups.

Hillsborough City School District

Instructional Continuity Plan

Section 1: HCSD Vision, Mission, & Core Values

Vision: The Hillsborough City Elementary School District (HCSD) is **Dedicated to Excellence in Education.**

Mission: Our mission is to develop students who think critically, act ethically, and embrace challenge.

The district aims to accomplish this mission by focusing on its Essential Outcomes, providing students with an educational experience that serves as a roadmap for future success in an ever-changing society.

Core Values HCSD's Core Values are:

- **Empower:** Students and educators to be their best selves, try new things, and take risks.
- **Engage:** With each other and be passionate about what we do -- at school and in our community.
- **Evolve:** As learners, thinkers, communicators, and citizens over a lifetime.

Essential Outcomes: The HCSD mission is accomplished by focusing on its Essential Outcomes. These are referred to as "Evolved Essential Outcomes".

Section 2: Our Commitment

Every TK-12 public school in California is required to develop and maintain a Comprehensive School Safety Plan (CSSP) that includes an Instructional Continuity Plan (ICP) mandated by a recent legislative update through SB 153. The ICP ensures student engagement and instruction during emergencies, requiring procedures for re-engagement within 5 days and in-person or distance instruction commencing no later than 10 instructional days after an emergency is declared. Verification for ICP compliance will be part of an LEA's annual audit starting in 2025–26.

The Hillsborough City School District (HCSD) is committed to ensuring that all students can access instruction during a natural disaster or emergency. Our commitment extends to minimizing disruption to instruction and providing support for pupils' social-emotional, mental health, and academic needs. We will adhere to the required protocols for engaging with pupils and families within five calendar days following an emergency and providing access to instruction within ten instructional days. This includes establishing two-way communication and making instruction available in-person or remotely as soon as practicable.



- Goal 1:** 90% of ALL students meet/exceed academic standards.
- Goal 2:** SEL well-being of students and staff.
- Goal 3:** Closing the Gap for SWD - 60% meet/exceed standards.
- Goal 4:** Less than 2% chronic absenteeism for ALL student groups.

Section 3: Communication Plan

In the event of emergency school closures or other emergencies impacting instruction, HCSD will maintain clear and timely communication with parents/guardians, students, and staff. Communication protocols will be designed to establish two-way communication with pupils and their families. Existing methods for communicating with pupils and families will be utilized, such as automated services like text message and email hosts, or schoolwide platforms like Smore and Blackboard for correspondence. Assuming no power or minimal power outages, HCSD will communicate regularly, with weekly communication from district representatives at a minimum. School principals will send updates to the school community and classroom teachers will send information via email or through Google Classroom updates. If sustained power outages occur, alternative methods of communication, such as using US Mail, will occur.

Section 4: Supporting Distance Learning Roles & Expectations

HCSD is committed to ensuring that students' education continues without interruption in the event of school closure or disruption requiring a pivot to remote instruction. Clear guidelines will be established to ensure secure, effective, and consistent use of instructional time and platforms. At a minimum, students will receive coursework that accounts for 240 minutes of instruction daily. When in-person instruction is not possible, instruction will be delivered through Google Classroom, Google Meet, and via email. Students will be expected to engage in daily lessons and coursework. Teachers, counselors, and administrators will work as a team with families whose children struggle with the virtual approach. Professional learning will be provided to educators on the tools, platforms, and strategies necessary for remote instruction and assessment through independent study, emphasizing pedagogies that support remote- and hybrid-learning environments and virtual classroom management.

Section 5: Distance Learning

To ensure continuity of learning, digital learning will play a key role during emergency school closures, similar to what was experienced by HCSD families during the Covid-19 pandemic. HCSD will provide instructional continuity using Google Classroom and Google Meet, which will allow students and families to access and connect with assignments, resources, and communicate with teachers. Instruction will be guided by the California Common Core State Standards and grade-specific unit sequences developed by HCSD educators. Teachers will use a variety of HCSD-adopted core and supplemental instructional resources, including digital links, print materials, and district-licensed online content resources.

Plans for remote instruction will align with *EC* sections 51747 and 51749.5, governing Independent Study instruction modalities. An ICP should be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs. HCSD will maintain an online instructional platform to make remote instruction options accessible when necessary. Flexibility will be maintained to ensure



Goal 1: 90% of ALL students meet/exceed academic standards.

Goal 2: SEL well-being of students and staff.

Goal 3: Closing the Gap for SWD - 60% meet/exceed standards.

Goal 4: Less than 2% chronic absenteeism for ALL student groups.

that existing curriculum content can be accessed both in-person and online. Essential learning will be prioritized, and standards-aligned learning objectives will be made achievable.

