San José Unified School District

Reed Elementary School
Comprehensive School Safety Plan (CSSP)
2024-2025

Introduction

California Education Code ("Ed Code") sections 32280-32289.5 outline the requirement for every California public school to review and update their comprehensive school safety plan ("CSSP") each year. This CSSP contains all information that is required by law. Many components of this CSSP have been developed and updated by San José Unified School District ("San José Unified") staff, who coordinate responses to safety-related issues across each of San José Unified's school sites and have consulted with other agencies, including the San José Police Department and San José Fire Department, to plan for and support safe school environments throughout San José Unified. Reed Elementary School staff are trained on the components of this CSSP at various times throughout the year.

This CSSP begins with an overview of how Reed Elementary School applies a holistic approach to school safety that supports students' emotional as well as physical well-being. The overview contains information on the "safe and orderly environment conducive to learning" required by Ed Code section 32282(a)(2)(H), the "rules and procedures on school discipline" required by Ed Code section 32282(a)(2)(I), and the assessment "of school crime committed on [campus] and at school-related functions" that is required by Ed Code section 32282(a)(1).

Next, this CSSP covers emergency procedures. Both San José Unified and Reed Elementary School staff maintain, update, and provide training on additional safety information that does not appear in this CSSP, some of which is confidential, but this document covers the basic "disaster procedures" required by Ed Code section 32282(a)(2)(B), "procedures for safe ingress and egress" that are required by Ed Code section 32282(a)(2)(G), and procedures or protocols for responding to "criminal incidents," "dangerous, violent, or unlawful activity," and "opioid overdose" that are required by Ed Code sections 32282(a)(2)(J-L).

Lastly, this CSSP reprints information from the 2024-2025 Parent/Student Handbook and from Administrative Regulation 5141.4 in accordance with Ed Code sections 32282(a)(2)(A) and 32282(a)(2)(C-F), which require the inclusion of:

- "child abuse reporting procedures" (A);
- policies related to "suspension, expulsion, or mandatory expulsion" (C);
- "procedures to notify teachers" about certain pupil behaviors (D);
- "discrimination and harassment" policies (E); and
- the dress code provision "that prohibits pupils from wearing 'gang-related apparel'" (F).

Date of public meeting required by Ed Code section 32288: 11/25/2024
Date of subsequent adoption of this CSSP by the School Site Council: 11/25/2024

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Overview: Reed Elementary School's Holistic Approach to Safety

Like every other school in San José Unified, Reed Elementary School fosters a safe school environment by building a positive climate, investing in student supports, and responding to challenging situations in as relational and restorative a way as possible.

Building a Positive Climate

We believe each student at Reed Elementary has a right to learn in a safe and friendly place, be treated with respect, and receive the help and support of caring adults. By providing equitable access to resources and opportunities, our school works to ensure that all students have the opportunity and support to develop to their fullest potential and feel connected to the school community.

Our core values are stated and lived in the work we do every day:
We believe in you.
This is important.
You can do this with effective effort.
We will not give up on you.

Our site focus points support our development of a positive learning environment and they are:
Work in collaboration with all stakeholders.
Foster positive experiences with students through social emotional learning (SEL).
Classroom content, delivery, and learning will be relevant and rigorous.
We will set the example of life-long learners with a growth mindset.

We implement a schoolwide positive behavioral interventions and supports system (PBIS) to provide structure, processes, and protocols to teach the CASEL 5 of social emotional learning and ensure student safety on campus. We facilitate collaborative student engagement and model, practice, and reinforce the concepts of self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. Reed has a Student Junior Leadership Club and a Grade 3-5 Leadership Club which leads recess activities with the primary grades. Students are recognized with Reed ROCKS Postcards sent home with messages of appreciation and recognition for demonstrating the PBIS behavior expectations.

