



San José
Unified
School District

Reed Elementary School Handbook



2024-25

Table of Contents

Welcome	3
Reed School History	4
Reed Elementary School Policies	5
ATTENDANCE POLICY	5
ACCIDENTS / EMERGENCIES	5
ANIMALS	5
BEFORE AND AFTER SCHOOL POLICY	5
BICYCLE SAFETY	5
BULLYING	6
Specific Observable Bullying Behavior	6
Cyberbullying	6
CELL PHONES, SMARTWATCHES & TECHNOLOGY DEVICES	6
CLASS ROSTERS & TEACHER REQUESTS	6
COMBINATION CLASSES	7
DISCIPLINE	7
DRESS CODE / APPEARANCE	7
Minimum Safe Attire	7
EMERGENCY INFORMATION FORMS	8
FIELD TRIPS	8
HEALTH / ILLNESS POLICIES	8
HOMEWORK	9
LOST AND FOUND ITEMS	9
Forgotten Items	9
MEAL PROGRAM	9
Mealtime Rules	10
NUTRITION POLICY FOR CELEBRATIONS AND CLASS PARTIES	10
Guidelines	10
PARENT CONFERENCES/REPORT CARDS	10
PARENT PORTAL	10
PARENT SQUARE	10
PICK UP AND DROP OFF	11
Student Drop Off	11
Student Pick Up	11
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)	11
Reed ROCKS Behavior Expectations	11
PBIS Matrix	12
Rewards for Positive Behaviors	12
Rockstar Rewards	12

Intervention/Prevention of Behaviors	13
Office Discipline Referral (ODR)	13
Severe Behavior/ Suspension	14
Teacher Classroom Suspension	14
Authority to Suspend	14
RAINY DAY & SPARE THE AIR PROCEDURES	14
RELEASE OF CHILDREN FROM SCHOOL	14
SCHOOL AND HOME COMMUNICATIONS	15
SECURITY	15
SEXUAL HARASSMENT	15
SKATEBOARDS / SCOOTERS	15
SPECIAL EDUCATION	16
Student Success Teams (SST)	16
Section 504 Plan	16
IEP Process	17
TOBACCO-FREE SCHOOLS	18
TOYS / EQUIPMENT	18
TRAFFIC	18
Bus Zones	18
Safety Patrol	18
Student Safety	18
Traffic Signs	19
VISITORS	19
VOLUNTEERS	19
Code of Ethics and Guidelines for Volunteers	19
More Information	21

Welcome



Welcome to Reed Elementary School, home of the Bobcats! We are happy to have the opportunity to provide your child with a quality educational experience. We hope this handbook will give you some useful information about our school.

Our mission is: united as one community, we elevate opportunities for all. Our vision is to prepare today's students to be the thinkers, leaders, and creators of tomorrow. With your help and support, we will collectively accomplish our mission and vision.

At Reed, you will find the staff to be very willing and capable of guiding children to achieve their greatest potential. Each child will have the "Reed Experience" participate in an educational program appropriate to his or her needs.

The purpose of this handbook is to give you information about some of the policies and guidelines at Reed. Please keep this book handy and refer to it often. For a complete resource please refer to the San Jose Unified Student/Parent Handbook and the [SJUSD website](#). Keep up to date with news and events by visiting the [Reed website](#).

We invite you to engage in our school community during the coming year. We encourage you to contact our office if you want information, have any questions, or suggestions. Remember, our focus is to instill our Reed ROCKS (Responsible, Organized, Considerate, Kind and Safe) philosophy and provide academic excellence for all Reed students.

- Reed Staff

Our vision

Preparing today's students to be the thinkers, leaders, and creators of tomorrow.

Our mission

Uniting as one community, we elevate opportunities for all.



Reed School History

The original Reed School was located on Reed Street in the downtown San Jose area. It was named in honor of James Frazier Reed, a community leader, in the early days of San Jose. Mr. Reed was born in County Armagh, Ireland on November 14, 1800 and moved to Virginia with his mother in the early years of his life. After working many years as a miner, he moved to Illinois, helped form the city government of Springfield, became wealthy in a flourishing cabinet making business, and served in the Blackhawk War with Abraham Lincoln and Stephen A. Douglas.

Mr. Reed's decision to move west resulted in the formation of the Reed-Donner Wagon Train in 1846. The California-bound train suffered many hardships in the Sierra Mountains during the winter of 1846-1847. Although many lives were lost, Mr. Reed's heroic efforts to organize and lead a rescue party are well known.

The Reed family settled on a 500-acre ranch between First Street and Coyote Creek in what is now downtown San Jose. Subsequent division of the land in 1849 resulted in the naming of Reed, Margaret, Virginia, Martha, Carrie, Patterson, Lewis, and Keyes streets in honor of Reed family members. The present day Reed School at 1524 Jacob Avenue was opened in 1959 on approximately nine acres adjoining Ross Creek near the Robertsville area of San Jose.

