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

School District:	Jefferson Union High School District
Address:	6996 Mission Street Daly City, CA 94014
School Site:	Jefferson High School
School Address:	6996 Mission St. Daly City, CA 94014
CDS Code:	41-68924-4133393
School Covered in Document Address of School Sites	Jefferson High School
Date of Adoption:	10/8/2025

Approved by:

Name	Title	Signature	Date
John Harrigan	Principal		10/1/25
Cesar Vega	Vice Principal		10/1/25
William Brown	Vice Principal		10/1/25
Karen Mackey	Librarian		10/1/25
Nick Paras	Teacher/ SSC		10/1/25
Steven Hawkes	Site Foreman		10/1/25
Jonathan Ho	Vice Principal		10/1/25

Persephone Bailey	Teacher/ SSC		10/1/25

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Safety Plan Vision

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

Comprehensive School Safety Plan Requirements

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

District Office Address	District Website
6996 Mission Street	Jefferson High School and JUHSD

Safety Committee

Jefferson High School Safety Committee
Jefferson High School's Safety Committee is comprised of administrators, faculty, staff, our School Resource Officer; parents and students are also invited to join and participate in all meetings.

Name	Agency	Title	Membership Role
John Harrigan	JHS	Principal	
Kathleen Kennedy	JHS	Vice Principal	
Jonathan Ho	JHS	Vice Principal	
Cesar Vega	JHS	Vice Principal	
Nick Paras	JHS	Teacher/SSC	
Persephone Bailey	JHS	Teacher/SSC	
Ronaldo Rodriguez	DCPD	School Resource Officer	

Components of the Comprehensive School Safety Plan (EC 32282)

The Comprehensive School Safety Plan (CSSP) includes the following components:

Assessment of all crime committed on school campuses and at school-related functions; strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety; child abuse reporting procedures; student supervision and professional boundaries, disaster, emergency, and crisis response procedures; mobile communication devices, procedures to allow a public agency to use school buildings, grounds, and equipment

for mass care and welfare shelters during an emergency, suspension and expulsion policies; annual notification related to the safe storage of firearms; the reporting by a school official of any threat or perceived threat to law enforcement; threat assessment procedures; procedures to notify teachers of dangerous pupils; discrimination and harassment policies; school-wide dress code policies; procedures for safe ingress and egress; policies enacted to maintain a safe and orderly environment; rules and procedures on school discipline and hate crime reporting procedures; procedures for responding to dangerous or violent activities, criminal incidents, active shooters, or other armed assailants; procedures to respond to a sudden cardiac arrest or other similar life-threatening medical emergency while on school grounds; protocol for responding to a pupil in grades 7-12 who is suffering or is reasonably believed to be suffering from an opioid overdose; bullying prevention policies and procedures; an Instructional Continuity Plan.

The safety plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. Districts and County Offices of Education are encouraged to include strategies to create and maintain a positive school climate, mental health protocols for the care of students who have witnessed a violent act at any time, and clear guidelines for the roles and responsibilities of the following positions (if used):

- Mental Health professionals, school counselors
- Community Intervention Professionals
- School Resource Offices, police officers on campus

Assessment of School Safety

Current Status of Crime Committed on School Campuses and At School-Related Events (EC32282(a)(1)

Assessment of School Safety, specifically, an assessment of the current status of all crime at the school and the school related functions is accomplished by reviewing one or more of the following types of information:

- Office Referrals
- Attendance rates/School Attendance Review Board
- Suspension/Expulsion data
- California Health Kids Survey
- School Improvement Plan
- Local law enforcement crime data
- Property Damage data

Describe the data reviewed, key analysis points, and findings. Document how this information was shared with your SSC/planning committee and date shared:

Jefferson High School strives to create an environment characterized as positive and safe for all students, faculty and staff. Jefferson High School utilizes a variety of school safety data to aid in assessing school safety:

