

Pioneer High School Comprehensive School Safety Plan (CSSP) 2025-2026

Introduction

California Education Code (“Ed Code”) sections 32280-32289.6 outline the requirement for every California public school to review and update their comprehensive school safety plan (“CSSP”) each year. This CSSP contains all information that is required by law. Many components of this CSSP have been developed and updated by San José Unified School District (“San José Unified”) staff, who coordinate responses to safety-related issues across each of San José Unified’s school sites and have consulted with other agencies, including the San José Police Department and San José Fire Department, to plan for and support safe school environments throughout San José Unified. Pioneer High School staff are trained on the components of this CSSP at various times throughout the year.

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

Next, this CSSP covers both emergency and medical emergency procedures. Both San José Unified and Pioneer High School staff maintain, update, and provide training on additional safety information that does not appear in this CSSP, some of which is confidential, but this document covers the basic “disaster procedures” required by Ed Code section 32282(a)(2)(B) and procedures or protocols for responding to “criminal incidents,” “dangerous, violent, or unlawful activity,” “cardiac arrest or similar life threatening emergency”, and “opioid overdose” that are required by Ed Code sections 32282(a)(2)(J,K,M,N).

Lastly, this CSSP reprints information from the 2025-2026 Handbook and from Administrative Regulation 5141.4 in accordance with Ed Code sections 32282(a)(2)(A), 32282(a)(2)(C-G), and 32282 (a)(3)(A-D), which require the inclusion of:

- “child abuse reporting procedures” (2)(A);
- policies related to “suspension, expulsion, or mandatory expulsion” (2)(C);
- “procedures to notify teachers” about certain pupil behaviors (2)(D);
- “discrimination and harassment” policies (2)(E);
- the dress code provision “that prohibits pupils from wearing ‘gang-related apparel’ (2)(F);
- “procedures for safe ingress and egress” (2)(G); and
- “continuity of learning” (3)(A-D).

Date of public meeting required by Ed Code section 32288: 9/18/2025

Date of subsequent adoption of this CSSP by the School Site Council: To Be Determined

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Overview: Pioneer High School's Holistic Approach to Safety

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

Building a Positive Climate

Pioneer High shares 5 community values: respect, inclusiveness, flexibility, listening, and open-mindedness (RIFLO; see image below). These values are promoted through shared language across campus. Teachers have posters that promote these goals along with what those values look like on campus. Teachers, administrators, and office staff also give out RIFLO "Mustang bucks" to students who demonstrate one of these values on campus. Students can redeem RIFLO bucks at the Student Store for mustang gear and snacks as to reinforce positive behavior. Every 6 weeks, teachers can nominate a student or two who goes above and beyond daily use of the values. These students are given a certificate and a prize. Our Climate Committee meets monthly and often surveys students and staff to continuously improve the site. We also recognize and honor two staff members each month who demonstrate these values. The staff that are recognized receive the Mustang Way Staff Award.

Investing in Student Supports

At Pioneer High, we work to support students in various ways. One of those ways is through our Wellness Center. This is a place students can go during the school day to receive immediate support and better understand their mental health. The Wellness Center also works to bring support to the student body in various ways. Students learn to be self-aware, name their feelings, and gain strategies to better themselves in times of crisis. The center has coping tools available including art supplies, fidget objects, kinetic sand, and writing tools. The counselors who staff the Wellness Center also offer workshops on anxiety, stress, depression, meditation, and expressive arts. They also push into classrooms as needed to collaborate with teachers and ensure all students are successful.

Outside of the Wellness Center, Pioneer High offers other supports for students. We offer counseling through Almaden Valley Counseling and Pacific Clinics supports including counseling for students who have witnessed a violent act and substance recovery plus support program. The counseling is one-to-one and referral based. Additionally, we can refer students to outside counseling like the Bill Wilson Center and CHAT. We also can refer to Pacific Clinics or our San Jose Unified District Crisis Support Team as needed. Additionally, we have a health clerk and school nurse who are on site daily to provide health care as needed.