Our school was named after Frazier O. Reed, grandson of James Reed. Many schools built in San Jose during the 1950's and 60's were named after prominent individuals. Frazier O. Reed was a partner and president of the James A. Clayton & Co., a real estate and insurance company, president of the California Real Estate Board and the San Jose Real Estate Board, director of First National Bank for 34 years and helped found San Jose Hospital in 1921. During his long career, Reed had a hand in many of the big real estate transactions in the area. Both these Reed men were benevolent community leaders who had a vision for San Jose and its surrounding valley. The Reed School Community is proud to have its school named in honor of his family.

Reed Elementary School Policies

ATTENDANCE POLICY

Visit the [Absence Reporting](#) reporting section of our website for information on absences, tardies, and what to do if your student must leave early.

Reporting an Absence:

Call: 24-Hour Attendance Line (408) 287-6261 or

Email: reed@sjusd.org

Include the following information:

- Student's first and last name
- Teacher's name
- Why they are absent or tardy
- Attach doctor's note (if applicable)

ACCIDENTS / EMERGENCIES

In the event of an accident or emergency involving your child, you will be contacted by the school. If you cannot be reached, the contact person you have listed on the emergency form will be called. Please be sure that the information on your child's emergency form in our office is kept up to date. We will not release your child if the name of the person picking up is not listed on the emergency form or without the parent/guardian's written consent.

ANIMALS

No animals are allowed on campus. Pets are NOT to be brought to school (service animals are the exception). Please ensure that your pet does not follow your child to school. The City of San José Animal Care Center will be called to pick up stray animals found on the school grounds.

BEFORE AND AFTER SCHOOL POLICY

Students should not arrive at school more than 10 minutes before school starts. School gates will open at 8:55am for students to enter campus and at 2:50pm for families to enter campus for after school pick-up. Students are not allowed to play in the playgrounds before the start of class. Be sure to pick up your child immediately after school dismissal. They are not to play on the equipment, front lawn or stay on the school grounds unless supervised by a parent. Any child who has not been picked up 10 minutes after the dismissal bell rings needs to come into the school office. The office will contact parents.

BICYCLE SAFETY

Bicycles may be ridden to school providing the rider observes the following rules:

1. Upon arriving at school, bikes are to be walked to the bike rack. Bicycles are not to be ridden on the school grounds.
2. Bikes are to be parked and locked in the bike racks. Two bikes should not be locked together.
3. Helmets must be worn by children under the age of 18 while riding a bicycle in accordance with bicycle laws. Please see the school website for additional bicycle and street safety information.
4. During Bike Month, the Principal will determine the logistics of the celebration.

BULLYING

Bullying is defined as *repeated and systematic* abuse and harassment of another or others. Bullying and ridiculing type conduct includes name-calling, mimicking, indifference and exclusion, invasions of personal space, inappropriate touching, physical violence (hitting, kicking, pushing, shoving), gender and sex-based bullying, and extortion. Please see EC 48900.4 for further details.

Specific Observable Bullying Behavior

1. Deliberately hurtful teasing, taunting, name calling, ridicule, intimidation, belittling, degradation, threats and demands;
2. Domination and subduing repeatedly against the victim;
3. Derisive and unfriendly mockery and laughter directed at the victim;
4. Isolation and exclusion of the victim;
5. Cyberbullying in Internet chat rooms, email, text messaging to telephones or pagers, and postings to “web blogs” (see definition of cyberbullying below);
6. Physically aggressive moves against the victim when the victim is unable to protect her/himself ;
7. Fighting between the victim and the bully in which the victim is unable to protect her/himself and from which she/he tries to withdraw.

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.

CELL PHONES, SMARTWATCHES & TECHNOLOGY DEVICES

Cellphones, tablets, laptops, smart watches, and any other internet-connected devices are to be turned off in class, except when being used for a school-related purpose, as determined by the teacher or other district employee, and at any other time as directed by an employee. Any device with camera, video, or voice recording function may not be used in any manner which infringes on the privacy rights of any other person. The use of any electronic device to record inappropriate behavior is prohibited and is subject to possible disciplinary action, including but not limited to suspension and expulsion.

Please refer to California Ed Code 48901.7 and Board Policy 5131.f

Students may use the classroom or office phone only if there is a definite need and permission is given by the teacher, office staff or principal and should be supervised. Your child will call you if he or she is required to stay after the regular dismissal time or when necessary.

We do not allow the use of any personal devices during instructional time, recess and lunch. Smart watches or Cell phones may not be on or used during the school day. Children may keep a Smart watch or cell phone in their backpack.

CLASS ROSTERS & TEACHER REQUESTS

Teacher Requests - as a best educational practice, we DO NOT respond to specific classroom or teacher requests for individual families or students.

Class rosters are built so that classes across a grade level are well balanced according to district criteria

(gender, race/ethnicity, language, special education, etc.). Class rosters are posted the day before school begins. Combination classes are created as a solution to an uneven enrollment number across grade levels. Teachers are skilled at teaching combination classes. Students who are placed in combination classes are typically students who are capable of steady progress in such a learning environment.

