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

EST. 1951
KENNEDY
MIDDLE SCHOOL

School District:	Redwood City Elementary School District
Address:	750 Bradford Street Redwood City, CA 94063 Redwood City, CA 94061
School Site:	Kennedy Middle School
School Address:	2521 Goodwin Ave Redwood City, CA 94061 Redwood City, CA 94061
CDS Code:	41-69005-6044531
School Covered in Document	Kennedy Middle School
Address of School Sites	
Date of Adoption:	January 29, 2025

Approved by:

Name	Title	Signature	Date
Chandra Leonardo	Principal		02/06/2026
Chuck Walter	School Site Council President		02/11/2026

Viri Godinez	ELAC President		02/06/2026

Table of Contents

Safety Plan Vision 4

Comprehensive School Safety Plan Requirements 4

Safety Committee 4

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

- Assessment of School Safety 5
- Student Threat Assessment Policy and Protocol 7
- Suicide Prevention Policy and Protocol 8
- Naloxone for Schools Toolkit to Reverse Opioid Overdoses (Optional) 8
- Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 8
- Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 10
  - Big Five: Immediate Action Emergency Response for Schools Protocol and Hazard Response Protocol 10
  - Procedures to prepare for active shooters or other armed assailants 10
- School Suspension, Expulsion and Mandatory Expulsion Guidelines 12
- Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 13
- Sexual Harassment Policies (EC 212.6 [b]) 15
- School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 15
- Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) 17
- *Safe Routes to School Program (Optional Section)* 17
- *Electrical Bicycles (E-Bikes) (Optional Section)* 17
- A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) 18
- *Programs/Procedures to Address Mental Health Care for Students Who Have Witnessed a Violent Act* 18
- *Mental Health Supports and School Resource Officers on Campus (EC 32282.1)* 18
- School Discipline Rules and Consequences (EC 35291 and EC 35291.5) 19
- Hate Crime Reporting Procedures and Policies 19
- Procedures for Preventing Acts of Bullying and Cyber-bullying 21
- Instructional Continuity Plan (SMCOE Template) 21
- Instructional Continuity Plan (DTS Template) 26

Presence of Immigration Enforcement 30

Safety Plan Review, Evaluation and Amendment Procedures 31

Safety Plan Appendices 32

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**
750 Bradford Street Redwood City, CA 94063	https://www.rcsdk8.net/

Safety Committee

Kennedy Middle School Safety Committee
The Safety Committee consists of the School Site Council.

Name	Agency	Title	Membership Role
School Site Council members	RCSD	Staff and Community Members	
Ben Krause	RCSD	Campus Supervisor	
Moises Montoya	RCSD	Campus Supervisor	
Chandra Leonardo	RCSD	Principal	
Liz Avalos	RCSD	Classified Staff	
Hugo Verdusco	RCSD	Janitor	
Shanna Laney	RCSD	Assistant Principal	
Enrique Pin	RCSD	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:

Kennedy Middle School receives students from five different feeder K-5 schools within the Redwood City School District (Adelante Selby, Henry Ford, Orion, Roosevelt, and Taft) and any other students within the district boundaries (and other RCSD schools) who want to be enrolled at Kennedy. As a result, the student population mirrors the diversity of the city. Student enrollment in grades 6 – 8 is the highest of all twelve schools in the district.

School safety and the implementation of Positive Behavioral Intervention and Supports (PBIS) have been areas of focus. The program emphasizes and rewards positive behaviors through a variety of methods. Through the PAWS acronym, we call out the values we want all students to demonstrate, which are: being PREPARED, having a positive ATTITUDE, making WISE CHOICES, and being SAFE when making decisions. Students are rewarded for demonstrating these values by receiving Cougar Cash that they can spend at the student store to purchase treats and Kennedy swag. We have also implemented a Student of the Month program. Additionally, we have added and expanded a number of supports through our Family Center to meet the diverse needs of students: Counseling, an LGTBQ+ group, El Centro de Libertad (drug and alcohol prevention and awareness groups), Kara (grief group for students with family deaths), Healthy Cities Tutoring, College Advising Prep (CAP) Tutoring, Friends for Youth (group and individual mentoring), before and after school academic help with teachers, and more. As a result, we have seen school climate and safety improve, including the suspension data that is shared below.