Pioneer High staff also teach lessons every Friday in a designated period to support social-emotional learning (SEL). Teachers meet with regular class groups, provide lessons and discussions, and reflect upon content and make direct connections to RIFLO to ensure students SEL needs are being met.

Responding to Challenging Situations

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



Pioneer High School staff handle most challenging situations internally. By empowering staff to take charge of actively supervising our campus they become more familiar with daily patterns and can identify, report, and respond to challenging situations promptly. Teachers are generally able to leverage their progressive discipline plan, relationships and classroom management skills to address challenging situations with students in the classroom; other staff also use their relationships with students to address student misbehaviors in common areas or between classes. When a challenging situation requires administrative support, we use a variety of interventions to get students back on track and ensure the safety of the school community; depending on the situation, these interventions may include parent meetings, time in the office, detentions, Saturday School, or referrals to the Wellness Center. Suspensions are rare and only used in extreme circumstances and/or when required by law.

In some challenging situations, Pioneer High School staff may not be able to handle everything internally. School crimes committed on campus are rare Pioneer is a very safe campus, but we have occasionally had instances of graffiti, drug use, people trespassing on campus, and physical altercations between students.

As outlined in an [agreement](#) between the City of San José and San José Unified, San José Unified uses San José Police Department services to help maintain a safe and secure campus, preserve life and property, and/or support San José Unified staff in securing and transporting illegal items when certain challenging situations, including those that legally require schools to work with law enforcement, arise. At Pioneer High School, Pioneer utilizes School Resource Officers (San Jose Police Officers paid by our district) during the school day 5 days a week and at major school events including football games and dances. We believe having SROs on campus enables officers to build relationships with students and staff and provides us with better and quicker support for student and staff safety in response to drug use, physical altercations between students, and other situations that may potentially be dangerous. If administrators suspect a student in possession of something illegal, they may ask an SRO to be present when they search the student's belongings. School Resource Officers also help keep the perimeter of the campus secure in case of potential trespassing.

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



Emergency Procedures

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

If you and/or your child are ever concerned about something you have seen or heard regarding a possible safety threat, please notify a school administrator or the school office right away. After hours, you can contact 408-278-6923 to be connected to our afterhours property monitor team. In the event of an emergency, always call 911 immediately.

Emergency Communication

San José Unified strives to provide clear, accurate, and timely information during and following an emergency. Our top priority during any emergency is the safety and security of our students and staff, and employees remain focused on this priority until they can safely communicate with district staff.

District staff will be responsible for communications to the affected communities during an emergency to allow school staff to focus on the emergency response. We work to balance the communications to ensure families are appropriately informed without creating unnecessary alarm. We work closely with the San José Police Department to investigate all potential threats to school safety. Our decision to communicate about potential threats is guided by the investigation and the nature of the threat.

Communication Channels

San José Unified utilizes multiple communication channels to communicate with students, staff, and families, including:

- ParentSquare
- Email
- Text
- Phone

To ensure you receive all communications from your child's school, please ensure your email address and cell phone number are up to date in ParentSquare. The ParentSquare app for mobile devices will also send app notifications when new posts or alerts are sent.

Information Sharing

We will share information with students, staff, and families as quickly as possible. We are committed to sharing only facts that we can verify because we want our community to be able to trust the information we are sharing.

Every emergency is unique. We will share the information we can safely share with families during and following an emergency. This information may include:

- Status of the school (lockdown, shelter-in-place, etc.)
- Summary of what happened



- Summary of emergency response
- Status of students and staff
- General information regarding investigation

Some emergencies require school administrators to notify law enforcement. When a crime has been committed, the police department is in charge of the investigation and will determine what information may be shared with the community. At times, the police department may release their own information about the incident with additional details. When we are aware this information has been released, we will share it with the affected communities.

Communication Timelines

Many emergencies conclude within minutes, and the emergency is over before we can communicate with families. In these situations, when all students and staff are safe, we will communicate as quickly as possible to let families know of the emergency, with follow-up communication with additional details, as needed.

