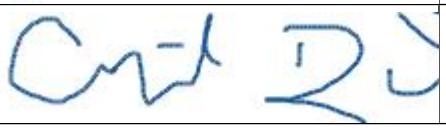
San Mateo County Schools
Comprehensive School Safety Plan
Part One: Public Component
2025-26 School Year

HENRY FORD
ELEMENTARY SCHOOL
EST. 1954

School District:	Redwood City School District
Address:	2498 Massachusetts Avenue Redwood City, CA 94061
School Site:	Henry Ford Elementary School
School Address:	2498 Massachusetts Ave. RWC, CA 94061
CDS Code:	41-69005-6044499
School Covered in Document	Henry Ford Elementary School
Address of School Sites	2498 Massachusetts Ave
Date of Adoption:	November 18,2025

Approved by:

Name	Title	Signature	Date
Jennifer Sanchez	Principal		02/23/2026
Courtney Rogerson	SSC President		2/223/2026

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Safety Plan Vision

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

Comprehensive School Safety Plan Requirements

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

District Office Address	District Website
2498 Massachusetts Avenue	https://www.rcsdk8.net

Safety Committee

Henry Ford Elementary School Safety Committee

(a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:

Membership included: School Site Council Members for 2025-26

Administration: Jennifer Sanchez

School Site President, Courtney Rogerson

Staff: Shaunna Ingersoll, Debbie Figaro, Amy Barstad, Steven Borg

Community/Parents: George Rodriguez, Jessica Zuraw, Cameron McClure, Abraham Frailey, Courtney Rogerson

Name	Agency	Title	Membership Role
Henry Ford	Redwood City School District	School Site Council	SSC
Henry Ford	Redwood City School District	Staff Meeting	Staff

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:

A decline in School Office Referrals was shared with our SSC during our August 26, 2025 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 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.

Barbara Butler has been trained in the use of Naloxone and the Naloxone Toolkit for Schools and is implementing the protocol in Redwood City 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.

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 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 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 peace 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.

Site Implementation of District Policy:
Henry Ford Elementary School staff adheres to the Child Abuse Reporting Procedures and complies with the Redwood City School District Policy. All staff members are required to submit a certificate of completion of the Mandated Reporter Training for California (EDUU) at the beginning of every school year.

RCSD District Policy 5141.4: Child Abuse Prevention And Reporting
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Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

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

The San Mateo County Office of Education, in collaboration with Local Law Enforcement, County Government and Local Fire Departments, created the Big Five Immediate Action Emergency Response for Schools Protocol and Hazard Responses Protocol for all public, private and charter Schools in the County and update the protocols annually as needed. The Big Five Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. The Protocol is consistent with the guidelines established in California's Standardized Emergency Management System and integrate the procedures of the National Emergency Management System. All employees of the district are Disaster Service Workers, as defined by the California Emergencies Services Act, and are subject to such disaster service activities as may be rightfully assigned to them. All employees shall be required to subscribe to the oath or affirmation required by the Act.

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

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

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

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

Procedures to prepare for active shooters or other armed assailants

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

Immediate Action Responses

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

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

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

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 all persons become familiar with their responsibilities. 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.
5. Provide parents each year, 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. 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.

Site Implementation:
Henry Ford Elementary School follows the RCSD Emergency Preparedness Plan.

Emergency Procedures:
Each classroom has an exit map and an envelope containing emergency contact information as well as their assigned buddy's class. This information is updated each year by the office staff. Teachers are responsible for maintaining the map and envelope and for informing the office when data is missing or outdated. In addition, each classroom has a gallon of water stored near the door for use in case of emergency. A red classroom emergency backpack containing a first aid items, survival guide lists, pen and paper, flashlight and batteries as well as various related safety items (see appendix) is also kept near the door in every room where children spend time during the school day.

DISASTER DRILL:
“Red Alert”- The signal is a sounding of the county civil service alarm system. The county alarm is one minute of uninterrupted sounding of the horns followed by one minute of silence, then one minute of intermittent sounding horn or alarm.

Students are to drop to the floor or ground, pull their knees up under them, cover their heads with their arms and remain in that

position until the “all-clear” signal, one short bell or an announcement from the office to the teachers.

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

Public Agency Use of School Buildings for Emergency Shelters

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

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

In consonance with Section 35291.5 of the Education Code, the district will notify the parent or guardian or every pupil enrolled in grades 1 through 12, inclusive, of the fact that the district’s regulations concerning student discipline are available on request at the principal’s office in any district school.