Suspension Data (As of 01/26/2026)
7 students

Suspension Data (As of 01/26/2025)
6 students

Suspension Data (As of 01/30/2024)
8 students

Suspensions Data (As of 1/26/2023)
9 students

Suspension Data:
2021-22 (As of 1/17/2022)
6 students

2020-2021
0 students

2019-2020
16 students

2018-2019
36 students

2017-2018
40 students

2016-17
44 students

2015-16
174 students

2014-2015
158 students

2013-2014
168 students

2012-2013

168 students

The goal at Kennedy is to keep all students in classrooms as much as possible and provide a safe learning environment and healthy climate. In lieu of suspension, students are placed in social skills groups, counseling, and prevention programs. In-house suspension is also an alternative to suspension depending upon the concern.

Data reviewed came from the California School Dashboard for 2023 (https://www.caschooldashboard.org/reports/41690056044531/2023). This information was shared with our SSC during the January 2024 meeting.

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.rcsdk8.net/our-programs-and-services/educational-services/student-services/california-law-regarding-safe-storage-of-firearms

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.

Redwood City Elementary 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:

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.

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

Naloxone for Schools Toolkit to Reverse Opioid Overdoses (Optional)

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

San Mateo County Office of Education 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.

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

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.

Child Abuse Reporting Procedures

District Policy:

All certificated employees and any other employees designated by law as mandated reporters of the district are directed to report known or suspected incidents of child abuse in accordance with state law and district regulations. Mandated reporters are required to report if a “reasonable suspicion” of child abuse is suspected. Reports must be made immediately or as soon as practically possible and in writing within 36 hours. Mandated reporters shall call local the CPS agency, police or sheriff and make a verbal report with the following information:

1. Name of person making report

2. Name of the child

3. Present location of the child

4. Nature and extent of the injury

5. Any other information requested by CPS, police or sheriff. Employees reporting child abuse are encouraged, but not required to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. Administrators shall provide any assistance necessary to ensure that reporting procedures are carried out according to state law and district regulations.

Mandated reporters have absolute immunity and are not civilly or criminally liable for filing a report. Mandated reporters who fail to report child abuse are guilty of a misdemeanor and can be held civilly liable for damages for any injury to the child after a failure to report. No supervisor or administrator may impede or inhibit reporting duties of employees.

CPS, police or sheriff may interview a suspected victim at school and the child has the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide. If the child is released to a peace officer, the principal shall not notify the parent or guardian but rather shall provide the police officer with the address and telephone number of the child’s parent or guardian and law enforcement must notify parent or guardian of the situation. Peace officers will be asked by school personnel to sign an appropriate release or acceptance of responsibility form.

Training in child abuse identification, reporting and confidentiality rights for all mandated reporters of child abuse shall be provided by the Superintendent or designee.
[Reference: RCSD Board Policy 5141 RCSD Administrative Regulation 5141.4 (a-f) EC 35294.2a]

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Site Implementation:

Kennedy Middle School Staff will continue to adhere to Child Abuse Reporting Procedures, and continue to follow RCSD policies in all aspects.

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 Redwood City Elementary 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.