Our "tier 1" classroom supports for all students include:
• calm down corner/break space/refocus station/small group instruction table
• visual schedule and feelings visual
• reflective and goal setting worksheets
• sensory items - fidgets, wobble seats, etc.
• social emotional learning through Second Step program
• structured collaborative groups (uppers) and collaborative learning experiences (primary)
• classroom incentives/rewards/appreciation

In addition to the work being done by the classroom teachers, we also have larger schoolwide activities to support a healthy climate and culture. We start each month with a character focus around our PBIS slogan of Reed R.O.C.K.S.: responsible, organized, considerate, kind, and safe. We discuss what this looks, sounds like, and feels like in the classroom, the bathroom, during recess and lunch breaks with weekly led student videos. 75 students are members of the Bobcat Broadcasters Club which provides a weekly video school update related to the Reed ROCKS

PBIS matrix and how to demonstrate Reed ROCKStar positive behaviors. Students may earn a ROCKStar Recess with the Principal once a month for following PBIS behavior expectations, earning 50 Bobcat Bucks as a class, and completing 80 Power Paws laps. We host assemblies to present school behavior and character expectations and have presentations from professional speakers on topics such as community safety, being upstanders, kindness, career skills, college exploration and developing self-confidence in working towards your dreams and goals. We bring cultural awareness and cultural identity to family engagement opportunities with our Reed families by inviting them to present and participate in events such as Diwali, Halloween Parade, Dia de los Muertos, College and Career Day, etc.

We have regular weekly Staff meetings and monthly Leadership meetings to discuss strengths and areas for growth in academics and climate and culture. Additionally, we host Principal Chats, Site English Learner Advisory Committee, School Site Council Meetings, and the Principal joins the PTA meetings to further collaborate with community stakeholders.

Reed Elementary puts students first, engages in constructive dialogue with all stakeholders, and reviews, reflects, and adjusts to meet the needs of our diverse population.

Investing in Student Supports

Our staff works together to support students emotionally, mentally, and physically. We emphasize social emotional learning through our Second Step curriculum and we support students and staff in developing strategies, skills, and capacity to develop personally, professionally, and academically. We have one part-time SJUSD counselor, one part-time counselor from Almaden Valley Counseling Services and we received a grant for a restorative response counselor from 10/7/24 to 12/20/24 to be on campus five days a week. This helps us to ensure that we can respond quickly when students need to check in with someone about a social, emotional, mental health or safety issue. Our SJUSD counselor provides social skills groups specific to grade levels as well as coaches and supports teachers with whole class SEL lessons.

Reed has a Site Wellness Team which meets monthly to ensure students and families are receiving the support they need as well as ensuring teachers have the necessary tools and skills to support students' SEL needs in the classroom. The Site Wellness Team is composed of the school's Principal, SJUSD Counselor, RSP Teacher, School Psychologist, Intervention Specialist, SLP, OT and SJUSD Student Services Crisis Counselor. Topics discussed included students with IEP's, 504's, SST's, behavior challenges, mental health needs and attendance issues.

We also provide support for students' physical wellbeing through our health office. Our school nurse is onsite every day from bell to bell to address student health needs as they arise. Across all aspects of student wellbeing, we collaborate regularly with our colleagues in San José Unified School District's Student Services department to assess student needs and evaluate whether additional resources are needed.

Responding to Challenging Situations

Across San José Unified, our focus on building relationships helps us support students and the school community when a challenging situation arises. We leverage relationships to help students learn from mistakes, focus on harm reparation rather than punishment for punishment's sake, and ensure the safest possible school environment – both emotionally and physically – for everyone on campus.

Reed staff handle most challenging behavior situations internally. Reed Elementary has a behavior flow chart for the situations where students do not meet behavior expectations. We teach the expectations and provide clear examples about what appropriate behavior looks, sounds, and feels like. We reinforce the correct behaviors and address the misbehaviors by reteaching, counseling, and following up with families as needed. Through our proactive incorporation of PBIS principles and Second Step curriculum, we work to help students understand the impact of their words and actions and how they can have an effect on themselves and other members of our school community.

We also have a Leadership program where students model appropriate behavior and mentorship during recess and lunch, there are class projects on different types of bullying and how to respond, and there are presentations to classes about being an upstander and bucket filler.

Every classroom teacher has a Tier 1 Classroom Management Plan for addressing behavior expectations and discipline in the classroom as well as PBIS rewards and incentives for meeting the behavior expectations. The school has a minor and major discipline definition chart for how behavior infractions are handled in the classroom vs. administrative office.

In response to the problems that do still occur, Reed Elementary has established clear procedures for reporting behavior violations and concerns so that learning opportunities and reasonable consequences are adjudicated if necessary. Our reporting system of using a Google Form for ODR's help track individual minor and major incidents and responses as well as any trends that data may show over time. The goal is to provide clear expectations and standards for behavior, successful engagement, and participation; address the inappropriate behavior; establish accountability; and reflect on the behavior and how it affected all involved. We work with all of those impacted to make sure they return feeling supported and clear on how to implement strategies to use in challenging situations. We use problems as opportunities for teachable moments and learn from the experience. When Tier 1 and Tier 2 supports are unsuccessful, Reed's Site Wellness Team communicates with Students Services to determine Tier 3 supports needed for a student.