Class rosters are built before we know the exact number of students that will transfer into or out of Reed. All rosters are temporary at the start of the school year. Therefore, it is likely that some changes in classroom assignments will be made within the first few weeks of school. These changes are for reasons of adjusting class loads and class rosters from which they were originally assigned. It is a possibility that combination classes must be formed if enrollment numbers dictate. If a class change is necessary for your child, you will be notified in writing or by phone.

Note, that it is not our policy to move students unless it is necessary to balance the classrooms after the enrollment stabilizes.

COMBINATION CLASSES

Due to changing enrollment, combination classes are utilized. Combination class teachers have planned and collaborated on how best to use the instructional minutes to provide rigorous and supportive learning opportunities with multiple curriculums using small group instruction, data analysis, whole class teaching, and differentiated instruction offering students choices of how to produce work samples and demonstrate learning.

DISCIPLINE

See the “Positive Behavioral Interventions and Supports” (PBIS) section below.

DRESS CODE / APPEARANCE

The Governing Board believes that the responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians and that appropriate dress and grooming contribute to a productive learning environment. Therefore, the Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Attire or grooming depicting or advocating violence, criminal activity, gang-related activity (including professional sports wear and/or colors identified by SC Sheriff or SJPd as gang-affiliated), use of alcohol or drugs, pornography, or hate speech are prohibited.

Minimum Safe Attire

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.

1. Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
2. 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, as an expression of religious beliefs, or when the principal determines that extreme cold weather warrants it.
3. Clothing must cover the chest and torso and lower extremities.
4. Clothing must cover undergarments.
5. Clothing must not be see-through.
6. Professional sports attire may not be worn except for special occasions determined by the Principal.

7. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, shop classes and other activities where unique hazards or specialized attire or safety gear is required.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

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. Administration and enforcement of the dress code shall be gender-neutral and consistent. This policy applies to all individual schools. Schools may not enact more restrictive or less restrictive dress and grooming codes.

EMERGENCY INFORMATION FORMS

SJUSD sends out an electronic annual information form for you to verify your current address and phone number(s) and the names of persons you wish us to contact if we are unable to reach you in the event your child becomes ill or has an accident at school. If your child is to be picked up during the school day by anyone other than a parent/guardian on the emergency form, call the school. We will not release your child if the name of the person picking up is not listed on the emergency form or without the parent/guardian's written consent.

Please call us anytime you need to update your child's emergency information. It is very important that this information be kept current. A new form will be emailed every year your child is at Reed.

The Infinite Campus *Parent Portal* is where Elementary parents can directly update their contact information. It is important to keep contact information current so the school can reach parents/guardians by phone, email, or with a Parent Link message. Each parent/guardian has their own customized Portal account that has data for all their students in SJUSD. For questions about the Parent Portal, email parentportal@sjusd.org or call (408) 535-6000 x 14627.

FIELD TRIPS

Children will be allowed to go on field trips *only if a field trip permission form is turned in prior to each field trip*. We CANNOT accept verbal permission over the phone. If your student is unable to participate in the field trip, s/he will be joining another class until her/his class returns. If you have any questions or concerns, please direct them to your student's teacher.

HEALTH / ILLNESS POLICIES

Visit the [Health and Wellness](#) section of our website for information on student illnesses, COVID-19 resources, health insurance, medication permit forms, and other reference documents.

Visit the [Absence Reporting](#) section of our website for details on absences due to student illness or medical appointments.

HOMework

Homework is an activity students can do independently and is defined as the assigned learning activities that are done outside of the classroom. Homework has a clear purpose and provides an opportunity for students to practice previously taught skills and use acquired knowledge. Homework should support enhanced learning, provide students and teachers with feedback on student mastery of previously taught material and should be appropriate to a student's needs and abilities. Homework is assigned appropriately by grade level, subject area, and ability to meet students' needs. Class time will be used for the application of learning, with emphasis on student-teacher interaction.

The amount of time spent on homework will vary by grade and course. General homework expectations:

Grades K-1: 10 minutes daily, plus 10 minutes of reading

Grade 2: 20 minutes daily, plus 15 minutes of reading

Grades 3-5: 30 minutes daily, plus 20 minutes of reading

No additional work, including extra credit, will be assigned over vacations and holidays beyond what is reasonable for a single-day assignment. Long-term projects may not be due before the Friday of the first instructional week after returning from a break. No homework may be assigned during the two weeks between instructional semesters, also known as the New Year Recess. Please refer to Board Policy and Administrative Regulation 6154, revised April 25, 2019, and Education Code 48913.5.

LOST AND FOUND ITEMS

Please label jackets, coats, backpacks, and lunch boxes with your child's name to ease the identification of such items when found. Our Lost and Found cart is located inside the cafeteria, or near the front gate when overflowing. Please check the cart regularly for lost items since it sometimes takes a few days for found items to be turned in. Periodically, items not collected will be donated to charity after an announcement is made.

Forgotten Items

If your student has forgotten their lunch, money, glasses, books, homework, etc., please deliver the items to the office, clearly labeled with the student's name and teacher's name. **We will not interrupt classroom instruction to notify your child;** however, we will have the Campus Supervisor deliver the item to the classroom.