Disaster Procedures, Routine and Emergency District Policy: The safety of the students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well being of both students and district employees. The Emergency Procedures Plan for the Redwood City School District is prepared in compliance with Section 560, Title 5 of the California Administrative Code, which makes it mandatory for all public schools to have a written emergency plan. The Katz Emergency Procedures Bill of 2984 added the requirement that earthquake preparedness plans be developed in all public and private schools. The Site Emergency Plan represents the mutual concerns of parents, students, and staff for the safety and welfare of all. The plan will be reviewed and revised annually and appropriate drills and training provided to help al persons become familiar with their responsibilities. [All drills are cancelled until COVID restrictions are lifted.] Emergency preparedness also includes close cooperation and planning with police or sheriff, fire, civic emergency agencies and school/parent groups. Information regarding school district emergency procedures must be disseminated to parents and community members. Each school site is provided with an Emergency Preparedness Plan binder prepared by the Assistant Superintendent of Operations and Support. The Plan provides instructions for handling emergencies, emergency plan checklists and copies of annual documentation and handouts. The principal or site director of emergency services shall: 1. Review, revise and update the Emergency Plan by the last day of September each year and devote one staff meeting by the last day of October to reviewing the Site Emergency Plan 2. Provide maps or diagrams of evacuation routes and other designated areas needed in a major emergency. 3. Provide an effective internal communication system that is not reliant on public utility power. 4. Ensure that the Site Emergency Plan is tested at least twice each year in addition to legally required fire drills. [All drills are cancelled until COVID restrictions are lifted.] 5. Provide parents each year in the first mailed notice after school opens with the district policies regarding the release of students in case of a major disaster. 6. Implement the Site Emergency Plan when directed by Superintendent, report in person to assigned site after any major emergency and initiate a recall to duty of site personnel. 7. Inventory and monitor all supplies, equipment and furniture used in a declared emergency. Teachers shall: 1. Provide care and supervision to students as Disaster Service Workers under the direction of the site director of emergency services. 2. Shall be knowledgeable of their responsibilities for emergency preparedness and for implementing the site emergency plan. 3. Include earthquake education in the curriculum and present instruction to students about emergency preparedness plans for the school. 4. Conduct drills for fire evacuation and earthquakes. [All drills are cancelled until COVID restrictions are lifted.] [Reference: RCSD Emergency Preparedness Plan] Site Implementation: Kennedy Middle School follows the RCSD Emergency Preparedness Plan: A copy of the school emergency evacuation map is posted in each classroom. All parents and volunteers on campus at the time of a practice drill or “Declared Emergency” will be expected to participate in the drill. [All drills are cancelled until COVID restrictions are lifted.] If present during an actual emergency, parents, and volunteers will be expected to assist as needed. Our school’s emergency procedures related to Fire, Earthquake, or Intruder are posted in each classroom and are also a part of the Kennedy Staff Handbook. (This handbook is digital). At the start of each school year we provide training in the event of an earthquake, fire, or intruder on campus. Once per month we practice an emergency drill. [All drills are cancelled until COVID restrictions are lifted.] A county-wide earthquake drill is conducted in the fall. [All drills are cancelled until COVID restrictions are lifted.] General Procedures: Fire: Warning - Fire Alarm [All drills are candcelled until COVID restrictions are lifted.] A. Evacuate building using fire evacuation plan - bring emergency bag B. Line up at designated location C. Take roll D. Report missing students to the Principal/designee E. Keep students under supervision F. Administer first aid as needed G. Await further instructions from the Principal/designee Earthquake: No

Warning A. Keep students in classroom under direct supervision 1. Assume drop and hold position 2. Evacuate building when safe. Bring emergency bag, box of granola bars, and water. 3. Teachers and students proceed to the designated location 4. Teachers and staff unassigned a search and rescue, first aid, or other duty take roll and supervise students. (Assignments are given out and reviewed at the beginning of the year during the first staff meeting). 5. Complete emergency list form and send to command post with student messenger. 6. Await further instructions from the Principal/designee
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=IE4ZuzlKSdWXgUgZ8LLLGQ==

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

Redwood City Elementary 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.

Kennedy is a designated Red Cross site. A trailer is kept on campus in the parking lot by the gym with disaster supplies.
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=IE4ZuzlKSdWXgUgZ8LLLGQ==

School Suspension, Expulsion and Mandatory Expulsion Guidelines
Redwood City Elementary 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.