San José Unified will rarely issue communications faster than your children can text or call you in an emergency. We take time to verify information before we share it, which often will take at least an hour. We will send emergency alerts as promptly as possible to ensure you are accurately informed about the situation.

Terminology

We are conscientious about using the correct terminology in our communications with families and want to ensure we have a shared understanding of the terms that are frequently used in our emergency communications.

Term	Definition
Threat	The school has received information about a possible threat to school safety via social media, phone, email, or directly from a student. The threat is under investigation with no indication the threat is credible.
Non-credible threat	A threat has been fully investigated and determined to be non-credible by law enforcement. The investigation has concluded.
Credible threat	A threat has been made that law enforcement has concluded is credible and may cause an active threat.
Active threat	One or more persons are on school grounds with the means to harm students and staff.
Lockdown	The school has an active threat on campus, such as an armed intruder. A lockdown order initiates the Run, Hide, Defend procedure. School staff determines the most appropriate action (run, hide, defend) for students based on the situation.
Shelter-in-place	A potential safety threat is near the school, such as law enforcement activity in the area. Instruction and school activities continue indoors.
Evacuation	Students and staff have evacuated indoor spaces and assembled in their defined assembly areas.
Reunification	A meeting place and time for families to reunite with their children in the event of an emergency that required evacuation.
Weapon	Any prohibited item brought onto campus that may be used to harm others, including knives and firearms.
Pellet gun	A firearm replica that shoots soft pellets or BBs in lieu of bullets.
Firearm	A live firearm capable of shooting bullets.



In addition to these terms, we will also communicate about the safety status and resources available to support students and staff.

Status	Definition
All students and staff are safe.	The emergency has concluded, and all students and staff are accounted for and physically secure.
Law enforcement responded to the incident.	Law enforcement was contacted by the school or through another channel and sent officers to the school.
Counselors are available to meet with students and staff.	Any student or employee who wants to speak with a counselor can go to the assigned location on campus or let a teacher or administrator know they would like to meet with a counselor. Staff may refer a student to counseling, and the student can choose to meet with the counselor.
Emergency response counselors are available for students and staff.	Specially trained counselors who work in situations with crisis or trauma are on site and available to meet with students and staff. These include full-time SJUSD employees and contracted providers.
The incident/ investigation has concluded, and there is no further threat to the safety of our students and staff.	The incident is over and law enforcement and/or administrators have completed the investigation and determined no safety threats remain.

What Families Can Do During an Emergency

Families can best support their school in an emergency by giving school staff the space to focus on the safety and security of their students and staff. Here are some things families can do that will significantly help:

Wait...

1. ...to call the school until you have received communication that the emergency is over. This keeps our phone lines open for communication with emergency responders, if needed.
2. ...to visit the school until you have received communication that the emergency is over. For the security of our students and staff, we cannot admit visitors, including parents and guardians, when the school is in lockdown or shelter-in-place.
3. ...to call or text your child to see what is happening. Based on feedback from our high school students, calling or texting your child may interfere with them paying attention to the instructions being given by school staff and/or emergency responders and may cause unnecessary anxiety or stress.
4. ...to see if your child wants or needs to be picked up early. Schools have caring, trained adults to support students as they process the situation, and trained counselors are available for students who want additional support.
5. ...for instructions on picking up your child(ren), especially if the emergency is close to dismissal time.



What Families Can Do After an Emergency

We all need to process what happened during an emergency. We want to support students, staff, and families in the best possible way as they process their experience. Talking about the experience can be helpful, following some guidelines to avoid the spread of false information or the creation of unnecessary fear.

1. Check in with your children. Ask how they are doing. Contact a trusted adult at the school if you are concerned about your child so we can support your child with counseling or other resources.
2. Only share information that you can verify is true. Ask questions if you want information you do not have. Be mindful that your questions and comments can trigger others.
3. Be mindful of where and how you share information. Rumors and misinformation often spread quickly and create unnecessary fear for our community.
4. Be kind to our teachers and administrators. They do an incredible job keeping our students safe, and they are people, too. In the immediate aftermath of an emergency, practice gratitude that your children are physically safe due to the dedication of the caring adults at their school.
5. Share feedback and suggestions in a respectful way, assuming that you may not know all the details of why a school responded in a particular way.