The principal of each school shall ensure that every pupil and parent/guardian receives notice of the district’s regulations concerning student discipline at the beginning of each school year and for transfer students at the time of enrollment. It shall be the responsibility of each principal to inform all students of the grounds for suspension annually.

Pupils have the right to due process of law and all staff members are expected to accord due process rights to all students. A pupil may be suspended for any acts listed in AR 5114.1 (c-d) while on school grounds, while going to or coming from school, during lunch period or during, going to or coming from a school-sponsored activity.

When a student is suspended from a class, the teacher of that class may require the student’s parent/guardian to attend a portion of a school day in that class. If a teacher imposes this procedure, the principal shall send a written notice to the parent/guardian stating that attendance is required by law.

Suspension shall be preceded by an informal conference conducted by the principal, their designee or the superintendent of schools between the pupil, and whenever practicable, the teacher or supervisor who referred the pupil to the principal. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in support of their defense. This conference may be omitted if the principal, principal’s designee or superintendent determines that an emergency situation exists. The conference shall be held within two school days.

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian in person or by telephone. A notice of suspension must be presented or mailed to the parent/guardian stating the reasons for the suspension and date and time when the student may return to school. No penalties may be imposed on the pupil for the failure of the parent/guardian to attend such conference, nor may readmission of the pupil be contingent on the attendance of the pupil’s parent/guardian at such conference.

Parents have the right to request a meeting with the superintendent or designee to review all written documents, review the evidence and the appropriateness of the penalty. A decision will be rendered within two school days.

A student may be suspended for no more that five consecutive school days unless suspended by the governing board for any number up to 20 schools days in a school year.

A pupil shall be suspended for no more than 20 school days in a school year. Up to 10 additional school days of suspension may be used if reassigned to another school or an opportunity class for adjustment purposes. If an expulsion of the suspended student is being considered by the governing board, the suspension may be extended until such time as the governing board has rendered a decision. Specific procedures for extended suspensions pending an expulsion hearing are described in AR 5114.1(i).

The principal or superintendent of schools is required to recommend a pupil's expulsion for any of the following acts unless the principal or superintendent files a written report with the governing board reciting the facts of the incident that make expulsion inappropriate:
1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.
3. Unlawful sale of any controlled substance as defined in Section 11007 of the Health and Safety Code, except for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
4. Robbery or extortion.

Note: Complete procedures for expulsion are further defined in AR 5114.1 (l-t)
Special Education students may only be expelled under certain circumstances, following strict guidelines and procedures and then only when an IEP team has determined that (1) the misconduct was not caused by a direct manifestation of the identified handicap; (2) the misconduct was not the result of an inappropriate program; and, (3) the misconduct warrants expulsion.

Designated officials may, according to law and governing board policy, have access to student lockers when evidence suggests that the welfare of students and other personnel may be threatened. The decision to search shall be made by the principal or the principal's designee. The search shall be made in the presence of at least one witness who is an employee of the District after which each such participants in the search shall sign a dated register attesting to what each found. Discovery of illegal or dangerous materials shall be reported to the office of the superintendent.

Reference: RCSD Board Policy 5114.1 and 5131.7
RCSD Administrative Regulation 5114.1 (a-u)

Site Implementation:
Henry Ford Elementary School complies with RCSD Board Policy and RCSD Administrative Regulation in actions of suspension and /or expulsion.

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=e6MBcZK2UONEOGUNZJUKpw==&PG=6&st=expulsion&mt=Any

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
The Henry Ford Elementary 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 Henry Ford Elementary 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 Henry Ford Elementary 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.

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 PowerSchool 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

Site Implementation:
Teachers are notified, as required by Education Code Section 49079, 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 tobacco.

Firearms on Campus

The Henry Ford Elementary 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.

Policy 5131.7: Weapons And Dangerous Instruments

The Board of Education desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm. he Board prohibits any person other than authorized law enforcement from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

48915.
(a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(A) Causing serious physical injury to another person, except in self-defense.
(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Site Implementation:

Henry Ford Elementary School complies with RCSD Board Policy and RCSD Administrative Regulation in promoting a safe environment.
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=5JLeOcG90vyzA0x0EvS6KA==&PG=6&st=firearms&mt=Any

Sexual Harassment Policies (EC 212.6 [b])

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

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

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

Policy 4119.11: Sexual Harassment
To promote an environment free of sexual harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff in-service or student instruction and counseling. Teachers shall discuss this policy with their students in age-appropriate ways and shall assure them that they need not endure any form of sexual harassment.

The Board shall not tolerate the sexual harassment of any student or District employee by any other student or District employee. Any student or employee who is found guilty of sexual harassment shall be subject to disciplinary action.