The Redwood City School District and Kennedy Middle School follow the state of California's Education Code as appropriate, centering upon Education Code 48900, the text of which follows: 48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive: (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense. (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (e) Committed or attempted to commit robbery or extortion. (f) Caused or attempted to cause damage to school property or private property. (g) Stole or attempted to steal school property or private property. (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products. (i) Committed an obscene act or engaged in habitual profanity or vulgarity. (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date. (l) Knowingly received stolen school property or private property. (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a

firearm. (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events. (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings: (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property. (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance. (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school. (2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following: (i) A message, text, sound, video, or image. (ii) A post on a social network Internet Web site, including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1). (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated. (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. (iii) An act of cyber sexual bullying. (I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. (II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs. (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following: (1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school-sponsored activity. (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a). (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases. (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5. (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
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Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

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

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

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

Kennedy Middle School's policy is based upon Education Code:

49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The 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.
(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
(c) An officer or employee of a 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, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.
(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

Reference: RCSD Board Policy-in progress
RCSD Administrative Regulation:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=ksPwZEOvhhmLoYjfWnBYEg==&PG=6&st=notify%20teachers&mt=Exact

Firearms on Campus

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

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

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

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Sexual Harassment Policies (EC 212.6 [b])

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

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

Redwood City Elementary 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.

Kennedy Middle School's sexual harassment policy is based upon California Education Code 212.6 [b]: EC 212.5. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress. (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual. (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment. (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
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School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

A school-wide dress code established pursuant to this section and Section 35183 shall be enforced at Redwood City Elementary School District and at any school-sponsored activity by the school principal or person designated by the principal. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Redwood City Elementary 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 Kennedy Dress Code Policy was updated for the 2025-26 school year.

Kennedy Middle School Dress Code

Our dress code guidelines are created to maintain an atmosphere conducive to learning. We understand and encourage self-expression and free choice for our students as long as they remain within the school's listed guidelines and dress doesn't contribute to a hostile or intimidating atmosphere for students.

Students must wear:
A shirt with straps or sleeves that cover the midriff
Bottoms (pants/jeans/shorts/skirts/dress)
Shoes that can be worn in order to fully participate in physical activity.

Students cannot wear:
Slides, sandals, or any open-toed footwear.
Electronic devices as accessories (i.e. No Airpods/earbuds/headphones; Apple Watches are okay as long as they are not a distraction to the learning environment.)
Visible undergarments (visible straps are not in violation)
Images or language depicting/suggesting drugs, alcohol, vaping, paraphernalia or any illegal item or activity (i.e. No Cookies, Backwoods, or similar brands)
Clothing that demeans others about gender, ethnicity, race, sexual orientation, religion, disability, etc. (No Playboy, Kappa, or similar brands)
Accessories or attire that could be deemed unsafe (i.e. Chains, oversized earrings, oversized rings)
Swimsuits (except as required for a class or athletic event)
Sleepwear (pajama bottoms and/or tops)
Blankets
Indoors: Hoods, hats, helmets, ski masks, or other headgear that obscures the face and ears (except as a religious observance)
Outdoors: Students can wear hats, hoodies, and beanies as they wish as long as face is visible (except as a religious observance)
Gang-related symbols or any other clothing that can be perceived as gang-related, including but not limited to certain colors
Pants hanging below the waist or the bottom

Disciplinary actions are meant to ensure the least amount of class time is lost.

Students will be informed of their violation and allowed to correct it. Students will be asked to change, turn the garment inside out, or remove the item. Parents will be notified and the infraction will be documented.
Kennedy staff understands that many dress code violations can be quickly corrected without the loss of class time (Ex: Taking off headgear, hats, or hoodies, or pulling pants up)
If the dress code violation depicts violent language, drugs, alcohol, pornography, or hate speech, teachers are instructed to inform the administration and the student will be counseled.
If the issue persists, the Kennedy administration will schedule a meeting with families in order to discuss solutions and further consequences.
Students may lose extracurricular privileges if school dress code violations persist.