MEAL PROGRAM

Free meals are available daily in our cafeteria for students in grades TK-5th. Brunch is available during morning recess. Lunch will be served according to the grade-level schedule. Refer to the [Bell Schedule](#) for exact times.

Visit the [Student Nutrition website](#) for the most up-to-date information on:

- Menus
- Meal Pricing
- Meal Payments
- Free-and Reduced-Price Meals
- Meal Donations

Mealtime Rules

Children are expected to observe rules of good behavior and good manners when eating lunch with their classmates. Students will be supervised at all times.

NUTRITION POLICY FOR CELEBRATIONS AND CLASS PARTIES

It is Board Policy to ensure that school menus offer good nutritional quality meals and beverages and that school and class celebrations should be limited to no more than 1 celebration per month when non-nutritious food/beverages are served. All other celebrations must include nutritious foods and beverages. Please adhere to our policy when planning for any celebration. Discuss all celebration requests with your child's teacher in advance and avoid any foods containing known allergens.

Guidelines

- **Home prepared-goods are NOT permitted on our school campus.**
- Recommended: Provide mostly healthy items (fruit, applesauce pouches, goldfish crackers, cut vegetables, etc.) and only 1 treat item (cookies or cupcakes, etc.).

NOTE: Gum is not allowed on the Reed Elementary campus.

PARENT CONFERENCES/REPORT CARDS

Parent conferences are scheduled in the fall. This conference provides the teacher with the opportunity to discuss individual student progress with parents. The parents and teacher are also able to exchange information, which should be helpful to the child's learning. A second conference may be held in the spring for children who are being considered for retention, who are not progressing satisfactorily, or who have other needs to discuss. Your child's teacher will contact you in writing to set an appointment time for the conference.

The district has adopted progress report forms for each grade level and they are correlated with the Common Core State Standards. Report cards are available in Spanish. Report cards for English Language Learners will be used to communicate progress in learning English.

PARENT PORTAL

SJUSD uses an electronic information system called Infinite Campus (IC) that offers portal access to parents/guardians for their child's attendance information and household information. Both are the best way to stay informed about all aspects of your child's education. You can update your phone number and email address in the portal. Visit the [Parent Portal](#) section of our website for more information.

PARENT SQUARE

Communications from the principal, teachers, office staff, and San José Unified are made via Parent Square so be sure to sign up when you receive your invitation. Visit the [Parent Square](#) section of our website for more information.

PICK UP AND DROP OFF

Student Drop Off

We are fortunate to have many points of entry to our campus. The gates and campus will officially open at 8:55am. Students in grades TK-2 may line up outside their classroom. Students are expected to practice Reed ROCKS behavior expectations - silent, hands by side, and facing forward. Students in

grades 3-5 will line up at a designated location in the back of the school and the classroom teacher will walk students to the classroom. Grade 3-5 teachers will let students and families know where to line up.

Student Pick Up

At the conclusion of the instructional day you may pick up your child from their classroom. Gates will be unlocked at 2:50pm. Be mindful to keep noise to a minimum if waiting outside of a classroom. **Students not picked up within 10 minutes of school ending will be sent to the office and parents will be called. Please be on time.**

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavior Interventions and Supports (PBIS) is a proactive, system-approach to establishing the behavioral supports and social culture needed for all students to achieve success, socially, emotionally, and academically. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support. PBIS develops school-wide systems that support staff to teach and promote positive, appropriate behavior in all students. By reducing behavioral problems, PBIS creates and maintains safe learning environments where teachers can teach and students can learn.

We are proud of our high expectations for appropriate and respectful behavior. Our staff focuses on clear expectations, orderly routines, and positive reinforcement. If a student makes a poor decision or takes an action that calls for disciplinary action, we take the time to re-teach the expected behavior. We encourage parents to contact the teacher first when questions or concerns arise regarding their student's behavior. It is important that parents keep an open communication with their student's teacher so we can support their socio-emotional needs.

Reed ROCKS Behavior Expectations

Students at Reed are Responsible, Organized, Considerate, Kind and Safe all day, and everywhere on campus: Reed ROCKS!

Your child will likely bring home information regarding additional expectations from the individual classroom. Although rules and procedures may differ somewhat from classroom to classroom, our school wide expectations are consistent. You will find our ROCKS matrix and our descriptions of "minor and major behaviors" on our Reed website.