The Board encourages students or staff to immediately report incidences of sexual harassment to the principal or designee. The Superintendent or designee shall promptly investigate each complaint of sexual harassment in a way that ensures the privacy of all parties concerned. In no case shall any individual be required to resolve the complaint directly with the offending person.

Board policy defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature constitute sexual harassment when submission is a condition of academic status, basis of academic decisions.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:
1. Unwelcome sexual flirtations/propositions.
2. Verbal abuse of a sexual nature.
3. Graphic verbal comments about an individual’s body.
4. Sexually degrading words used to describe an individual.
5. Display of sexually suggestive objects or pictures in the educational environment.
6. Any act of retaliation against an individual who reports a violation of the district’s sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Reference: RCSD Board Policy 5145.8
RCSD Administrative Regulation 5145.8

Site Implementation:

Henry Ford Elementary School complies with RCSD Board Policy and RCSD Administrative Regulation in promoting an environment

which is free of sexual harassment. Including certification of completion of Harassment Training for All Employees- California SB1343

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=SplusSmwUh70wSplusZCVYo8WrUA==&PG=6&st=sexual%20harassment&mt=Any

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 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 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.

Policy 5132: Dress And Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

1. Is unsafe either for student or those around the student.
2. Is disruptive of school operations and the education process in general.
3. Is contrary to law.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

School sites shall request Board approval for a required uniform dress procedure. Implementation of a school-wide uniform procedure should take place six months following approval by the Board of Education. Henry Ford School does not require a uniform dress code at this time.

Henry Ford Parent Handbook has the general guidelines for student dress. At no time should student attire interfere with the safety or well being of any other student or staff.

Administration is encouraged to establish any additional needed regulations consistent with this policy through cooperative planning with staff, students, and parents.

Reference: RCSD Board Policy 5132 (a-b)

Site Implementation:
Henry Ford Elementary School complies with RCSD Board Policy and RCSD Administrative Regulation relating to student dress.

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=0KLeygJ9nXIz1xgChKjkyA==&PG=6&st=dress%20code&mt=Exact

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 School District.

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 which provide safety services, such as fire, law enforcement and county agencies.

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

Site Implementation:

Henry Ford Elementary School complies with the RCSD Board Policy and RCSD Administrative Regulation relating to procedures for safe ingress and egress of pupils.

The safety of students when arriving and leaving the school campus is always a concern. Following the plan to allow the safe drop off/pickup of students is critical and is monitored on a daily basis.

(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 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 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

Henry Ford staff is trained on Positive Behavioral and Intervention Supports which is implemented school-wide. Students are taught appropriate behaviors and school-wide norms:
Be Respect
Be Safe
Be Responsible

Henry Ford Elementary School complies with the RCSD Board Policy and RCSD Administrative Regulation relating to procedures for a Safe and Orderly School Environment Conductive to Learning.
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=0Mslsh0viOslshzBUw58NtGt3AzQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

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.

Henry Ford students have access to one of our school counselors as needed.

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

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

The following procedures, protocols, and board 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:

Policy 5141.5:
The Governing Board recognizes that students' emotional well-being and mental health are critical to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build resiliency skills, including digital resilience, increase social connections, and cope with life challenges.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

Henry Ford has one full-time counselor and one half time counselor. All students have informal access to our counselors as needed.

Students are referred for counseling through our SST Process, Self-Referral or Parent-Referral.

Henry Ford Elementary School complies with the RCSD Board Policy and RCSD Administrative Regulation relating to Mental Health Supports and School Resource Officers on Campus

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=TY0PHQTCmuCm6gKMMHT3mA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
Henry Ford Elementary 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.

Policy 5144: Discipline
The Board of Education 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. The Board believes that high expectations for student behavior, effective school and classroom management strategies and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline

POSITIVE DISCIPLINE DEFINED

Discipline at Henry Ford is "Positive" in that we aim to focus on what students are doing correctly, to encourage others to follow suit. Students are taught expected behaviors and acknowledged when following them (mustang tickets). Starting in kindergarten, students receive weekly Social Emotional Lessons designed to teach them how to self-regulate, be a bucket filler, solve conflicts appropriately and practice random acts of kindness and advocate for themselves and those who need help.

- .Morning Minute of Meditation
- Project Cornerstone- an asset building program designed to build resiliency and reduce bullying
- Character Ed/ Life skills- Character education-monthly life skill taught in class
- Random Acts of Kindness Box- students acts are read on morning announcements
- Character Traits- Focus for Student of the Month
- Individual Behavior contracts that focus on students successes
- Behavior Plan- Scheduled breaks, fidgets..
- Mustang Pride- Building a sense of belonging and self worth
- Small group counseling sessions (making friends, self-regulation, self-esteem...)