Kennedy staff will respectfully enforce the school dress code and ask for assistance from the administration if necessary.

Disciplinary Action: (Disciplinary actions are meant to ensure the least amount of class time is lost)

Warning: Students will be informed of their violation and given an opportunity to correct it
Kennedy school understands that many dress code violations can be quickly corrected without the loss of class time (Ex: Taking off headgear, hats or hoodies, or pulling pants up)

If the dress code violation depicts violent language, drugs, alcohol, pornography, or hate speech, teachers are instructed to inform administration and the student will be counseled.

If the issue persists, the Kennedy administration will schedule a meeting with families in order to discuss solutions and further consequences.

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Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
In an effort to ensure the safety of students, staff, parents and campus visitors specific policies and procedures have been enacted at Redwood City Elementary School District.

Procedures for Safe Ingress and Egress of Pupils

District Policy:
Although the District is not liable for the safety of pupils who are not under school supervision, the school district can, and does, hold students accountable for their behavior from the time they leave their homes for school, until they return to their homes from school. Students are accountable on the playgrounds, during recess, and at any time they are on school premises and/or under supervision of school district personnel. Principals, teachers or bus drivers to whom they may delegate their authority are responsible for the conduct and safety of students enrolled in their schools from the time they come under school supervision until they leave school supervision, whether on school premises or not.

It is the responsibility of the principal to provide for adequate supervision of playgrounds and other school facilities at all times they are in use by students. Special attention should be given to the prevention of accidents, and to the development of habits of good citizenship. The principal should make full use of the cooperative services of local and county organizations that provide safety services, such as fire, law enforcement and county agencies.

Kennedy administration will routinely remind parents via SMS, email, flyers, and in-person meetings about drop-off and pick-up safety in order to prevent accidents and injuries.

[Reference: RCSD Board Policy 5142
(https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=clAasplusO1pqEplusplusasIw2slsh9kA==)
RCSD Administrative Regulation 5142]

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

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

Safe Routes to School Program (Optional Section)
The San Mateo County Office of Education and Redwood City Elementary 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.

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

The Redwood City Elementary 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

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

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

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

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

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

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School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
Kennedy Middle School is committed to providing a safe, supportive and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. High expectations of student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for discipline measures that exclude students from instruction as a means for correcting student misbehavior.

35291. The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline. 35291.5. (a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups: (1) Parents. (2) Teachers. (3) School administrators. (4) School security personnel, if any. (5) For junior high schools and high schools, pupils enrolled in the school. Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during non-classroom hours, and on normal schooldays. The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by classroom teachers employed at the school. It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section. (b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a). (c) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board on or before January 1, 1988. (d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.
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Hate Crime Reporting Procedures and Policies

Discrimination and Harassment Policies Including hate crime reporting)
Redwood City Elementary School District believes all students are entitled to a safe, orderly, caring, and equitable learning environment that promotes academic achievement, school connectedness, and meaningful participation for all students.

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

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

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

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Procedures for Preventing Acts of Bullying and Cyber-bullying

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

In compliance with ED Section 32283.5 Redwood City Elementary 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.

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=T5xfHkfb7Xy58mBxaSOQXg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Instructional Continuity Plan

PLAN OVERVIEW

The Instructional Continuity Plan (ICP) outlines provisions for instructional continuity in the event of a natural disaster or emergency. Redwood City Elementary 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	Director of Communications	District website as information hub, mass notifications (School Messenger), social media. Should digital tools not be in service, the district would communicate in person making announcements at designated shelters. District messaging would also be shared with County Office of Education and/or County Emergency Services to help disseminate	Major district announcement, Superintendent message, timeline and updates, power outages and damage to infastructure	As needed
School Site	Principal w/ guidance and support from Director of Communications	School Messenger, digital flyers	School-specific updates	As needed
Classroom	Teacher	School Messenger and/or Google	Classroom assignments	As needed