- Suspension and Expulsion
- Faculty referral spreadsheets
- Student attendance reporting through Attention 2 Attendance (A2A)
- Student progress reports
- SAT and SST information
- Staff, student and community surveys

Through the use of the school's student management system (SYNERGY), data has been looked at for the first semester of the 2019-2020 school years, and 2021-2022, 2022-2023 and 2023-2024 school years. Due to covid and remote learning, data from the 20-21 school year was overall, very limited, especially in regards to fighting, bullying and controlled substance use on campus For these years, the number of suspensions have been looked at for the following disciplinary violations: fighting and physical harm (48900 a(1)), assault/bullying (48900 a(2)), and controlled substances (48900 (c)). The number of suspensions for these violations are as follows:

Fighting/Physical Harm

_____
*2019-2020---19 (1st semester)
*2021-2022 - 25
*2022-2023 - 11
*2023-2024 - 4
*2024-2025 - 4

Controlled Substances

_____
*2019-2020---24(1st semester)
*2021-2022 - 20
*2022-2023 - 21
*2023-2024 - 4
*2024-2025 - 9
Assault/Bullying

_____
*2019-2020---14 (1st semester)
*2021-2022 - 7
*2022-2023 - 18
*2023-2024 - 2
*2024-2025 - 0
Suspensions have gone down significantly. Jefferson Administration has made a concerted effort to improve student climate and relationships in order to build community amongst students. We have conducted student listening sessions to gauge student concerns and to explore if there are inequities on campus that could lead to some sort of negative student reaction Through these listening sessions, we were able to learn about what students feel is important and what makes them connected to school. We have continued with Unity Days and we're seeing the positive results.There were four grade specific workshops that explored ideas around building one's identity and building community. Students were also given the tools to recognize when someone may be hurting emotionally and how one should respond to negative talk. In the 2023-2024 school year, Jefferson was unable to partner with SMCOE. Jefferson Administration is designing a Unity Day for 9th grade students and a series of community building workshops for students in grades 10-12. In 2024-2025 Jefferson Administration continued to focus on positive school cilmate. In an effort to increase school spirit and pride, we have partnered with 4A, which is an organization who helps schools create a student body who participates in school events. Students from a variety of clubs and organizations were identified to create a heterogeneous group that will be our first ever Positive Student Section. These students wil bring positive energy and school spirit to all events in hopes of increasing school connectedness and positive school climate.

In response to data showing that our Arican American students were being identified for Special Education services at a rate that was disproportionate to others in similar communities, JHS hired a certificated professional to counsel these students. This role's responsibilities include providing access to social-emotional counseling and academic counseling. Consistent and regular checks on grades and attendance along with academic support. The goal is for this intervention to signifcantly reduce the number of students who are inappropriately identified for special education services.

Jefferson High School employs two Wellness Counselors and one Social Worker. Jefferson Administration makes it mandatory for students involved in conflict to visit with a Wellness Counselor. The Wellness Counselor's role in these cases is to facilitate a discussion that allows students to explore the source of their anger. Students are given tools to respond in ways that will de-escalate a conflict.

In the 2023-2024 school year, Jefferson Administration reinvigorated efforts to use positive forms of discipline, including restorative

conversations and restorative circles. That effort was reinforced with all School and Welness Counselors along with Administration participated ina three day Restorative Practice Training. In addition, Vice Principal Cesar Vega , Welness Counselor Vince Adraneda, and School Counselor Jose Villalobos will participate in traing at SMCOE to become Wellness Ambassadors. The plan is to bring what is learned to JHS to rpovide an extra layer of mental health support. Jefferson Administration continues to partner with our Wellness team to counsel students who have been involved in substance use on campus and/or some sort of altercation (verbal or physical). The result is a significant decrease in suspension rates for the 2023-2023 school year. That decrease continues in the 2024-2025 school year.

JHS has reorganized out SAT and SST process to provide clear flow charts for how and when an SAT is submitted. We have a team dedictaed top revcieweing each case sothat appropriate supports are put in place to increase academic and mental health support.