It is the role of the Board of Education to adopt policies designating standards of student conduct and regulations governing disciplinary action procedures, to support the consistent implementation of policies in all schools, to encourage staff cooperation with community agencies and to make final decisions in all cases involving the involuntary expulsion of students from regular school attendance.

It is the role of administration:
- To work with student, staff and parents to clearly define and explain discipline standards.
- To cooperate with teachers, students and parents in trying to solve problems.
- To exercise good judgment in determining the need and extent of the disciplinary actions.
- To contact parents of students who are experiencing unusual difficulties.
- To follow suspension procedures
- To assist teachers who need help with discipline problems.

It is the responsibility of teachers:
- To develop classroom rules and regulations
- To create a classroom community
- To insure proper and adequate control of students
- To supervise all students assigned to their class or subject to their control (playground, etc.)

It is the responsibility of classified personnel:

- To be familiar with discipline policies
- To exercise good judgment in handling behavior problems

-To refer students with physical or continual problems to the principal or classroom teacher.

Parents/guardians are responsible for the willful misbehavior of their children and are expected to cooperate with school authorities and be familiar with discipline policies.

The district considers public education a right of our youth. However, it does not consider it an absolute right, but a privilege with definite responsibilities on the part of both the student and the parent. Pupils must comply with all the rules and regulations as defined in the CA Education Code, the CA Administrative Code and the RCSD rules and regulations.

The principal of each school shall take steps to insure that all rules are communicated to students at the beginning of each school year and to transfer students at the time of their enrollment in the school.

Classroom teachers are given the authority to act in the place of the parent during the time the student is under the teachers' direction. To insure suitable control, the teacher may use the following means of management:
a. Confer with student and explain behavior policy
b. Take away privileges enjoyed by other students
c. Refer student to counselor for conflict resolution
d. Assign Restorative Justice Practices (3 random acts of kindness, clean up after themselves...)
e. Contact parents to work together to support student
f. Detain a student after school for no more than one hour at the end of the school day, with notification of parent
g. Refer student to school administration for further discipline
h. Request suspension

Reference: RCSD Board Policy 5114 (a-b)
RCSD Administrative Regulation 5114 (a-d)

Site Implementation:

Henry Ford Elementary School complies with RCSD Board Policy and RCSD Administrative Regulation relating to rules and procedures for school discipline.

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Hate Crime Reporting Procedures and Policies

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

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

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

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate- motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

Henry Ford Elementary School complies with the RCSD Board Policy and RCSD Administrative Regulation concerning Hate Crime Reporting Procedures and Policies
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030397&revid=QRcFyxDZZQeplusZeJ9fQNEsQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

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

Policy 5131.2: Bullying
No individual or group shall, through physical, written, verbal, visual or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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

Uniform complaint procedures are available in the school office and on the district website.

Henry Ford Elementary School complies with the RCSD Board Policy and RCSD Administrative Regulations regarding Procedures for Preventing Acts of Bullying and Cyber-bullying

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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 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	Major district announcement, Superintendent message, timeline and updates, power outages and damage to infastructure	As needed

		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		
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	Classroom assignments	As needed
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 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 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"	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 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	Printed materials or	

		Virtual tutoring and virtual office hours	Virtual tutoring and virtual office hours	
Technology	Ipads	Ipads, Chrome Books, Access to Clever	Ipads, Chrome Books, 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 tutoring and virtual/in-person office hours	Virtual/in-person tutoring and virtual/in-person office hours	Virtual/in-person 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 and adopted by Henry Ford Elementary School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Henry Ford Elementary 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.

Support for Special Needs

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

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Henry Ford Elementary 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, Henry Ford Elementary 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.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Henry Ford Elementary 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.

Technological Readiness

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

Instruction and Assessment

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

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Englis Leaners (EL)

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

Professional Learning

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

Well-Being and Support Services

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

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

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

Site-Based Collaboration

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

Return to Site-Based Learning

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

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Henry Ford Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Henry Ford Elementary 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:

Presence of Immigration Enforcement

The Redwood City 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 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 School District pursuant to Education Code § 234.7(g). No personally identifiable information shall be included in the notification.

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

https://www.rcsdk8.net/our-programs-and-services/educational-services/community-schools-and-partnerships/supporting-immigrant-students-and-families

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 School District

School Site: Henry Ford Elementary 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