Students can access a wide range of supplemental digital materials through the Clever student portal. These materials may include platforms such as Britannica School, Discovery Education, Freckle, IXL, Lexia Core5, Lexia English, Lexia PowerUp, NoRedInk, PebbleGo, Prisms of Reality, QuaverEd, and Typing.com.

HCSD will use various assessment tools and methods to determine students' current learning levels during any disruption. These include formal and informal assessments, interim assessments, attendance, behavioral incidents/interventions, grades, participation, student surveys, and work completion rates. Specific assessment tools mentioned include Star Math, Star Reading, Star Early Literacy, Star CBM (literacy and math), mCLASS DIBELS, standards-aligned HCSD educator-created assessments, standard writing samples, Math Expressions or Big Ideas Math unit assessments, and CAASPP interim assessments. Teachers will use this assessment data to inform teaching and learning progressions and lesson sequences. Screening tools will be used to monitor progress. Checking for understanding will be done using strategies for formative assessment.

Section 6: Social and Emotional Well-Being

HCSD is committed to supporting the social-emotional well-being of its students, families, and staff. The ICP is designed to outline a protocol to provide support for pupils' social-emotional, mental health, and academic needs. During emergency situations, students may have special needs for the social and emotional connection that schools help develop.

Strategies for fostering social-emotional well-being in HCSD classrooms include creating safe, supportive, and equitable learning environments, modeling appropriate expression of feelings, coaching students on managing strong emotions, giving students opportunities to discuss feelings/reactions to the crisis, and including activities like writing, poetry, music, and art. HCSD will draw on CSSP guidelines aligned with *EC* Section 32282.1(a) to provide access to physical and mental health professionals and community intervention professionals, along with using the expertise of HCSD school counselors and the mental health therapist. HCSD will utilize safety and school crisis resources and evidence-based initiatives to create safe and supportive learning environments during disruption to in-person education.

Engagement procedures implemented within five days of an emergency are designed to establish two-way communication and address pupils' social-emotional and mental health needs. HCSD will have a plan for re-engaging students who may be experiencing difficulties with attendance during distance learning. This plan may involve teachers or staff contacting parents/guardians and students, assessing the issue (technological, medical, or emotional), and connecting families with appropriate support, such as loaner devices, WiFi hotspots, or referral to school counselors.



- Goal 1:** 90% of ALL students meet/exceed academic standards.
Goal 2: SEL well-being of students and staff.
Goal 3: Closing the Gap for SWD - 60% meet/exceed standards.
Goal 4: Less than 2% chronic absenteeism for ALL student groups.

Section 7: Students with Diverse Learning Needs

HCSD is committed to ensuring that our instructional continuity design does not exacerbate structural inequities for students and families facing challenges. The plan specifies how all students, including those with disabilities, gifted students, those experiencing homelessness, foster youth, or English learner (EL) students, will have equal access to instructional resources during a natural disaster or emergency.

Teachers will address students' instructional needs through lessons, assignments, and potentially small group and one-on-one sessions provided through Google Classroom and Google Meet. Academic specialists, such as Reading Specialists and Education Specialists, will design lessons to ensure students are accessing and learning the content. Additional academic support may be offered through tutoring, check-ins, or virtual office hours.

For English Learners (ELs), HCSD will provide both integrated and designated ELD instruction through Distance Learning. Reading specialists will be available to adapt lessons to ensure students are accessing the content based on ELD needs. This includes standards-based instruction in both small group and one-on-one targeted instruction addressing the four language domains (Listening, Speaking, Reading, Writing). For middle school ELs, the plan specifically identifies access to supplemental lessons on the Lexia English ELD digital learning program. The plan will be aligned with guidance in California's *English Learner Roadmap Policy*, Principle 1 (Assets Oriented and Needs Responsive Schools), to ensure responsiveness to different EL students' strengths, needs, and identities, and supports their socio-emotional health. It will also reflect a coherent set of practices for instructional continuity for EL students based on Roadmap Principle 4 (Alignment and Articulation Within and Across Systems).

For students experiencing homelessness or foster youth, HCSD staff (such as School Counselors, HCSD Mental Health Therapist, and school administrators) will reach out to families to ensure they have what is needed to access continuity of learning activities, are knowledgeable about food distribution, have their needs assessed and are connected to community resources, and receive mental health services if identified. Disaster Preparation and Response information can provide support for students experiencing homelessness.

