San José
Unified
School District

Reed Elementary School Handbook

2025-2026

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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 & HEALTH & ILLNESSES

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)

It is the parent's/guardian's responsibility to report their student's absence *each* day the student is absent. ***Absences must be reported within 5 instructional days and will be marked unexcused until they are cleared by the parent/guardian***. We don't make assumptions about attendance based on previous absences since circumstances can change daily. We do not pre-code absences due to illness without a doctor's note.

SJUSD welcomes our obligation to educate our students to the best of our ability. To do this, students need to be on campus on time and attend school regularly. Studies have shown that missing even five days of school in a year can be detrimental to learning. Because of this, State law requires that all children ages 6-18 be enrolled in full-time education. A student who misses three (3) or more days of school or is 30 or more minutes late to school without an approved excuse will be subject to our truancy process. Parents of students who miss five (5) or more days of school, even if excused, will be contacted by school site personnel so that San José Unified may work in partnership with families to help our students get back to school and engaged in their own learning.

- 3 absences will result in a reminder from the district.
- 3 unexcused absences or 3 tardies of more than 30 minutes (or any combination thereof): the student is legally truant. A *First Time Truancy* letter will be sent from the district.
- 2 additional unexcused absences or tardies more than 30 minutes, totaling 5 or more, will result in a *Habitual Truancy* letter and a meeting with a Student Support Counselor.

Health & Illness

When your child does not feel well, it can be difficult to decide whether to send the child to school. For the safety of all, students with any of the symptoms below should not attend school.

To protect the health and safety of our entire community, students should not attend school with any of the symptoms below.

Symptoms to Keep Students at Home

For the safety of all, students with any of the following symptoms should not attend school:

- Severe cold symptoms (uncontrollable cough, difficulty breathing or trouble catching

breath, or wheezing when not controlled by medication) Fever of 100.4°F or higher*
- Eyes or ear irritation (difficulty seeing or hearing, eye injury or pain that cannot be tolerated)
- Untreated, draining ears or earache
- Diarrhea (liquid stool)**
- Severe nausea or vomiting (2 or more times in 24 hours)***
- Severe sore throat (with difficulty breathing or swallowing)
- Untreated head lice and/or nits (eggs) in the hair
- Rash that is worsening, causing pain, has blisters or is not healing

If a student is at school with any of these symptoms and is unable to participate meaningfully in routine activities, a parent/guardian will be called to pick up the student.

*Students who have been ill with a fever should stay home if the fever is 100.4° F (38° C) or higher. The student may return if the fever resolves over the night and is gone in the morning without the use of medications such as acetaminophen or ibuprofen (Tylenol, Advil, or Motrin).

**Students experiencing diarrhea should stay home if they have liquid stool and are unlikely to make it to the toilet in time. The student may return to school when diarrhea has improved. Frequent hand washing is recommended.

***Students experiencing vomiting should stay home if they have had 2 or more vomiting episodes in 24 hours. The student may return to school when vomiting has ended overnight, and your child is able to hold down liquids and foods without vomiting. Frequent handwashing is recommended.

Under certain circumstances, parents may be asked to consult a physician and provide a written note from that physician indicating that the student may return to school. Please visit the **Health & Wellness** section of the SJUSD website for more information. Protocols for illness and outbreaks may change based on directions from the Public Health Department. For more information, please visit the **CDPH guidance** page.

Doctor's Note/Contagious Illness

- If your student visits the doctor please provide a note with the date of service.
- If your student is absent for 3 consecutive days due to illness, we ask that you provide a doctor's note.
- If your student was diagnosed with a contagious illness (i.e. pink eye, strep throat, or lice, etc.), please call the school so we can distribute exposure notices.

Illnesses and Injuries at School

When a student becomes sick or injured at school they will be assessed by the nurse and treated. Parents/guardians will be called to pick them up if necessary.

Excused Absences

- Student's illness.
- Student's medical appointment.
- Quarantine.
- Student's legal appointment.

- Attending the funeral service of an immediate family member* (1 day in California, 3 days out of state).

** Immediate family includes mother, father, grandmother, grandfather, brother, sister, or a person determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family. Please refer to* ***CA Education Code 48205****.*

Unexcused Absences

- All other absences, including vacation, parent's or sibling's illness or appointments, car trouble, etc. are *un*excused.