In some challenging situations, Reed staff may not be able to handle everything internally. These situations are extremely rare and Reed Elementary has a proven record of being a very safe campus for students, staff, and families. When any challenging situation occurs, the Principal contacts Student Services and/or SJPD for guidance.

As outlined in an agreement between the City of San José and San José Unified, San José Unified uses San José Police Department services to help maintain a safe and secure campus, preserve life and property, and/or support San José Unified staff in securing and transporting illegal items when certain challenging situations, including those that legally require schools to work with law enforcement, arise. At Reed Elementary School, we collaborate with the San José Unified School District Chief of Police and/or San José Police Department only in rare circumstances like those mentioned above and/or when we want to call on the resources they have such as social media training, emergency drill support, or crosswalk, bicycle, or pedestrian safety.

Lastly, Reed Elementary School staff follow the emergency procedures described in the next section of this CSSP and receive training to ensure preparedness for earthquakes, fires, armed intruders, and a variety of other potential emergency situations.

Emergency Procedures

The principal or designee serves as the Incident Commander and has ultimate responsibility for all local decisions in an emergency or disaster situation. Depending on the nature of the emergency or disaster, various teams throughout San José Unified collaborate with school staff and external agencies to determine what to prioritize and how to respond including following direction from local emergency services. Due to the diligent efforts of experienced San José Unified staff, school is often the safest place that students can be in an emergency or disaster situation.

Emergency Protocol

As a San José Unified school, Reed Elementary School follows the emergency protocol outlined below and has a Site Emergency Action Plan ("SEAP") Committee, comprised of administrators and staff, that determines how to locally implement emergency procedures. Substitute staff are trained centrally and receive information on local emergency procedures when they arrive to substitute.

EMERGENCY PROTOCOL

NOTE NECESSARY INFORMATION	+ **Location address of emergency** + **Phone number you are calling from** + **Nature or type of emergency** + **Details of emergency**
EXTERNAL REPORT	+ **Dial 911**
INTERNAL REPORT	+ **From district phone dial 56555** + **From cell phone dial 408-535-6555** + **Use emergency radio if phone unavailable**
STUDENT SAFETY AND SECURITY	+ **Student safety and security are priority** + **All staff must remain on site and follow emergency procedures and any district directions**
CLOSURE OF A SCHOOL	+ **Only superintendent's office can authorize closure of a school** + **Students may only be released to verified emergency contacts**
INTERNAL COMMUNICATION	+ **All sites must continuously monitor emergency radios** + **Updates on the half hour, every half hour**
EXTERNAL COMMUNICATION	+ **All communications through director of communications with approval of superintendent's office**
+ STAY CALM + STAY INFORMED +	

The SEAP Committee collaborates with San José Unified's Risk Management team ("Risk Management") on an ongoing basis to review and update the SEAP. Much of the information included in the SEAP is non-public to protect the safety of students and staff in an emergency, but this CSSP summarizes some of the highlights of the SEAP, which includes information on special emergency locations, staff assignments, ingress, egress, tactical responses, training, drills, and emergency equipment.

Site Emergency Teams Overview

Assigned and trained by the SEAP Committee, Site Emergency Teams take on special responsibilities during emergency situations. Depending on the emergency, there are six Site Emergency Teams that may be activated:

- The Command Post Team handles all the record-keeping, communication with San José Unified support teams and external agencies, and decision-making.

- The Assembly Area Team manages the designated Assembly Area or Offsite Assembly Area.
- The Triage Team assesses and prioritizes need for individuals requiring medical attention and administers appropriate first aid.
- The Student Release Team ensures that students are released to authorized persons in a safe and orderly way.
- The Search and Rescue Team searches buildings and grounds and provides individuals they find with assistance.
- The Security Team secures the campus perimeter.

Emergency Response Types and Procedures

While every emergency situation is unique and the Incident Commander will often need to make a judgment call about the most appropriate response, the Incident Commander may notify staff and/or students of one of the following emergency response types:

- drop, cover, hold
- evacuation
- shelter in place
- lockdown
- custom instructions

In a potential medical emergency, school staff shall immediately contact the health office medical staff.