For more information, see [Helping Children Cope with Traumatic Events](#).



Emergency Protocol

As a San José Unified school, Pioneer High School follows the emergency protocol outlined below and has a Site Emergency Action Plan (“SEAP”) and SEAP Committee, comprised of administrators and staff, that determines how to locally implement emergency procedures. Much of the SEAP is non-public to protect the safety of students and staff in an emergency but this CSSP summarizes some of the highlights.

EMERGENCY PROTOCOL

NOTE NECESSARY INFORMATION	<ul style="list-style-type: none"> + Location address of emergency + Phone number you are calling from + Nature or type of emergency + Details of emergency
EXTERNAL REPORT	<ul style="list-style-type: none"> + Dial 911
INTERNAL REPORT	<ul style="list-style-type: none"> + From district phone dial 56555 + From cell phone dial [REDACTED] + Use emergency radio if phone unavailable
STUDENT SAFETY AND SECURITY	<ul style="list-style-type: none"> + Student safety and security are priority + All staff must remain on site and follow emergency procedures and any district directions
CLOSURE OF A SCHOOL	<ul style="list-style-type: none"> + Only superintendent’s office can authorize closure of a school + Students may only be released to verified emergency contacts
INTERNAL COMMUNICATION	<ul style="list-style-type: none"> + All sites must continuously monitor emergency radios + Updates on the half hour, every half hour
EXTERNAL COMMUNICATION	<ul style="list-style-type: none"> + All communications through director of communications with approval of superintendent’s office
+ STAY CALM + STAY INFORMED +	



Medical Emergency Protocol

Medical Emergencies may happen during the school day. It is important the administrator, school nurse, and health office to be notified of any serious medical incident immediately. The nature of the emergency determines what to prioritize and when to call 911 for EMS services.

MEDICAL EMERGENCY PROTOCOL

NOTE NECESSARY INFORMATION	<ul style="list-style-type: none"> + Location / address of emergency + Phone number you are calling from + Nature or type of emergency + Details of emergency
INTERNAL ASSISTANCE	<ul style="list-style-type: none"> + Contact school administrator and health office staff/ school nurse + State details of emergency and student name + Follow their instructions and wait for assistance
CALL 911 Ask yourself, “Is this situation potentially life-threatening?”	<ul style="list-style-type: none"> + DIFFICULTY BREATHING Person not breathing, has labored breathing, or choking + LOSS OF CONSCIOUSNESS Any observed loss of consciousness by school staff + SEVERE UNCONTROLLED BLEEDING + SEVERE INJURY Severe injury includes open bone fractures, severe uncontrolled pain, injury from assault + SEVERE INJURY TO HEAD, NECK, BACK - DO NOT MOVE THEM + SEIZURES First time seizure or a seizure over 5 minutes + POSSIBLE OVERDOSE Suspected drug overdose or poisoning + EMERGENCY MEDICATION Any time an emergency medication is given
COMMUNICATION	<ul style="list-style-type: none"> + SCHOOL ADMINISTRATION will direct EMS to location of emergency and delegate the completion of the MIR + HEALTH OFFICE will contact or delegate the contact with parent/guardian and provide EMS with demographic information
STAY CALM + STAY WITH THE STUDENT	



Emergency Response Types and Procedures

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

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

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

Drop, Cover, Hold

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

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

Students and staff who are outside a building shall:

- move away from buildings, trees, and other hazards
- drop to the ground
- cover their head and neck with their arms
- hold their position
- follow the evacuation procedure when it is safe to move (do not run)

Student and staff who are traveling on a school bus:

- drivers shall pull to the side of the road away from buildings, poles, wires, overhead structures or bridges, set the brakes, turn off the ignition, and wait until the earthquake is over
- passengers shall perform the DROP procedure covering their head and neck with their arms