Warranted Absences

- Warranted Absences may be excused at principal/principal designee's discretion with *advance* notice and in accordance with AR 5113.

Tardies

It is the responsibility of the parents/guardians to ensure that their children are in school on time every day (9:00am to line up and in their classes by 9:05am). Please call or email when your child will be arriving late. Let us know the student's first and last name, their teacher's name, the reason for the tardy, and the approximate time they will arrive.

Morning Schedule

8:55am	Students allowed on campus to lock up bikes/scooters. *Playgrounds are closed before school.*
9:00am	Welcome Bell rings: students proceed to their classrooms
9:05am	School Start Bell rings: Students must be in class.
9:05-9:34am	Student is tardy. Late students must come through the front gate to the office for a Late Pass.
9:35am or later	Student is tardy. Lateness due to unexcused reasons are recorded as *Truant Tardy* (see *Truancy* section below). Students must come to the office for a Late Pass.

Excused Tardies

- Student's illness or injury.
- Student's medical appointments.
- Student's legal appointments.

Unexcused Tardies

- All other reasons, including losing track of time, eating, bathing, using the restroom, oversleeping, car trouble, traffic, parent fault, and sibling fault, etc. are unexcused.

Truant Tardies

- Students arriving 30 or more minutes late (9:35am or later) are *truant*. After 3 truancies, the family will receive a truancy letter from the district.

Students Leaving Early

Students are expected to remain in class until the end of the school day, however, if your child has to leave early for any reason, please let the teacher know *and* call or email the school in

advance. When you come into the office to sign the student out, you must show your picture ID.* Give yourself a few extra minutes, especially if you are picking up during recess, lunch, or PE. See the **Bell Schedule**.
NOTE: Only parents/guardians and people on the student's emergency list may sign a student out during the school day, unless permission is provided in writing in advance (email: **reed@sjusd.org). To update your student's emergency list, visit the **Parent Portal** or come into the office to fill out a form.*

Intradistrict Transfer Attendance Requirements
If your student is on an Intradistrict Transfer, part of their agreement is that they must maintain satisfactory attendance. Recommendation to terminate a student's Intradistrict Transfer may be made if the student fails to maintain:

- Regular and punctual school attendance. Six (6) or more unexcused absences or more than twelve (12) tardies within a school year is considered excessive.

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.

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.

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

The district recognizes that smartphones and other mobile devices can support learning but may also disrupt the classroom. With the updated school board policy 5131.5 to reflect new CA Education Code, students are expected to keep their cell phones, smartwatches, gizmos and any other electronic device turned off and in their backpack during the school day unless noted in an IEP or 504 Plan.

Students shall not use smartphones or other mobile communication devices (e.g. smartwatches) while at a school site or under the supervision and control of a district employee (e.g. school-sponsored trips) during the school day, “bell to bell”.

However, a student shall not be prohibited from possessing or using a mobile communication device during any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger.
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator.
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student’s health and well being.
4. When the possession or use is required by the student’s individualized education program

At the beginning of each school year, school staff shall clearly communicate the district’s expectations regarding the use of mobile communication devices to students and their parents/guardians. This communication shall include the requirement that such devices be turned off and stored out of sight unless otherwise permitted in a 504 or individual education program (IEP).

Smartphones and other mobile communications devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and the district employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

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 equitably 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.

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.

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.
8. Faux animal tails are not allowed to be worn.

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 Square message. Each parent/guardian has their own customized Infinite Campus Parent 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.

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.

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 Expectations
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.

INFINITE CAMPUS 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

It is the responsibility of the parents/guardians to ensure that their children are in school on time every day (9:00am to line up and in their classes by 9:05am). Please call or email when your child will be arriving late. *Students arriving after 9:05am will enter the school through the front gate and come to the office for a Late Pass (the side gates will be locked).*

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 are expected to practice Reed ROCKS behavior expectations - silent, hands by side, and facing forward. Each teacher will notify parents/guardians of where students should line up before school begins.

Main Office Parking Lot Student Drop-Off

You may drop off student(s) in the Main Office Front Parking Lot. Please follow the orange cones all the way forward to the last cones. Please do not stop in front of the Principal or Secretary parking spots to drop off as this backs up traffic on the sidewalk and the street putting students, adults and other drivers in danger. Please pull all the way forward to the last 2 orange cones.

Staff Parking Lot

The Staff Parking Lot is NOT open for drop off or pick up. Thank you for respecting these policies and procedures.