CCSP approved at School Site Council Meeting on 10/1/2025. Staff trained on CCSP on 10/30/2025

The Jefferson Union High School District, has a procedure in place in which principals, or their designees, are authorized to send notices to each student's parents or guardians when a violent crime, or a sex offense is committed on its property or during sponsored programs, activities, and events.

The Jefferson Union High School District, provides the following relevant information to all parents/guardians annually at the beginning of the first semester/quarter or trimester of the regular school term regarding a violent crime or sex offense committed on its property or during sponsored programs, activities, and events.

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=plusYrIMw4MiD3nXmPOas4APw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

This section includes appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

Student Threat Assessment Policy and Protocol

Sections 49390 through 49395 of the California Education Code require that a school official of a local educational agency that serve pupils in any grades from six through twelve as part of a middle school or high school of any school district, county office of education, or charter school shall immediately report homicidal threats, or perceived homicidal threats, they have observed or been alerted to, directly to law enforcement. Upon receiving notification of a threat by a school official, law enforcement must conduct an investigation and threat assessment. The investigation and threat assessment must include a review of the Department of Justice's firearm registry and a search conducted at the school site, but "only if the search is justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat." LEAs must support law enforcement with investigating the threat and conducting a threat assessment.

The San Mateo County Office of Education operates the San Mateo County Student Threat Assessment Center that oversees the Student Threat Assessment Protocol/Process for all school districts in the county. The Student Threat Assessment Protocol and Process is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people, including procedures related to students bringing weapons on school campuses and at school related functions. The San Mateo County Student Threat Assessment Protocol is designed for Districts and/or school sites to oversee the site based multi-disciplinary Level 1 Threat Assessment team. A County-Wide Level 2 Student Threat Assessment Team that is Multi-Disciplinary Team made up of Leaders from San Mateo County Office of Education, Behavioral Health and Recovery Services, the Office of Consumer and Family Affairs, Juvenile Probation, Child and Family Services, Members of Law Enforcement and the County Attorney's Office. This team meets regularly and as needed to provide support to school sites and districts in assessing, responding to, and providing services to students who make targeted threats of violence or suggest the potential to do so.

Annual updates and training on the protocol and process are provided by the San Mateo County Office of Education.

CCSP approved at School Site Council Meeting on 10/1/2025. Staff trained on CCSP on 10/30/2025

Notification to Parents/Guardians of Safe Storage of Firearms
Section 48986 of the California Education Code (EC) requires that all kindergarten through grade twelve school districts, county offices of education, and charter schools shall annually inform parents and guardians of California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the first semester or quarter of the regular school term. School districts are encouraged to use the California Department of Education Template of Memoranda regarding Safe Gun Storage, or create their own.

Jefferson Union High School District provides the following information regarding Safe Storage of Firearms to all Parents/Guardians annually at the beginning of the first semester/quarter or trimester of the regular school term:

Suicide Prevention Policy and Protocol

Suicide is one of the leading causes of death among youth. School personnel who regularly interact with students are often in a key position to recognize warning signs and initiate assistance and/or an appropriate referral. The San Mateo County Suicide Prevention Protocol for Schools provides schools/districts with a comprehensive approach to prevention, intervention and postvention strategies for students struggling with suicide and self-injurious behavior.

Measures and strategies specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. Prevention and Intervention strategies are developmentally appropriate for the student population that is being served. San Mateo County Suicide Prevention Protocol for Schools addresses the following:

- Strategies to help promote a positive school climate
- Staff development on suicide awareness and prevention for all K-12 staff
- Instruction to students in problem-solving and coping skills as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
- Information to parents/guardians regarding risk factors and warning signs of suicide, basic steps for helping suicidal youth and school and community resources.
- Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- Crisis intervention procedures for addressing suicide threats or attempts
- Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.