PBIS Matrix

	CLASSROOM	EATING AREAS	BATHROOM	RECESS AREA	TECHNOLOGY
RESPONSIBLE	<ul style="list-style-type: none"> follow directions the first time stay on task, review your work 	<ul style="list-style-type: none"> talking voice wait patiently listen for and follow directions the first time 	<ul style="list-style-type: none"> GO FLUSH WASH LEAVE 	<ul style="list-style-type: none"> follow playground rules at all times problem solve ask for help when needed, 	<ul style="list-style-type: none"> use equipment as instructed keep your login card safe and secure
ORGANIZED	<ul style="list-style-type: none"> complete and turn in work on time keep materials neat 	<ul style="list-style-type: none"> wait to be dismissed clean up and pack up line up and walk quietly 	<ul style="list-style-type: none"> wait patiently keep it clean 	<ul style="list-style-type: none"> return equipment take a knee when bell rings get a drink and go to the bathroom before the bell rings 	<ul style="list-style-type: none"> put things away properly log off completely
CONSIDERATE	<ul style="list-style-type: none"> look and listen to the speaker whisper voice respect differences and opinions 	<ul style="list-style-type: none"> leaving tables clean use a friendly voice respect differences and opinions 	<ul style="list-style-type: none"> walking quietly to the bathroom whisper in the bathroom respect privacy 	<ul style="list-style-type: none"> follow games rules be a good sport respect differences and opinions 	<ul style="list-style-type: none"> keep your hands to yourself keep equipment out of your mouth
KIND	<ul style="list-style-type: none"> help others use friendly words share materials 	<ul style="list-style-type: none"> respect difference welcoming others 	<ul style="list-style-type: none"> friendly words offer help if needed 	<ul style="list-style-type: none"> friendly words be an upstander 	<ul style="list-style-type: none"> use kind, encouraging, and positive words when collaborating online
SAFE	<ul style="list-style-type: none"> using materials correctly hands and feet to self walk with a purpose 	<ul style="list-style-type: none"> hands and feet to yourself eat your own food sit to eat 	<ul style="list-style-type: none"> feet on the floor water and soap in the sink walk with a purpose 	<ul style="list-style-type: none"> hands and feet to self walk with a purpose 	<ul style="list-style-type: none"> keep username or password to yourself only use school accounts and equipment for school purposes

Rewards for Positive Behaviors

Reed Elementary focuses on building positive behaviors through the Positive Behavioral Intervention and Supports (PBIS) and Cornerstone curriculum. Both school-wide curriculums emphasize respectful behaviors, responsibility, leadership and social development. Rewards reinforce such behaviors and encourage students to further develop, maintain, and contribute to the school environment.

In the Classroom: Each classroom has several methods and routines for rewarding positive behaviors. Teachers do so in a fair and respectful manner. Students are taught what the expectations are and how to earn such rewards.

Rockstar Rewards

Students are rewarded as staff observe a student being Responsible, Organized, Considerate, Kind, and/or Safe. If earned, all students will participate in a special school-wide reward event such as a period of free play activities. Classroom teachers reward students with yellow Bobcat Bucks where students earn a prize or activity for earning a certain number of Bobcat Bucks in a certain time period. Administration and Classified Staff reward students with white Bobcat Bucks used toward an entire class prize or activity. See the chart below:

25	50	100	150	200
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*Bobcat Store Prize	*Bobcat Store Prize	*Bobcat Store Prize	*Bobcat Store Prize	*Bobcat Store Prize
*Otter Pop	*Otter Pop	*Otter Pop	*Otter Pop	*Otter Pop
*Free Homework Pass	*Classroom ROCKStar Recess	*1st in the Snack/Lunch Line for 1 week *Bring a stuffed animal to school *Board Games with Principal (20 minutes)	*1st in the Snack/Lunch Line for 1 week *Entire School ROCKStar Recess if 1 classroom earns 150 points (30 minutes) - select music playlist	*1st in the Snack/Lunch line for 1 week *Movie and snacks with Principal

Intervention/Prevention of Behaviors

1. Teachers will clearly communicate classroom and school expectations of positive behavior. All staff will be knowledgeable of the school-wide rules and expectations and will monitor with consistency and clarity. Warning and re-teaching will occur when students are learning the rules and behavior expectations and for minor incidents. Consequences such as writing a reflective sheet, campus community service, loss of class or school privileges or activities, reflective and restorative conversations, etc., will be activated for minor behaviors or as a way to prevent inappropriate behavior patterns and habits.
2. All incidences are handled using a two-step approach and these are shared weekly in the weekly student news video titled Bobcat Broadcast. The first step is a set of restorative questions:
 - a. For the person who was harmed - "What happened?", "How have you been impacted?", "what do you need to make things right?". For the person who has caused harm - "What happened?", "What were you thinking at the time this happened?", "How have people been impacted?", "what is needed to make things right?".
 - b. Action Plan - Solution to the Problem - "What can you do differently next time?"
3. Recess behavior intervention: Per California Education Code 49056, a student shall not be denied recess by a member of the school's staff unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. School staff will employ restorative practices listed above to resolve any conflicts or issues during recess time.
4. Staff will award students making positive behavior choices with a Bobcat Buck and praise for exhibiting Reed ROCKS exemplary behavior.

Office Discipline Referral (ODR)

An Office Discipline Referral (ODR) is given to a student when a behavior choice they make is considered a "major" behavior infraction under California Education Code 48900. These behaviors could include physical fighting, possession of a knife, firearm, imitation firearm, explosive or other dangerous object, possession, use or sale of alcohol, tobacco, nicotine or a controlled substance, robbery, extortion, damage to school property, theft of school property or private property on school campus, obscene acts, habitual profanity, bullying, cyberbullying, harassment or intimidation, etc. All students will have been informed of Reed's expectations for positive behavior, the consequences for minor or beginning problems, and the seriousness of a referral within the first month of the new school year.