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.**

Traffic Safety - Passenger Loading Zones

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. 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 - Parent and Student Volunteers
The Safety Patrol, designated by bright colored vests, are there to help keep students safe and to monitor the crosswalk at Jacob and Reedhurst. Please adhere to their instructions.

Student Safety - Crosswalks
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.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS) / DISCIPLINE

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.

PBIS Matrix

	CLASSROOM	EATING AREAS	BATHROOM	RECESS AREA	TECHNOLOGY
RESPONSIBLE	• follow directions the first time • stay on task, • review your work	• talking voice • wait patiently • listen for and follow directions the first time	• GO • FLUSH • WASH • LEAVE	• follow playground rules at all times • problem solve • ask for help when needed,	• use equipment as instructed • keep your login card safe and secure
ORGANIZED	• complete and turn in work on time • keep materials neat	• wait to be dismissed • clean up and pack up • line up and walk quietly	• wait patiently • keep it clean	• return equipment • take a knee when bell rings • get a drink and go to the bathroom before the bell rings	• put things away properly • log off completely
CONSIDERATE	• look and listen to the speaker • whisper voice • respect differences and opinions	• leaving tables clean • use a friendly voice • respect differences and opinions	• walking quietly to the bathroom • whisper in the bathroom • respect privacy	• follow games rules • be a good sport • respect differences and opinions	• keep your hands to yourself • keep equipment out of your mouth
KIND	• help others • use friendly words • share materials	• respect difference • welcoming others	• friendly words • offer help if needed	• friendly words • be an upstander	• use kind, encouraging, and positive words when collaborating online
SAFE	• using materials correctly • hands and feet to self • walk with a purpose	• hands and feet to yourself • eat your own food • sit to eat	• feet on the floor • water and soap in the sink • walk with a purpose	• hands and feet to self • walk with a purpose	• 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 Social Emotional Learning curriculum. Both 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. Students are rewarded with a white Bobcat Buck. Students place the Bobcat Buck in a special container in the teacher's classroom. Every Monday morning the Bobcat Bucks are collected and put in the Bobcat Bucks Box. Once the Bobcat Bucks Box is full, all students earn a 30 minute ROCKStar recess.

Reed Elementary School - Teacher Classroom Managed

General Procedures for Dealing with Problem Behaviors

MINOR BEHAVIOR DEFINITIONS

Defiance/Non-Compliance (brief/low-intensity)
- Failure to respond/ignores request
- Refusal to complete work or follow directions

Disrespect (brief/low-intensity)
- Talking back, argues, rude or uses dismissive words to adults or students
- Destroys or scribbles on others belongings
- Negative facial expression

Disruption (low-intensity inappropriate behavior)
- Tapping on desk
- Sounds, noises, whistling
- Crying or temper-tantrum
- Out of seat
- Not raising hand
- Eloping

Inappropriate Language
- Name calling or teasing
- Negative tone
- Curse words
- Racial or gender remarks without understanding the meaning of the term

Physical Contract/Physical Aggression (non-serious)
- Horseplay
- Tag
- Poking others
- Tripping
- Chasing others
- Unwanted hugging, brushing, kissing

Property Damage
- Permanent marker on desk/chair
- Inappropriate drawing or use of sticker
- Damaging curriculum materials or technology

Property Misuse
- Non-serious defiance of school/district/board policy for using personal electronic devices
- Incorrect website - not curriculum related
- Pounding on keyboard damaging keys
- Giving other answers
- Cheating using non-approved websites

Teacher Classroom Interventions/Preventions of Minor 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.
    - Written reflective sheets
    - Campus community service
    - Loss of class or school privileges or activities
    - Calm Down Corner time
    - Checkin-Checkout (CICO) with reflective and restorative conversations

2. All incidences are handled using a two-step approach with a set of restorative questions:

    1. 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?”.

    2. Action Plan - Solution to the Problem - “What can you do differently next time?”

3. Parent/Guardian contact and meeting request for repeated minor behaviors.

4. Student Study Team (SST) Behavior Goal created for repeated minor behaviors.

5. Teachers will award students making positive behavior choices with a Bobcat Buck, a post card home and praise for exhibiting Reed ROCKS exemplary behavior.