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Naloxone for Schools Toolkit to Reverse Opioid Overdoses (Optional)

Recent increases in opioid overdose-related deaths span across adult and youth populations, indicating that schools should develop and implement additional safety nets to protect students and school staff. In addition to drug awareness and education programs, schools and districts in San Mateo County can implement the Coalition for Safe Schools and Communities Naloxone Protocol for Schools to reverse opioid overdoses on campus.

San Mateo County Office of Education partners with the State of California to offer the Naloxone Distribution Project (NDP) to San Mateo County schools and districts. The NDP aims to reduce opioid-overdose deaths through training and the provision of free Naloxone. All TK-12 public school districts, charter schools, and private schools may participate. School Districts, Offices of Education and Charter School Entities shall establish minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist that satisfies the requirements of California Education Code 49414.3.

The Naloxone for Schools Toolkit complies with Education Code requirements detailing how to train staff, obtain, and administer Naloxone. San Mateo County Office of Education offers training on the Naloxone Toolkit to all schools in San Mateo County.

Administrators, Campus Supervisors, Health Aide, and Counselors has been trained in the use of Naloxone and the Naloxone Toolkit for Schools and is implementing the protocol in Jefferson Union High School District Schools.

Child Abuse and Neglect Reporting Procedures (EC 444691; PC 11166)

Mandated Reporters, which includes school employees, and volunteers as defined in Penal Code section 11165.7, contractors, and governing board members, are required by the State of California to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency. No proof of abuse or neglect is needed, only "reasonable suspicion" that child abuse or neglect may have occurred. Any concern about the possibility of child abuse or neglect must be reported. Investigations will be conducted by law enforcement and/or the county child welfare department to determine if abuse or neglect has occurred. Required annual training for mandated reporters includes requirements for reporting, what occurs when there is a failure to file a report, prevention of abuse including sexual abuse and assault, and professional boundaries. This training takes place within six weeks of hire, provision or services or within six weeks of the school year for returning employees.

Mandated reporters must report to the County Child Welfare Department or to local law enforcement immediately by phone. A written report must then be sent within 36 hours by fax, or it may be sent by electronic submission, if a secure system has been made available for that purpose in the county. Written reports must be submitted on the California Suspected Child Abuse Report Form 8572. Telling a supervisor does not meet the mandated reporting requirement. If a decision is made that the supervisor will complete and submit the report to the county child welfare department or law enforcement agency, then one report is sufficient.

For mandated reporters, Penal Code 11172 (a) provides absolute immunity from state criminal or civil liability for reporting as required. This immunity applies even if the mandated reporter acquired the knowledge or reasonable suspicion of abuse or neglect outside of his or her professional capacity or scope of employment. However, mandated reporters will only have immunity under federal claims if the report was made in good faith.

Legally mandated reporters can be criminally liable for failing to report suspected abuse or neglect. The penalty for this misdemeanor is up to six months in jail and/or up to a $1,000 fine. Mandated reporters can also be subject to a civil lawsuit and found liable for damages, especially if the child victim or another child is further victimized because of the failure to report.

Child Abuse Reporting

BP 5141.4
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BP 1240
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=WFplus7pwYlc3wuYxiGNd6AUA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=zxfvZYmcKkpluslhKHzD4ftFA==&PG=6&IRP=0&isPndg=false

The school board recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and district administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided (Penal Code 11165.7). All staff are required to attend

mandated reporting training at the beginning of the school year in professional development days before students walk onto campus. In the case that they're not present, our Director of Human Resources provides online training for them and our walk-on coaches. All adults on campus must be trained in these practices.

Definitions
Child abuse or neglect includes the following (Penal Code 11165.5, 11165.6):

1. A physical injury inflicted by other than accidental means on a child by another person.

2. Sexual abuse of a child as defined in Penal Code 11165.1.

3. Neglect as defined in Penal Code 11165.2.

4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.

5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.

Child abuse or neglect does not include:

1. A mutual affray between minors. (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of their employment. (Penal Code 11165.6)

3. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807)

4. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

Mandated reporters include, but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Reportable Offenses
A mandated reporter shall make a report using the procedures provided below whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below. (Penal Code 11166.05)

Instances that indicate that the emotional well-being of a child might be endangered include, but are not limited to, evidence that the child is suffering from emotional damage, such as severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others.