Staff members can issue a referral after observing that a student's actions are serious enough to warrant the referral. Staff members can also issue a referral after repeated minor behaviors have been observed. All staff members will make parent/guardian contact when a referral is made.

Severe Behavior/ Suspension

There are rare occasions when an incident occurs that is so severe that it results in immediate parent contact and suspension or expulsion. The incident will be thoroughly investigated by the Principal or principal's designee. These offenses are clearly listed and described in the Behavior & Discipline section of the SJUSD's Parent/Student Handbook. Each parent will receive the Handbook in the fall. It will give more detailed information and cite laws and codes that are not addressed in our school handbook. Please contact the office if you have misplaced your handbook or refer to the [SJUSD website](#).

Teacher Classroom Suspension

A teacher may suspend a student from their classroom for two days, including the day of suspension plus the following school day. 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. The student remains on-campus in a separate room supervised by the Principal or other credentialed staff or sub. Work must be provided for the student to complete during the suspension.

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.

RAINY DAY & SPARE THE AIR PROCEDURES

Children have recesses on the blacktop and field daily, however, when the rain or spare the air prevents outdoor recess from being a safe place to play, we will implement our Rainy Day or Spare the Air Procedures including use of the cafeteria and 2-3 teacher classrooms.

RELEASE OF CHILDREN FROM SCHOOL

No child is permitted to leave the school grounds during school hours without parent or guardian permission, and must be with an adult. If there is a change in pick-up plans parents must contact the office. Parents are expected to report in person to the school office to sign out children who need to leave school any time before the regular dismissal time. **Children will only be released to an individual whose name is on the emergency form on file in the office or with written consent from the parent/guardian.**

We urge you to make medical/dental appointments after school hours to avoid interrupting your child's

instructional day.

SCHOOL AND HOME COMMUNICATIONS

Each Thursday during the school year, you should expect your child to bring home the Reed School “white envelope.” It will include schoolwork, and other information from the Principal, Office, or PTA. The Principal sends out weekly communication via [Parent Square](#) to inform families of the latest news and events taking place. The PTA sends out communication via [Konstella](#) to keep families informed about upcoming school and district events, helpful hints, current information, dates to remember, reminders about school happenings and news about Reed School’s very active, helpful, and involved parent community. Additional communications will be sent home from time to time as necessary. Please keep your [Parent Portal](#) information current. Call our office or update your email address in the Parent Portal.

Keep in mind that every teacher will have their own system in communicating with you. Please check with your teacher and listen for information regarding communication during Back to School Night.

SECURITY

Our school is equipped with camera monitoring systems for safety and security. If you notice any suspicious activity on the school grounds when school is not in session, please call 911 immediately to make a report. School vandalism and burglary can be reduced, or eliminated, if neighbors near the school will report any suspicious circumstances whenever they occur. You may also call 311 for a non-emergency, local assistance call or SJUSD Central Alarm Station at (408) 278-6923.

SEXUAL HARASSMENT

It is the policy of the San Jose Unified School District that sexual harassment is deemed unacceptable conduct in the workplace and academic environment and will not be tolerated. All individuals are entitled to work in an academic environment free from all forms of discrimination, including sexual harassment. Sexual harassment does not refer to occasional compliments of a socially-acceptable nature. It refers to behavior that is not welcome, that is personally offensive, that lowers morale and that therefore, interferes with work or academic effectiveness. For purposes of the San Jose Unified School District policy “sexual harassment” means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting.

SKATEBOARDS / SCOOTERS

Skateboards/scooters may not be used on campus with the exception of the after school skateboard club. Students are to keep their skateboards/scooter secured in the classroom during instructional time. All unauthorized skateboards/scooters on campus will be confiscated and parents will be asked to pick them up.

SPECIAL EDUCATION

Student Success Teams (SST)

The district serves all students with a multi-tiered system of services to support students who are struggling to access core academics. Each school in San José Unified has a Student Success Team (SST). A student can be referred to an SST either by their family or school employees when there are concerns

regarding the student's academics and learning. Parents or guardians can initiate the process either by contacting the school in writing or speaking with school staff in person and requesting an SST for their child.

The purpose of the SST process is to bring together a collection of professionals to determine the best approach to meeting a student's individual learning needs. The goal of the SST is to provide quality intervention and support to allow the student to make progress toward grade level standards. The SST meets every six weeks to review the student's data, select or adjust interventions, and determine appropriate next steps. The family plays a critical role in the SST process, consulting with the teacher during parent-teacher conferences and attending SST meetings when invited. The SST team remains in contact with the family throughout the process, developing a collaboration between home and school to maximize student growth. Please contact your school principal for more information.

Section 504 Plan

A student eligible for services under Section 504 is one who:

- (a) has a physical or mental impairment that substantially limits one or more major life activities, including learning,
- (b) has a medical record of such an impairment, or
- (c) is regarded by administrative and educational staff as having such an impairment.

Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. A qualified disabled student, with respect to public preschool, elementary, secondary, or adult educational services, is a disabled person of an age during which non-disabled persons are provided such services, or of any age during which it is mandatory under state law to provide such services to disabled persons.