		Classroom		
Social Emotional and Mental Health	Director of Communications w/ Support from Lead Mental Health Liaison	Mass communication (SchoolMessenger, digital flyers, social media with point of contact for families as designated by Lead Mental Health Liaison)	Available resources and mental health tips on dealing with emergency	As needed

A plan for student access to instruction will be determined and communicated to families for students by Redwood City Elementary 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: PreK	**Grades: TK-5**	**Grades: 6-8**	**Grades:**
Remote or In-Person	Dependent on the type of disasters (Check board policy)	Dependent on the type of disasters (Check board policy)	Dependent on the type of disasters (Check board policy)	
Instructional Online Platform (resources, materials, schoolwork)	Google Meet, Apps, Google Classroom assuming all technology and networks are available for usage. If not, packets for each grade level and asynchronous instruction will be made available within 30 calendar days.	Google Meet, Apps, Google Classroom	Google Meet, Apps, Google Classroom	
Timeline of Instruction	Daily depending on circumstance	Daily depending on circumstance	Daily depending on circumstance	
Independent Study Plan	The District will follow BP/AR 6158 Independent Study	The District will follow BP/AR 6158 Independent Study	The District will follow BP/AR 6158 Independent Study	
Instructional Materials	Online and physical resources using board adopted curriculum	Online and physical resources using board adopted curriculum	Online and physical resources using board adopted curriculum	
"Digital Backpack"	Google Classroom or Apps	"Google Classroom or Apps TK - 5: Effective Online Math Instruction, Small group Reading Considerations, Digital Citizenship, Introduction to iReady (our new diagnostic assessment), Elements of Effective Instruction, Reading Assessment through	Google Classroom or Apps 6 - 8: Nearpod 1-1, Science Lesson Flow, Math Lesson Flow, ELA Lesson Flow, HSS Lesson Flow, PE in a Hybrid or Distance Learning Model, Creating Your Virtual Classroom, Newsela, iReady, Desmos Activity Builder, Read/Write	

		Pioneer Valley, Getting to Know Newsela, SEL for Distance Learning, Using the ReadWrite Extension to Support ELs, attend office hours with the Staff Development Coaches"	SPED 3-8, office hours with Staff Development Coaches	
Assessment and Monitoring Progress	Teacher assign via through google classroom, provide secure link for statewide assessments, Special Ed in-person assessments depending on disaster.	Teacher assign via through google classroom, provide secure link for statewide assessments, Special Ed in-person assessments depending on disaster.	Teacher assign via through google classroom, provide secure link for statewide assessments, Special Ed in-person assessments depending on disaster.	

Social-Emotional and Mental Health				
	Grades: PreK	**Grades: TK-5**	**Grades: 6-8**	**Grades:**
Social-Emotional	Teacher or District representative sends out survey or information on how to access Social Emotional and Mental Health supports to identify students who need proactive support w/ Mental Health supports	Teacher or District representative sends out survey or information on how to access Social Emotional and Mental Health supports to identify students who need proactive support w/ Mental Health supports	Teacher or District representative sends out survey or information on how to access Social Emotional and Mental Health supports to identify students who need proactive support w/ Mental Health supports	
Mental Health	Referral links and resources	Provide ways for parents and students to contact district and contracted mental health support for natural disasters	Provide ways for parents and students to contact district and contracted mental health support for natural disasters	