Students who are traveling on foot to or from school shall:

- follow the outside a building DROP procedure and then continue to school



- follow the outside a building DROP procedure and then continue to home

Evacuation

Following a drop, cover, and hold procedure or in the case of fire, flood, biological or chemical attacks, or other emergencies requiring evacuation, students and staff (except those who have Site Emergency Team obligations) shall:

- collect their emergency backpack, radio (if applicable), and student roster before exiting the building
- move swiftly, safely, orderly move to the Assembly Area or the Offsite Assembly Area as directed by the Incident Commander
- take attendance once the Assembly Area is reached
- remain quiet and listen for instructions

Shelter in Place

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

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

Lockdown

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

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

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

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

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



Medical Emergency

Any staff member who believes a student is suffering from a medical emergency or injury shall immediately contact the school administrator and health office medical staff following their instructions and remaining with the student. In case of a sudden cardiac arrest or similar-life threatening medical emergency as outlined on the protocol above, notify the school administrator and health office staff and call 911.

Potential Opioid Overdose

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

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

Automated External Defibrillators (AED)

An AED is a lightweight, portable device that delivers an electric shock through the chest to the heart. The shock can stop an irregular heart rhythm and allow a normal rhythm to resume following sudden cardiac arrest.

In the event anyone uses an AED to help someone in cardiac arrest they must call 911 as soon as possible and report the use to the local EMS and the incident to school administrator and health office staff.

Once a year all staff and students in grades 6-12 are to be made aware or reminded of the:

- Site's AED location(s)
- California's Good Samaritan Law provides protection to individuals who use AEDs in good faith and according to established guidelines
- Share this informative [Philip FRx AED Video](#) with staff to learn more about how to use an AED

Other Site Emergency Action Plan ("SEAP") Highlights

The SEAP includes information on special emergency locations, staff assignments, ingress, egress, tactical responses, training, drills, and emergency equipment and is reviewed and updated throughout the school year.

Site Emergency Action Plan Committee Overview

The SEAP Committee works with site administrators ensuring that training, emergency equipment, contact information, and maps are up to date. San José Unified's Risk Management team actively monitors each school's SEAP to address areas of need and collaborates with SEAP Committee when reviewing [community feedback](#) regarding updates and discussions at School Site Council meetings and when assessing and refining districtwide CSSP and SEAP content.



Training

Both Site Emergency Teams and school staff are trained on this CSSP and the SEAP at the beginning of the school year and at regular intervals during the school year. Substitute staff are trained centrally and receive information on local emergency procedures when they arrive to substitute.

Site Emergency Teams Overview

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

- The Command Post Team handles all the record-keeping, communication with San José Unified support teams and external agencies, and decision-making.
- The Assembly Area Team manages the designated Assembly Area or Offsite Assembly Area.
- The Triage Team assesses and prioritizes need for individuals requiring medical attention and administers appropriate first aid.
- The Student Release Team ensures that students are released to authorized persons in a safe and orderly way.
- The Search and Rescue Team searches buildings and grounds and provides individuals they find with assistance.
- The Security Team secures the campus perimeter.

Drills

Emergency drills are conducted in accordance with the requirements set by [California Education Code 32282](#), [California Education Code 32001](#), [Chapter 4 of the 2022 California Fire Code Title 24, Part 9 with July 2024 Supplement](#), [Administrative Regulation 3516.1](#), and [California Department of Education CSSP Best Practice Considerations and Resources](#).

After each drill, the SEAP Committee completes a debrief meeting in which they may solicit feedback from students or staff, when applicable, and shares this information with Risk Management to identify trends for improving support and refining the approach to emergency preparedness across San José Unified.

Emergency Drill Schedule

Fire Evacuation Drill:

- Elementary Schools – Monthly
- Middle Schools – At least two per semester
- High Schools – At least once per semester
- First drill within the first ten days of the school year.