Basic procedures for each of the first four emergency response types, and for a potential opioid overdose, are provided below. Students and staff should follow the Incident Commander's custom instructions in a custom instructions scenario, which may include events such as a power failure. In any scenario, students with disabilities shall receive any additional support from staff as needed per their IEPs, and staff who need to leave campus shall check out with the Command Post.

Drop, Cover, Hold

Most often used during an earthquake, this procedure may also apply in other situations, including in the event of an explosion. In a drop, cover, and hold situation, students and staff who are inside a building shall:

- drop to the floor
- take cover under a sturdy desk or table, or against an interior wall (make sure your head and neck are covered and avoid windows, tall furniture, or hanging objects)
- hold on to the furniture and hold their position
- follow the evacuation procedure when it is safe to move (do not run)

Students and staff who are outside a building shall:

- move away from buildings, trees, and other hazards

- drop to the ground
- cover their head and neck with their arms
- hold their position
- follow the evacuation procedure when it is safe to move (do not run)

Evacuation
Following a drop, cover, and hold procedure or in the case of fire, flood, biological or chemical attacks, or other emergencies requiring evacuation, students and staff (except those who have Site Emergency Team obligations) shall exit school buildings if they're inside and assemble in their assigned Assembly Area or Offsite Assembly Area as directed by the Incident Commander. Teachers shall ensure they have their class rosters with them before exiting and teachers assigned to a Site Emergency Team shall transfer supervision of their students to their designated transfer colleague before they begin their Site Emergency Team responsibilities.

Staff shall remind students to be silent in order to hear instructions. Teachers (and other staff, as appropriate) shall take attendance, document absent and/or missing students, report any immediate first aid needs to a member of the Assembly Area Team, and await further instructions from the Assembly Area team.

Shelter in Place
A shelter in place may be used in a variety of situations, including local police activity or a local fire, in which there is a hazardous outside environment. In a shelter in place situation, staff shall:

- go inside a building if not indoors already and bring students indoors immediately (if the emergency occurs in between classes, the Incident Commander will instruct students and staff on where to go)
- close and lock all windows and outside doors
- continue indoor school activities

Lockdown
A lockdown will *only* be used in the case of an intruder and/or active threat. A lockdown initiates the run, hide, defend protocol, as described below.

Running is the best option if it is available, but students and staff shall only run if they know the location of the threat and have determined they can escape safely. If they do know the location of the threat, they shall run as fast as they can away from it, leaving their belongings behind, and keep running until they are far away.

Hiding is the next-best option and should be used if the location of the threat is unknown and/or escape is infeasible. To hide, students and staff shall:

- go inside a building if not indoors already
- close and lock all windows and outside doors
- reinforce door if possible
- turn off the lights
- move away from windows and doors
- take cover behind large items (or use existing items to create a hiding place if needed)
- silence cell phones and turn off vibrate mode

- remain quiet

As a last resort, students and staff shall defend, meaning that they shall improvise weapons, attack in a group, yell and make loud noises to disorient the intruder, and, if possible, grab the intruder's limbs and head to take them to the ground and hold them there.

Potential Opioid Overdose
San José Unified stocks naloxone hydrochloride, a drug approved by the Food and Drug Administration to reverse the effects of opioids, so that trained medical staff can administer emergency medical aid to any person believed to be suffering from an opioid overdose. Signs and symptoms of a potential opioid overdose may include unconsciousness, slow or shallow breathing, choking or gurgling noises, fingernails or lips turning blue or purple, and/or cold or clammy skin.

Like in any other potential medical emergency, a staff member who believes a student may be suffering from an opioid overdose shall immediately contact health office medical staff. Health office medical staff shall assess the situation and determine the appropriate next steps, which may include administering naloxone hydrochloride intranasally.

Other Site Emergency Action Plan Highlights

The SEAP Committee trains Site Emergency Teams and the staff as a whole on both this CSSP and the SEAP at the beginning of the school year and at regular intervals during the school year. The SEAP Committee also runs emergency drills in accordance with Education Code requirements and Risk Management's assessment of best practices in emergency preparation. After debriefing each drill with students and staff, the SEAP Committee provides feedback to help Risk Management identify trends, improve support, and refine the approach to emergency preparedness across San José Unified.