Instructional Support				
	Grades: PreK	**Grades: TK-5**	**Grades: 6-8**	**Grades:**
Academic	Printed material	Printed materials or Virtual tutoring and virtual office hours	Printed materials or Virtual tutoring and virtual office hours	
Technology	iPads	Ipads, Chromebooks, Access to Clever	iPads, Chromebooks, Access to Clever	
Students with Disabilities	Virtual instruction or In-person appointments as needed	Virtual instruction or In-person appointments as needed	Virtual instruction or In-person appointments as needed	
Foster Youth	Virtual tutoring and virtual office hours	Virtual tutoring and virtual office hours	Virtual/in-person tutoring and virtual/in-person office hours	
Experiencing Homelessness	Virtual tutoring and virtual office hours	Virtual tutoring and virtual office hours	Virtual/in-person tutoring and virtual/in-person office hours	
English Learners	Virtual/in-person	Virtual/in-person	Virtual/in-person	

	tutoring and virtual/in-person office hours	tutoring and virtual/in-person office hours	tutoring and virtual/in-person office hours	

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

Student come in-person or connect with teacher remotely dependent on type of disaster

- Access to Meals

The district will implement a comprehensive meal distribution strategy to ensure all students have consistent access to nutritious meals during school closures or emergencies. This includes but not limited to: Food distribution sites to provide drive-thru services (based on student and family need), consistent communication, and partnering with neighboring school district to ensure availablity.

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: PreK	Grades: TK-5	Grades: 6-8	Grades:
Tools	Clever App on the iPad	TK - 5: Asynchronous and Synchronous Community Building/SEL using online tools, SEAL Unit Resources, Creating Your Virtual Classroom, 50 Ways to Use Screencastify in the Classroom, Getting to Know Newsela, Effective Learning and the 4Cs, Reading Assessment through Pioneer Valley, Online ELD curriculum, Nearpod, Book Creator, Seesaw, iReady, Office Hours	6 - 8: Amplify (science), TCI (social studies), CPM (Math), Amplify (ELA), D-ELD, Deep Dive into Nearpod, PE Teacher Forum, iReady, Office Hours Classified staff: invited to attend any of these trainings"	
Platforms	Google Classroom	Google Classroom	Google Classroom	
Strategies	Professional learning and planning training in lesson design. Coaching sessions.	Professional learning and planning training in lesson design. Coaching sessions.	Professional learning and planning training in lesson design. Coaching sessions.	

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
If necessary, partnerships will be considered within our neighborhood districts. South with Menlo Park School and East Palo Alto School Districts and to the north with the San Carlos School District.	To ensure immediate school access to academics and social emotional support for students temporarily residing in neighboring school districts.

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 January 26, 2026 and adopted by Kennedy Middle School on January 30, 2026 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, Kennedy Middle School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

Plans for Unforeseen Events

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

In the event of power outages or infrastructure damage that disrupts normal operations, the school will implement established emergency procedures and redundant communication methods—including in-person coordination, district support, and alternative communication systems—to maintain two-way communication among staff, students, families, and emergency responders until full services are restored.

Support for Special Needs

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

In the event that the school is not operating on campus due to an emergency, the school will continue to identify and support pupils' social-emotional, mental health, and academic needs through coordinated staff outreach, remote check-ins, access to counseling and instructional resources, and collaboration with district and community supports as appropriate.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

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

Conditions for Resuming Access to In-Person Instruction

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

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

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

Remote Instruction

Plans for remote instruction.

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

Teachers may deliver instruction via Google Meet or Zoom. Students will need access to Chromebooks.

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.

During a safety concern, instructional and support materials will be distributed through available digital platforms when possible and, when digital access is limited, through coordinated non-digital methods such as printed packets, scheduled pick-up locations, or district-supported delivery systems.

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.

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

Instructional Continuity
Communication Protocols

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

During a safety incident, the school will communicate with families, students, staff, and faculty using district-approved communication systems and alternative methods as needed, providing timely updates as information becomes available and continuing regular communications at appropriate intervals until the situation is resolved.

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.

The school maintains technology readiness to support a transition from in-person to remote learning through independent study by ensuring early access to written independent study agreements, online access to assignments and academic resources, availability of devices, use of district-approved instructional platforms, and support for internet connectivity as needed.