Bomb Threat Evacuation Drill:

- All Schools – At least once per school year

Power Failure Drill:

- All Schools – At least once per school year



Drop Cover Hold Drill:

- Elementary Schools – At least once per quarter
- Middle and High Schools – At least once per semester

Shelter In Place:

- All Schools – At least once per school year

Lockdown Drill:

- All Schools – At least once per semester
- Conducted with a trauma-informed, low-intensity approach: no simulations of intruders, weapons, or attacks.
- Advance notice provided to parents/guardians; notification sent after completion.
- Parents may opt out via email to the principal
- Students needing support after a drill should contact the principal.

Agreement with the American Red Cross

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



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

The following information on policies and procedures is copied verbatim from either the [2025-2026 Handbook](#) or [Administrative Regulation 5141.4](#).

Child Abuse Prevention And Reporting

Duty to Report

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

Definitions

1. "Child Abuse" includes the following:

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

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

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

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

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

Reporting Procedures

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

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



South County - (408) 683-0601

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

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

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

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

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

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

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

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

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

Suspension & Expulsion

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

Grounds for Suspension and/or Expulsion

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



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

A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time including, but not limited to, any of the following:

1. While on school grounds
2. While going to or coming from school
3. During the lunch period whether on or off the campus
4. During, or while going to or coming from, school sponsored activities.

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

Suspension

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

Authority to Suspend

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

Classroom Suspension

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



Expulsion

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

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

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

Please see EC 48919 for the detailed appeal process.

Saturday School

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

Mandatory Reporting

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

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



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

Notice of Non-Discrimination

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

For Title IX, discrimination or equity complaints involving students:

Director of Student Services/Student Title IX Coordinator, Michelle Reghitto, 408-535-6080, UniformComplaint@sjusd.org, 855 Lenzen Avenue, San José, CA 95126

For Title IX, discrimination or equity complaints involving staff:

Assistant Superintendent, Administrative Services, J. Dominic Bejarano, 408-535-6139, jbejarano@sjusd.org, 855 Lenzen Avenue, San José, CA 95126

For Section 504 Compliance complaints involving students:

SJUSD 504 Coordinator, 504@sjusd.org, 855 Lenzen Avenue, San José, CA 95126

For facilities or other ADA complaints:

Director of Maintenance, Grounds, and Operations, Denny Pini, (408) 535-6000, dpini@sjusd.org, 855 Lenzen Avenue, San José, CA 95126

Please refer to Board Policy 0410, revised November 16, 2023.

Title IX: Gender Equity

Title IX of the Education Amendments of 1972 is a federal law prohibiting gender discrimination in any school receiving federal funds. The text of the law states: No person in the United States shall, based on sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.

Please refer to Board Policies 6145 revised August 24, 2023 and 6145.2, revised January 14, 2014.



Transgender Policy

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

Please refer to Board Policy 5145.3, revised June 27, 2024.

Sexual Harassment Policy

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

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

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

And/or under the following conditions:

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



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

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

The principal, superintendent, or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the superintendent or designee has determined that harassment has occurred, they must take prompt, appropriate action to end the harassment and to address its effects on the victim.

Please refer to Board Policy 4119.11, revised January 14, 2014, and BP 5145.7, revised November 16, 2023.

Hate-Motivated Behavior

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

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

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

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

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

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

Please refer to Board Policy 5145.9, revised January 18, 2024.



Bullying

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

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

Behaviors Inappropriate at School and in the Community:

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

Cyberbullying

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

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

For more information, please refer to California Education Code 48900.4.

Dress and Grooming

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

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



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

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

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

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

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

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

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

Please refer to Board Policy and Administrative Regulation 5132, revised June 15, 2017.

Ingress and Egress to and from School

The principal of each school shall ensure that certificated employees, teacher aides or yard aides supervise the conduct and safety, and direct the play, of students of the school who are on school grounds before and after school, during recess, and during other intermissions.

Please refer to Board Policy and Administrative Regulation 5142, revised August 21, 2003.