Any student may be referred by a parent/guardian, teacher, other certificated school employee or community agency for consideration as a disabled student under Section 504. This referral should be made to the school site principal.

The 504 Team will promptly consider the referral. The district will complete the identification, evaluation, and educational placement process within a reasonable time frame. A Section 504 evaluation will be completed within sixty (60) days of the date of the parent/guardian request for and consents to the evaluation and the District's consent to the evaluation. The sixty (60) day deadline excludes days of school vacation in excess of five (5) days, and the days that school is not in session. This deadline may be extended if the parent or guardian so agrees in writing.

To request a 504 Plan assessment, please email Principal Ponzio at jponzio@sjusd.org.

IEP Process

The assessment process at San José Unified determines whether a child is eligible for special education services and if so, which special education services are the most appropriate. There are five basic steps in the special education assessment process:

1. Referral for Assessment

Referrals for assessment for special education services can come from a variety of sources. Parents or guardians; teachers, other school staff, and community members; or the Student Success Team (SST) at your child's school. Our goal is to serve students in the least restrictive environment by adding supports and adjustments to the general education program. San José Unified is required to document that the student's educational needs cannot be successfully met through a multi-tiered system of supports and adjustment of the general education program before they make a referral for Special Education. We encourage parents and guardians to start by discussing concerns with the child's teacher, the principal, or through a Student Success Team. Parents or guardians may also write a letter requesting an assessment for their child and email it to specialed@sjusd.org.

2. Determination of Assessment

San José Unified will respond to any referral for an assessment within 15 calendar days (school days) of receiving the referral for assessment– not counting school vacations greater than five days such as the summer or New Year recess. Our staff review all available evidence, including student grades, attendance, academic performance as measured by statewide and district-wide assessments, and other information as appropriate. If the district team assigned to the referral determines that an assessment of the student is not appropriate, the parent or guardian will receive a written notice of this decision within the 15-school calendar day period. If the team determines that an assessment is appropriate, the parent or guardian will receive an Assessment Plan that describes the types and purposes of the assessments that may be used to determine your child's eligibility for special education services. The parent or guardian must consent to and sign the Assessment Plan before an assessment can be administered.

3. Assessment to Determine Eligibility - *30 school calendar days for initial IEP*

An assessment involves gathering information about the student to determine whether the student has a disability and if they require specialized academic instruction because of the disability. Assessments may include individual testing, observation of the student at school, interviews with the parents or guardians, student and school staff who work with the student, and review of school records, reports, and work samples. Eligibility for special education services is the result of following a systematic process that carefully evaluates and identifies one or more learning impairments that interfere with a student receiving educational benefit. Eligibility is determined by an Individualized Education Program (IEP) team using the state defined eligibility criteria.

4. Individualized Education Program (IEP) - *60 school calendar days for initial IEP*

After the student has been assessed, an Individualized Education Program (IEP) meeting will be held. The school must provide parents or guardians with written notice of the IEP meeting within a reasonable time prior to the meeting. This notice will include: the date, time, and place of the meeting; the reason for the meeting; who will be at the meeting; and a statement of the right of participants to electronically record the meeting. At this meeting, the IEP team will discuss the assessment results and determine if your child is eligible for special education services. If your child is eligible, an IEP will also be developed during the meeting. Once the IEP has been developed, a parent or guardian must sign the IEP for a student to begin receiving special education services.

5. IEP Review

After a student qualifies for and begins receiving special education services, the IEP will be reviewed in an IEP meeting at least once per year to determine how well it is meeting the student's needs. The case manager and related service providers will monitor the student's progress on an ongoing basis. In

addition, every 3 years, the student will be reassessed, and their IEP and progress reviewed to determine if the student still qualifies for special education services.

TOBACCO-FREE SCHOOLS

Effective September 1, 1993, all SJUSD schools have been identified as tobacco-free. Please assist us in providing a healthy environment by refraining from using any and all tobacco products on the school grounds.

TOYS / EQUIPMENT

Children shall leave all toys/equipment (transformers, bats, balls, games, personal iPads, fidgets, Pokemon cards, etc.) at home unless such items are brought to school with the teacher's permission and are intended to be used for "sharing time" or instructional purposes.

TRAFFIC

When dropping off or picking up students, remember to use the Passenger Loading Zones (white curbs) on Jacob Avenue, Glacier Drive or Reedhurst Avenue.

1. Drivers must stay inside of their cars while in the loading zones.
2. Bus zones must remain clear of any and all cars: drop off, pick up, and parking are prohibited.
3. Crossing the street should occur at crosswalks only.
4. Please do not use the staff parking lot for drop off or pickup.
5. The main office parking lot can be used for student pick up or drop off. **Please pull all the way forward to drop off and do not block the sidewalk or street.**
6. Care must be taken to keep our neighbors' driveways clear of cars.

Bus Zones

Bus zones are designated as "**NO STOPPING**" zones between 7:00 a.m. and 4:00 p.m. Bus safety for our students is very important.