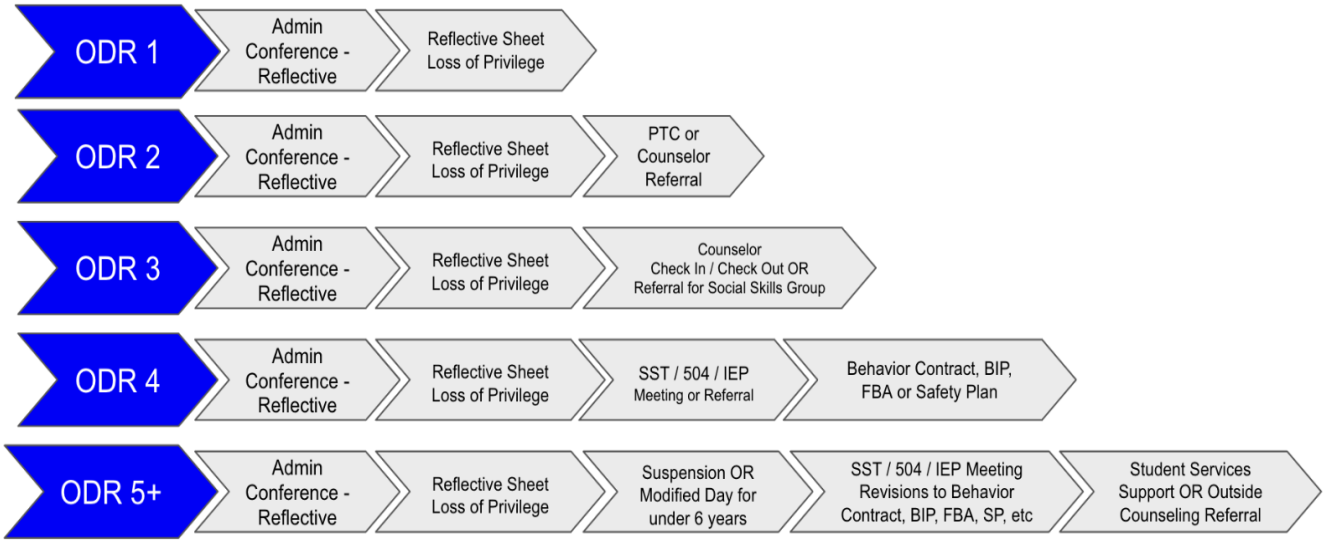
Reed Elementary School - Tier 2 - Office Managed

General Procedures for Dealing with Problem Behaviors

MAJOR BEHAVIOR DEFINITIONS

Defiance/Non-Compliance (after repeated teacher redirection & Tier 1 supports) • Talking back and/or socially rude interactions • Refusal to complete work or follow directions
Disrespect (after repeated teacher redirection & Tier 1 supports) • Socially rude or dismissive messages to adults or students - Arguing with teacher • Intentional offensive interactions with others
Disruption (after repeated teacher redirection & Tier 1 supports) • Walking out of class • Loud talk or yelling or screaming • Dangerous disruption – throwing sharp or heavy objects
Inappropriate Language • Swearing, name calling or use of words in an inappropriate way, directed toward an adult or student • Knowingly uses slang terms for private parts; racial slurs; inappropriate words that put down others (i.e., gay, queer, dumb, etc.)
Physical Contract/Physical Aggression (repeated & serious with intent to harm) • Injury to another student may occur (hitting, kicking, scratching, hair pulling, punching, biting, etc.) • Throwing objects to hurt someone • Pulling down the pants of another student
Property Damage • Activity results in destruction or disfigurement of property or on another person. Tagging/graffiti/vandalism
Property Misuse • Repeated misuse of electronic device and violation of Reed & SJUSD's policy • Using other student's passwords • Cheating on schoolwork using a website • Chatting with other students via google suite or apps or messaging • Viewing inappropriate websites – sexually explicit or violent websites • Inappropriate use of social media and/or playing video games during class time

Major Behaviors Consequence Plan - Office Managed ODR's for the Same Behavior



*ODR = Office Discipline Referral to the Principal's Office

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.

Office Discipline Referrals (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 within the first month of the new school year of Reed's expectations for positive behavior, the consequences for minor or beginning problems, and the seriousness of a referral.

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 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 Infinite Campus 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, learning and/or behavior. 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; this could include intervention, acceleration or behavior. The goal of the SST is to provide quality support to allow

the student to make progress toward grade level standards or behavior goals. 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.

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