For the safety of students, parents are not to drop students off at school more than 30 minutes before the start of school unless a student is involved in a regular school activity or community



program. Similarly, parents and guardians are to arrange to have students picked up immediately after school unless a student is involved in a regular school activity or community program or is staying at the request of a school employee. The school will contact the parent when the school wishes to have the student remain after school. If a student rides a San José Unified bus to and from school, the parent or guardian has the responsibility to arrange to meet the child at the designated bus drop-off location at the designated time. See the Transportation section of the student / parent handbook.

It is unsafe for students to be left at school during unsupervised times, and it is unreasonable to expect school employees to supervise students outside of school hours. Parents or guardians who routinely fail to meet this responsibility will be notified by the school, contacted by the Student Services Department, and in the case of repeated occurrences, may be reported to the appropriate community agency, including law enforcement. Additionally, parents or guardians may be cited, on behalf of their children, for trespassing or loitering. In case of emergency, all children should be encouraged to go directly to the school office at any time before or after school.

Emergency Procedures

If the superintendent declares an emergency during school hours, all students and employees are required to follow the emergency procedures outlined in the Comprehensive Site Safety Plan (CSSP) and instructions given to them by the superintendent or designee. Students will not be released to parents or guardians during a shelter-in-place or lockdown until it is considered safe. If the parent or legal guardian whose name appears on district records cannot be contacted, students may be released to an authorized adult or another school or safe site under the supervision of district employees until the parent or guardian is contacted.

Use of Bicycles, Scooters, Skateboards, etc.

Students who ride bicycles, scooters, skateboards, or other alternative personal modes of transportation to and from school must wear helmets, observe all applicable safety laws and rules, and display courtesy toward other riders and pedestrians at all times.

Students not wearing their helmets are subject to citation and other disciplinary action by the school. Once on campus, all bicycles and scooters must only be parked in designated areas. Students may contact the school administration to request special accommodations.

Closed Campus

To protect the safety and security of our students, all San José Unified school campuses are closed for all students. Students may not leave the school grounds at any time during the school day without permission from their parent or guardian and the school office. Students must follow all school procedures regarding check-out before leaving. Food cannot be ordered and delivered to the school through a service such as DoorDash during school hours.

Please refer to Board Policy and Administrative Regulation 5112.5 revised September 20, 2001.

Visiting Our Schools

San José Unified welcomes parents and community members to visit our schools. Classroom visits must be pre-arranged with the principal, and parents and guardians are expected to adhere to all school rules and behave respectfully to all employees. Parents and guardians are not allowed to interact with children other than their own unless given explicit permission before the visit. We ask that visitors please park in designated areas when possible. All visitors must go to



the school office to check in and get a visitor's pass. For safety reasons, state law requires schools to register all guests who enter school property. Unauthorized persons are prohibited from entering or remaining on school grounds. If court-issued restraining orders exist that limit a parent's access to visiting their child or receiving information about their child, the custodial parent must provide the school principal with a copy of such an order. Only persons listed in a student's record are permitted to pick up the student without specific parental permission. The principal or designee may request that any individual causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds. Please refer to Board Policy and Administrative Regulation 1250, revised November 16, 2023 and California Penal Code 626.7.

Motor Vehicles on Campus

Board policy authorizes school administrators to establish all necessary regulations pertaining to the operation of all vehicles on their campus, including the issuance of traffic citations. All high schools will provide specific rules concerning the use of cars on their campuses. Vehicle operators must obey regular traffic laws, posted regulations, or verbal directions given by school personnel whenever driving on or about school premises. Non-licensed drivers run the risk of having their cars impounded.



Information referenced by Ed Code sections 32282(a)(3)(A)(i)(ii)

The following information is copied verbatim from the San José Unified Website and is the template for the [Instructional Continuity Plan](#). The plan is a living document reviewed at least annually.