In addition, the SEAP Committee is responsible for ensuring that emergency equipment, contact information, and maps are up to date. Risk Management actively monitors each school's SEAP and collaborates with the SEAP Committee to address areas of need. Risk Management also reviews community feedback regarding updates and discussions at School Site Council meetings when assessing and refining districtwide CSSP and SEAP content.

Agreement with the American Red Cross

San José Unified maintains an agreement with the American Red Cross to use facilities at any comprehensive middle or high school for service centers, supply storage, vehicle parking, and/or disaster shelters during emergencies (if requested and feasible). The agreement outlines procedures in such situations for facility management, food services, custodial services, security, and signage, among other things.

Information referenced by Ed Code sections 32282(a)(2)(A) and 32282(a)(2)(C-F)

The following information on policies and procedures is copied verbatim from either the 2024-2025 Parent/Student Handbook or Administrative Regulation 5141.4.

Child Abuse Prevention And Reporting

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

Definitions

1. "Child Abuse" includes the following:
    a. A physical injury inflicted by other than accidental means on a child by another person
    b. Sexual abuse of a child
    c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody
    d. Unlawful corporal punishment or injury resulting in a traumatic condition
    e. Neglect of a child or abuse in out-of-home care

2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors" and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care institutions, headstart teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

Santa Clara County Social Services Agency
1725 Technology Dr., San Jose, CA 95510
Central County - (408) 299-2071
North County - (650) 493-1186

South County - (408) 683-0601

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:

a. The name of the person making the report
b. The name of the child
c. The present location of the child
d. The nature and extent of any injury
e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local child protective agency a written report which includes a completed Department of Justice form (DOJ SS 8572).

Mandated reporters may obtain copies of the above form either from the district or the local child protective agency.

Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall inform the Superintendent or designee.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing these forms.

If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name.

Suspension & Expulsion

Each school follows its school discipline plan and considers suspension only when other means have not been successful or where the student’s presence would constitute a danger to persons or property or seriously disrupt the educational process.

Grounds for Suspension and/or Expulsion
Please refer to California Education Code 48900 for a complete list of offenses that constitute grounds for suspension and/or expulsion from San José Unified schools.

A student may not be suspended or expelled for any of the acts enumerated in EC 48900, unless that act is related to a school activity or takes place while attending a school under the jurisdiction of the superintendent 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, school sponsored activities.

A student may be suspended or recommended for expulsion if the student has made a threat, online, in person, in writing or through other electronic means, even if there is no intent of carrying it out, that causes a person or persons to believe that their own personal safety or the safety of school property is at risk. *Please refer to EC 48900.4.*

Suspension

A student may be suspended from school for violation of district disciplinary rules. Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal conference between the principal and student, during which the student will be informed of the reason and evidence for the suspension and have the opportunity to present a defense. At the time of suspension, a school employee will make a reasonable effort to contact the student's parent in person or via phone or email. The parent will be given written notice of the suspension. While on suspension from school, the student may not be present on or about any school grounds at any time, nor attend any San José Unified activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Authority to Suspend

1. A teacher may suspend a student from their classroom for two days, including the day of suspension plus the following school day.
2. The principal or designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The superintendent or designee may extend a student's suspension pending final decision by the Board of Education on a recommendation for expulsion.
4. A special education student being considered for expulsion may be suspended for ten days pending assessment and an IEP Team meeting.
5. The Board of Education may suspend a regular education student for no more than twenty days in one academic year.

Classroom Suspension

A teacher who imposes a classroom suspension will report all suspensions in writing to the appropriate school administrator and inform the parents or guardians of the student within 24 hours. In the event of a classroom suspension, the teacher will ask the parent to attend a parent-teacher conference as soon as possible.

Expulsion
Expulsion is the involuntary removal of a student from comprehensive schools and programs for one to two semesters for acts of specified misconduct. Final action is taken only by vote of the Board of Education. Expulsion proceedings for a currently identified special education student require additional due process procedures. While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools or County Community Schools during the duration of the expulsion.

The Board of Education, upon voting to expel a student, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class, or program that is deemed appropriate for rehabilitation. The rehabilitation program to which the student is assigned may provide for the involvement of the student's parent or guardian in their child's education in ways specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program will not be considered in the board's determination as to whether the student has satisfactorily completed the rehabilitation program.