Safety Patrol

The Safety Patrol, designated by yellow vests, are there to help keep students safe and to monitor the Passenger Loading Zones and the staff parking lots. Please adhere to their instructions.

Student Safety

Traffic congestion caused by automobiles and buses around Reed School can create extremely hazardous conditions for our students. Please instruct your children to always use crosswalks. You should remind children to be extremely careful at all times and to observe appropriate pedestrian and bicycle safety rules without question. Students need to obey the Safety Patrol. Adults need to set an example by using the crosswalks when bringing children to and from school. Children who violate safety rules will be referred to the principal.

Traffic Signs

Please be aware of, and strictly adhere to, the Passenger Loading Zone and "**NO STOPPING**" areas on Jacob Avenue, Glacier Drive, and Reedhurst Avenue adjacent to the school. The City of San Jose has posted signs that clearly mark the parking restrictions. Follow the rules posted. Please help us avoid congestion and dangerous traffic situations.

VISITORS

All parents, volunteers, student teachers, non-Reed staff, and any other person on the Reed campus during school hours must sign in and out every time they are on campus so we are able to monitor persons on campus and ensure that only authorized visitors are with us. **No exceptions.** We appreciate a call in advance of your intended visit so that an interruption of special testing or other required activities in which children must focus their full attention can be avoided.

VOLUNTEERS

Volunteers are welcome! We want you and other family members to assist directly in the education of your child. Volunteers are sought for classroom tasks (both at school and home), campus supervision, School Site Council, School English Learner Advisory Committees, Garden docents, Art Vistas, Cornerstone, Special Events Coordinator and PTA sponsored activities. Can you think of creative ways to assist in the school? Please join our active group of parent and family volunteers.

For the protection of all students, all volunteers are required to be fingerprinted and have a TB (tuberculosis) test every 4 years. See the district website for details. Volunteer field trip drivers must complete paperwork for verification of many requirements. Arrange for childcare for your younger children for the time you plan to volunteer.

Please complete and submit your [Volunteer Application](#) online. You will be sent an email communication from the District Office once you are approved, not from office staff.

Code of Ethics and Guidelines for Volunteers

1. Support the Classroom Teacher

We know that there may be differences between your perceptions and those of the classroom teacher. Keep those differences to yourself until you and the teacher can speak privately about your concerns.

2. Decide Why You are Volunteering Before You Do So

Some volunteers may find that they have chosen to volunteer because they want to keep a watchful eye on their own child and the classroom. Still others may add pressure to the child by reprimanding the child about the way he or she behaved in class. Children do not need this added burden; so think about your motivation before deciding to volunteer.

3. Keep Confidential Information to Yourself

Regardless of whether the information reflects well or poorly on a student or teacher, keep the information to yourself. You cannot anticipate how others will behave with innocently transmitted information. Such information includes grades, behavior problems, test scores and any other information which is the exclusive domain of the school's professional staff and the parents of the child in question.

4. Expect the Cooperation of the School's Professionals

If you see or hear something that concerns you, speak to those who can tell you the facts and work to resolve the problems. The teachers and administrators are always here to lend their support to you, both as a parent and a volunteer. If you are in doubt about a task, don't be afraid to double check with the teacher for clarity.

5. Refer In-class Student Problems to the Teacher

Teachers are trained to deal with the problems of children and have seen many children with a wide

range of problems. Do not act to intervene in any classroom or playground problems without permission of a teacher. If an issue concerns the safety of students, step in and use your best judgment. Refer playground problems to the persons in charge at the time.

6. Our School District is a Drug-Free, Tobacco-Free, and Weapon-Free Zone

Smoking is not allowed on campus. Do not come to school to work with any part of our program if you are under the influence of any substance. Refrain from gum-chewing at school. We maintain a no-gum policy for our students and expect adults to also follow the rules.

7. Sign-In Procedures

All volunteers are to sign-in at the office. Please wear a visitors badge when you are on campus. Our staff will direct you back to the office if you are not wearing the visitor's badge during instructional time. You are required to return to the office to sign out before leaving campus.

8. Use of Staff Room

The staff room is a private resting place, meeting place, a conference area, and a dining room for the staff members. The staff room is for school use. Volunteers may use the staff room and the copy equipment in the staff room provided the staff is not using it. The best times are in-between recesses: 9:00 - 10:35 a.m. and 1:20 - 3:00 p.m.

Do not use the copy machines unless the office staff has trained you. See office staff if you need to use an alternative copier in Room D1. The staff members have priority on all machines. **Adults only in the staff room and children must wait outside the staffroom.**

9. Talking

Please do not stand and talk in the back of classrooms, in front of the classrooms, or the library. It is distracting to both students and teachers.

We hope that these simple, yet important, rules will help you carry out your duties to the credit of yourself and the school. We are happy to have concerned parents play an active role in school business and to do so in the spirit of cooperation and professionalism. Thank you for your continuing support for all children.

More Information

If you need more information, please refer to:

- [Reed Elementary Website](#)
- [San Jose Unified School District Website](#)
- [SJUSD Parent/Student Handbook](#)