Instructional Continuity Plan

In response to the significant loss and disruption caused by the natural disaster or emergency for many students and staff in the San José Unified School District, we have developed this instructional continuity plan. The core of this plan is to return to in-person instruction as quickly as possible once SJUSD can meet the multiple reopening conditions. This plan relies on most students returning to in-person learning within five calendar days. It also provides access to an emergency home learning plan for those unable to come to campus due to housing loss or health conditions that prevent a quick return to school.

Please note that, pending Governing Board approval, if weather or infrastructure conditions change in a way that the Conditions for Reopening are not met, the same plan will be followed with adjusted timelines.

School Reopening Target Date

- If the conditions for reopening are met, SJUSD schools will reopen on [DATE] for in-person learning following regular school day schedules.
- SJUSD staff will work on [DATES] to prepare home learning activities for students in grades TK-5 who cannot attend school in person, prepare classrooms, and prepare for students' return on [DATE]. Students in grades 6-12 will access home learning activities through Canvas, our Learning Management System.
- Unlike the period of school during the COVID pandemic, SJUSD is returning to in-person instruction as the primary method of school and instructional delivery. Students who can attend school must come to school.

Reminder for families: Parents must send any refrigerated medicine to school with their students, as the power has been out at the schools.

Emergency Home Learning Plan Summary

Certain emergencies, such as earthquakes, can affect a large part of our community, leading to property damage and increased health concerns due to utility service disruptions. Such events may require an extended Emergency Home Learning Plan for families who need more time to return to in-person instruction. This plan is intended to support students and families living in the affected areas or those with health conditions that make returning to school in person challenging. It has been created to ensure students have access to course materials and can continue making academic progress toward their course goals.

Families must contact the school attendance office to inform them of the length of absences from school. The attendance office will record their participation in home learning for these six school days. While mainly relevant for secondary students in grades 6-12, students will be required to complete essential assignments that will be graded and submitted through Canvas.

At the secondary level, students participating in emergency home learning are those who cannot attend in-person school due to reasons directly related to the natural disaster or emergency. This



means that students in emergency home learning are unable to take part in athletics or extracurricular activities until they return to in-person classes.

Emergency Home Learning Plan: TK-6

TK/K

Reading: 20 minutes- Read aloud with an adult or listen to audiobooks

[Storyline Online](#) Math 20 minutes- Practice your numbers, counting, and math facts with an adult.

Writing 10 minutes- Practice writing upper and lower case letters, numbers, and name

Enrichment- Legos, blocks, puzzles, play-dough, coloring, cutting, and crafting

1st/2nd Grade

Reading: 30 minutes- Read aloud with an adult or independently, or listen to audiobooks

[Storyline Online](#); complete lessons on Istation

Math 30 minutes- Practice your numbers and math facts with an adult or complete lessons on DreamBox

Writing 20 minutes- Keep a daily journal [Journal Prompt Suggestions](#)

Enrichment- Legos, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

3rd/4th Grade

Reading: 45 minutes- Read aloud with an adult or independently or listen to audiobooks

[Storyline Online](#); complete lessons on Istation

Math 45 minutes- Practice your numbers and math facts with an adult or complete lessons on DreamBox

Writing 30 minutes- Keep a daily journal about your day [Journal Prompt Suggestions](#)

Enrichment- Legos, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

5th Grade

Reading: 60 minutes- Read aloud with an adult or independently or listen to audiobooks

[Storyline Online](#); complete lessons on Istation

Math 60 minutes- Practice your numbers and math facts with an adult or complete lessons on DreamBox

Writing 45 minutes- Keep a daily journal about your day [Journal Prompt Suggestions](#)

Enrichment- Legos, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

Emergency Home Learning Plan: Grades 6-12

Check Canvas for each class and complete the essential assignments posted by the teachers.

Hand in assignments based on proposed due dates. The completion of assignments is to provide access to course content and materials to support student learning progress.

Students Away From Campus For a Longer Period

In cases where families lose homes and may be residing in temporary/transition housing, returning to in-person instruction may continue to pose challenges. Families may request short-term Independent Study Contracts that allow students to work independently for up to fifteen school days during the year. The school principal can facilitate this contract.