In the event a student is recommended for expulsion, they are entitled to a hearing and, among other things, advance written notice of their rights and responsibilities. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for hearing. All decisions to expel are final but may be appealed to the County Board of Education. A statement of rights is given in writing to parents for students who have been expelled.
Please see EC 48919 for the detailed appeal process.

Saturday School
Middle and high schools are authorized to maintain, as resources permit, a Saturday School to which students may be assigned to make up for unexcused absences, due to truancy and/or tardiness, and excused absences (makeup of excused absences is strictly voluntary). A student may also be assigned Saturday School as a consequence for poor behavior as an alternative to suspension.

Mandatory Reporting
State law requires courts to notify school districts when a student is found guilty of certain drug violations and/or violent crimes. Any information received from the court is confidential; unlawful dissemination of this information is a misdemeanor. The information will be transferred to the student's subsequent schools and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first. After that time, the confidential record will be destroyed.

State law also requires teachers to be notified of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student can be suspended other than for use and possession of tobacco products. The above information must be maintained in confidence and transmitted to teachers and supervisory personnel in confidence for a period of three years after receiving such notification or from the time the student returns to school. San José Unified receives such official notification, and site administrators are duly notified. The district is required to notify teachers of every student who has caused or attempted to cause serious bodily injury to another person. The purpose of this regulation is to protect individuals

from needless vulnerability. Teachers or other staff receiving such information must keep it in strict confidence.

Notice of Non-Discrimination

San José Unified School District prohibits discrimination, harassment (including sexual harassment), intimidation or bullying on the basis of actual or perceived age, sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race or ethnicity, ancestry, immigration status, nationality, religion, marital, parental or family status, color, mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in its educational programs and activities or employment practices as required by Americans with Disabilities Act (ADA), Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 or the Rehabilitation Act of 1973, and the Vocational Education Act of 1976. Not all bases of discrimination will apply to both education services and employment. The lack of English language skills will not be a barrier to admission and participation in the district's programs. The Board will promote programs which ensure that any discriminatory practices are eliminated in all district activities. Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall report the incident to the coordinator or principal, whether or not the victim files a complaint. When a school employee witnesses an act of discrimination, harassment, intimidation, or bullying, he or she should take immediate steps to intervene when it is safe to do so. Students, parents, employees, or others who wish for further information about these regulations, or who wish to file a complaint, should contact the following persons:

For Title IX, discrimination or equity complaints involving students:
Director of Student Services/Student Title IX Coordinator, Michelle Reghitto, 408-535-6080, UniformComplaint@sjusd.org, 855 Lenzen Avenue, San José, CA 95126

For Title IX, discrimination or equity complaints involving staff:
Assistant Superintendant, Administrative Services, J. Dominic Bejarano, 408-535-6139, jbejarano@sjusd.org, 855 Lenzen Avenue, San José, CA 95126

For Section 504 Compliance complaints involving students:
SJUSD 504 Coordinator, 504@sjusd.org, 855 Lenzen Avenue, San José, CA 95126

For facilities or other ADA complaints:
Director of Maintenance, Grounds, and Operations, Denny Pini, (408) 535-6000, dpini@sjusd.org, 855 Lenzen Avenue, San José, CA 95126
Please refer to Board Policy 0410, revised November 16, 2023.

Title IX: Gender Equity

Title IX of the Education Amendments of 1972 is a federal law prohibiting gender discrimination in any school receiving federal funds. The text of the law states: No person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.
Please refer to Board Policies 6145 revised August 24, 2023 and 6145.2, revised January 14, 2014.

Transgender Policy

As stated above, the Board prohibits discrimination based on gender, gender identity, and gender expression. Gender is defined as a person's actual sex or perceived sex and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth. Gender expression is defined as a person's gender-related appearance and behavior, whether or not it is stereotypically associated with the person's assigned sex at birth.
Please refer to Board Policy 5145.3, revised June 27, 2024.

Sexual Harassment Policy

The Governing Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, and other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex. *Please see Education Code 212.5; 5 CCR 4916:*

- Unwelcome leering, sexual flirtations or propositions
- Unwelcome sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures or computer-generated images of a sexual nature
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking, or brushing the body
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements or any physical interference with school activities when directed at an individual on the basis of sex
- Displaying sexually suggestive objects
- Sexual assault, sexual battery, or sexual coercion

And/or under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
- Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting a student.
- The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment.
- Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through the school.