Section 8: Special Education & 504 Accommodation

HCSD is committed to partnering with parents/guardians, educators, and administrators to continue to meet the needs of students with disabilities. HCSD will provide a Free and Appropriate Public Education (FAPE) consistent with health and safety. Special Education support and services will be provided to the best extent possible. Accommodations and individualized education plans will be provided and maintained for students who need them, ensuring the ICP can meet the needs of diverse learners.

Distance Learning activities and lessons will aim to be aligned with students' IEP goals and will provide accommodations and modified programming. For students with IEPs or 504 plans, case managers will reach out to families to ensure comparable access to educational resources specific to the needs of the individual



Goal 1: 90% of ALL students meet/exceed academic standards.

Goal 2: SEL well-being of students and staff.

Goal 3: Closing the Gap for SWD - 60% meet/exceed standards.

Goal 4: Less than 2% chronic absenteeism for ALL student groups.

student. This includes reviewing student needs and linking them to services and resources per their IEP/Section 504 Plan and/or current needs. Reasonable services (i.e., consultation with teachers and/or families) will be provided by related service providers. Lessons will be adapted to ensure accessibility. The CDE provides guidance to support Special Education students with remote learning.

When HCSD is in Distance Learning for ALL students, a Distance Learning Plan (DLP) will be developed to assist students with an IEP in succeeding. These DLPs will be developed and revised with ongoing collaboration and consultation with parents/guardians. DLPs offered might include physical packets, online educational programs, teleconferencing, teleconsultation, and teletherapy. Related services (Speech and Language Therapy, Occupational Therapy, Physical Therapy, etc.) may also be provided depending on the child's IEP, potentially via teletherapy platforms. The provided services may not be the exact duration and frequency outlined in the IEP. The DLP is a working document for documentation and planning during school closure, meant to document how IEP goals are being addressed (those which can be addressed through distance learning), in what mode/method of instruction, and progress on goals. Based on consultation, the DLP may focus on priority goals.

School site teams will continue to hold IEP meetings in compliance with student IEP deadlines, likely on virtual platforms or via teleconference. Draft IEPs will be sent to families prior to meetings. The district will continue with IEP assessments and triennial evaluations during Distance Learning, providing school psychologists and service providers to conduct assessments, which may include virtual or in-person methods.

Paraeducators will provide supplemental support for students with IEPs through Distance Learning, focusing on classroom work expectations and/or addressing IEP goals. Sessions may be in a one-on-one or small group format. Students with 1:1 paraeducators, or SCIA's, on their IEPs may have scheduled online support sessions focusing on IEP goals and general education curriculum.

It is essential that Students with Disabilities are provided the technology and connectivity required to provide FAPE to the greatest extent feasible using a distance learning model, and HCSD will ensure that students have access to the resources required for educational continuity. This includes any assistive technology required under a student's IEP.

For students with 504 plans, case managers will ensure comparable access to online platforms and collaborate with parents/guardians regarding student accommodations and access to Distance Learning supports. Section 504 Plans will be reviewed and updated, if necessary, based on current needs given the instructional platforms being used. Case managers will review and provide access to all students' 504 accommodation documents with teaching staff.

Section 9: Technology

HCSD recognizes the importance of technology in supporting instructional continuity. HCSD will support a pivot from in-person to remote learning through independent study by solidifying and strengthening technology



- Goal 1:** 90% of ALL students meet/exceed academic standards.
- Goal 2:** SEL well-being of students and staff.
- Goal 3:** Closing the Gap for SWD - 60% meet/exceed standards.
- Goal 4:** Less than 2% chronic absenteeism for ALL student groups.

readiness for educators and students. Support will be provided throughout the school year so students and families are comfortable with all platforms. Students and families will need access to devices and connectivity for distance learning. HCSD will make efforts to provide devices and WiFi hotspots to families who do not have access.

Learning Management Systems (LMS) are key to instructional continuity, allowing for digital content delivery, organization, student enrollment, monitoring, and assessment. HCSD will utilize Google Classroom and Google Meet as central platforms to support instruction. HCSD may also consider creating “digital backpacks” to bundle necessary digital resources for pupils. For the most part, students can access resources through their Google Classroom and Clever student portals, which provides access to a range of supplemental digital materials and platforms.

During distance learning, increased screen time is often unavoidable, serving as a window to school and socialization. Parents/guardians should monitor and model healthy screen use and ensure students take breaks for physical activity and time away from the screen.

Section 10: Breakfast and Lunch Services

HCSD will continue to provide breakfast and lunch services to families during emergency school closures or disruptions requiring remote instruction using *Ordo*, HCSD’s new California State Universal Meals Program vendor. Information about food distribution processes will be shared with families.