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.

During an emergency that requires a shift from in-person instruction, the school will prioritize essential learning by identifying standards-aligned objectives, monitoring student progress, and providing additional support through tutoring, check-ins, virtual office hours, or other appropriate methods whenever possible.

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.

During an emergency requiring a shift from in-person instruction, the school will ensure all students—including students with disabilities, students experiencing homelessness, foster youth, and English learners—continue to have equitable access to instructional resources through implementation of IEPs and 504 plans, provision of ELD services, McKinney-Vento supports, targeted outreach, and coordination with district and community resources.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

During an emergency that disrupts in-person instruction, special education services and supports outlined in students' IEPs will continue to be implemented to the greatest extent possible through alternative service delivery methods, ongoing progress monitoring, documentation, and collaboration with families and district special education staff.

Englis Leaners (EL)

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

During an emergency requiring a shift from in-person instruction, English learner students will continue to be supported in alignment with the California English Learner Roadmap through designated and integrated ELD, access to grade-level content, linguistic scaffolds, and ongoing monitoring of language development and academic progress.

Professional Learning

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

If a pivot to remote instruction and assessment is required, the school will provide ongoing professional learning through weekly check-ins, scheduled collaboration time for grade levels and departments, virtual coaching, and targeted virtual professional development to support effective instruction, assessment, and student support.

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.

During an emergency or disruption to in-person services, the LEA will ensure continued access to physical and mental health professionals, including multilingual providers, through coordinated district services, referrals, and alternative service delivery methods as appropriate.

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

In the event of an emergency, the school will maintain access to emergency supplies, including back-up power, potable water, and essential medications, and will coordinate with the district and emergency responders to ensure student and staff health and safety.

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.

During an emergency that disrupts normal operations, the school will ensure continuity of essential support services—including special education, counseling, after-school programs, and access to kitchens and food services—by adapting service delivery to online, hybrid, or alternative models as necessary in coordination with district and community partners.

Site-Based Collaboration

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

Administrators, faculty, information technology staff, students, and parents are engaged in the development and implementation of this ICP through collaboration, feedback, training, and ongoing communication to ensure responsiveness to community needs and effective execution.

Return to Site-Based Learning

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

Prior to returning from a disruption and reopening school sites, the LEA will ensure that facilities are safe and operational, essential utilities and infrastructure are restored, staffing and supervision are adequate, and guidance from district leadership and appropriate public safety agencies has been reviewed and met.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Kennedy Middle School’s Comprehensive School Safety Plan (CSSP).

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

Annual review at School Site Council and beginning of the year staff meetings

Presence of Immigration Enforcement

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

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

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

This section describes the district's process for responding to immigration enforcement activity on school campuses, consistent with Board Policy 5145.13. The response protocol prioritizes student safety, legal compliance, and clear communication. Upon notification of immigration enforcement activity, the Superintendent's Office is immediately contacted, followed by consultation with legal counsel. Families are informed as appropriate and in a timely manner. In alignment with Board Policy 5145.13, immigration enforcement officers are not permitted access to nonpublic areas of a school campus unless they present a valid judicial warrant.

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: Redwood City Elementary School District

School Site: Kennedy Middle School

Safety Plan Appendices

Coalition for Safe Schools and Communities

Disaster Response: The Big Five Webpage

Big Five Administration Packet

Hazard Responses

Incident Command Cards

Fire Watch

Air Quality Guidance

School Closure Guide

Student Threat Assessment Page

Student Threat Assessment Protocol

Suicide Prevention Page

Suicide Prevention Protocol

Commercially Sexually Exploited Children Resource Page

Commercially Sexually Exploited Children Resource Protocol for Schools

Sexual Assault/Sexual Harassment Resources

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

Naloxone for Schools Program and Toolkit

Naloxone Toolkit

Violent Release

Student Release

Facilities Guide

TOYFP Book

Trauma-Informed and Inclusive Practices Guide

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