Any student who feels they are being or have been subjected to sexual harassment on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact a school employee. A school employee to whom a complaint is made must, within 24 hours of his/her getting the complaint, report it to the principal.

Any school employee who observes any incident of sexual harassment on any student must similarly report their observation to the principal, regardless of whether the victim makes a complaint. If the alleged harasser is the principal, the employee may report the complaint or their observation of the incident to the superintendent or designee who is required to investigate the complaint.

The principal, superintendent, or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the superintendent or designee has determined that harassment has occurred, they must take prompt, appropriate action to end the harassment and to address its effects on the victim.
Please refer to Board Policy 4119.11, revised January 14, 2014, and BP 5145.7, revised November 16, 2023.

Hate-Motivated Behavior

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, gender identity or expression, sexual orientation, physical/mental attributes or religious beliefs or practices shall not be tolerated.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.
Please refer to Board Policy 5145.9, revised January 18, 2024.

Bullying

Bullying is defined as repeated and systematic abuse and harassment of another or others. Bullying and ridiculing-type conduct includes name-calling, mimicking, isolation and/or exclusion, invasions of personal space, inappropriate touching, physical violence (hitting, kicking, pushing, shoving), gender and sex-based bullying, and extortion. San José Unified prohibits discrimination, harassment, intimidation, inappropriate behavior, and/or "bullying" of any student or employee. This includes students or employees singled out because of, but not limited to:

- Age
- Sex
- Sexual orientation
- Gender
- Gender identity
- Ethnic group identification
- Native language or perceived lack of English language ability
- Marital, parental, or family status
- Color
- Religion
- Gender expression
- Race
- Ancestry
- National origin
- Mental or physical disability, or based on a person's association with a person or group with one or more of these actual or perceived characteristics in its educational programs and activities or employment practices

Behaviors Inappropriate at School and in the Community:

- Deliberately hurtful teasing, taunting, name calling, ridicule, intimidation, belittling, degradation, threats, and/or demands
- Derisive and unfriendly mockery and laughter
- Physically aggressive moves

Cyberbullying

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation and/or posting electronic images of another student without explicit consent. Administrators may request access to a student's cell phone if the student is a victim of or engaging in cyberbullying.

San José Unified believes that the best way to address bullying and inappropriate behavior is through education and intervention. We also recognize that words can be used as weapons. School administrators are the best judges of when and what type of interventions will be most effective on a case-by-case basis.
For more information, please refer to California Education Code 48900.4.

Dress and Grooming

San José Unified believes that students and their parents or guardians are primarily responsible for students' attire and grooming. Appropriate attire and grooming contribute to a productive learning environment. We expect our students to give the appropriate attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.

School-directed changes to a student's attire or grooming should be the least restrictive and

disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. The administration and enforcement of the dress code will be gender neutral and consistent.

Schools may not enact policies with more restrictive or less restrictive dress and grooming codes except in cases where schools require uniforms.

Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

a. Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
b. Hats and other head coverings are not permitted on school grounds except when worn as sun-protective clothing as prescribed by the student's physician (see below) or as an expression of religious beliefs.
c. Clothing must cover the chest, torso, and lower extremities.
d. Clothing must cover undergarments.
e. Clothing must not be see-through.
f. Professional sports attire may not be worn except for special occasions determined by the principal.
g. Clothing must be suitable for all scheduled classroom activities, including physical education (PE), science labs, shop classes, and other activities where unique hazards or specialized attire or safety gear is required.

Attire or grooming depicting or advocating violence, criminal activity, gang-related activity (including professional sports wear and/or colors identified by the Santa Clara County Sheriff or San José Police Department as gang-affiliated), use of alcohol or drugs, pornography, or hate speech are prohibited.

A change of clothing is required for physical education classes. Students must dress in shorts/sweats, tops, and gym shoes. PE teachers may make judgments concerning the appropriateness of clothing to ensure student safety.

Students are allowed to wear sun-protective clothing and hats. Sun-protective hats may be worn for outdoor use only. Students are required to wear a sun-protective hat that has a brim large enough to protect the face and/or back of neck and/or ears. A parent/guardian or doctor's authorization will be required for a student to wear a sun-protective hat, and the note must include the type and extent of the coverage required. A student who violates these standards will be subject to appropriate disciplinary action.
Please refer to Board Policy and Administrative Regulation 5132, revised June 15, 2017.