Any person shall notify a peace officer if they reasonably believe that they have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting
The reporting duties are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166) No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom they know or reasonably suspect has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. (Penal Code 11166)

When the telephone 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. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the above form from either the district, the principal’s office, the guidance office or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known (Penal Code 11167):

a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter;

b. The child's name and address, present location and, where applicable, school, grade and class;

c. The names, addresses and telephone numbers of the child's parents/guardians;

d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information; and

e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to them. (Penal Code 11167) Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to an appropriate agency.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Governing Board policy and administrative regulation.

The mandated reporter shall not be required to disclose their identity to the principal. (Penal Code 11166)

They may provide or mail a copy of the written report to the principal, Superintendent or designee without their signature or name.

Reporting the information to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Student Supervision and Professional Boundaries

Within the Jefferson Union High School District, all school employees, adult volunteers, and contractors/vendors must be professional, transparent, aligned with educational purposes, and are required to follow established supervision practices that minimize the risk of harm to students. They must ensure visibility and accountability, and support student safety in both classroom and non-classroom settings. Procedures and expectations for student supervision and professional boundaries are intended to promote safe, respectful, and professional environments for learning and engagement. They are designed to ensure the supervision and protection of students from child abuse or neglect, as defined in Penal Code section 11165.6, and from sex offenses, as defined in Education Code section 44010. These policies define appropriate conduct and outline expectations for professional, respectful, and safe interactions in all school-related settings.

Expectations and clear limits on contact and communication apply during or outside of the school day between individuals are communicated to both students and adults. These expectations also apply to all forms of communication, as outlined in board policy, and particularly when parent or guardian inclusion is not present. Limitations may vary based on student age or grade level.

The design, use, and furnishing of school facilities are intended and expected to promote safe, supportive, and easily supervised classroom and non-classroom environments. All employees, volunteers, and contractors are required to follow supervision and boundary policies.

These procedures apply during the school day, during school-sponsored activities, and in any other context in which students are under the supervision or responsibility of the school, including before- and after-school programs, extracurricular activities, athletics, transportation, and field trips.

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BP4219.21
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BP4119.24
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=r6bklbKY1momO4z5Xws1Rg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0&isPndg=false
BP4219.24
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BP1240
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BP 3514.2
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BP 5131
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BP 4040
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BP 1114
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BP 3515
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Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

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

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

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

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

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

Staff members must learn and train on each Big Five Immediate Action Response and Hazard Responses and be prepared to perform assigned responsibilities. All students must be familiar with actions to take in the event that a Big Five response is implemented. It is highly recommended that school staff and students participate in Big Five trauma-informed, developmentally appropriate

emergency drills monthly. Tabletop exercises, walk-through drills, and social stories are examples of trauma-informed and developmentally appropriate training and drills to be used by school sites. Big Five signage and instructions are publicly displayed at all school sites.

Procedures to prepare for active shooters or other armed assailants

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

Immediate Action Responses

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

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

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

Medical Emergencies

In the event of a medical emergency, school staff should calmly and carefully assess the situation, and immediately notify 9-1-1 if necessary. When handling medical emergencies, latex or rubber gloves must be worn at all times.

Bleeding:
- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize the movement, but take appropriate actions to stop the bleeding.

Shock:
- Take necessary actions to keep the individual’s body temperature as close to normal as possible.
- Do not attempt to move the victim unless there is an apparent threat to life.
- Stay with the victim until paramedics arrive on-scene.

Choking:
- Stand behind the individual who is choking.
- Lean the individual slightly forward and give five blows to their back with the heel of your hand.
- Place the thumb side of one of your fists against the individual's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand; give an abdominal thrust.
- Repeat until the object comes out, the person can breathe or cough forcefully, or the person becomes unconscious.

Note: If a child is removed from the site by ambulance, an appropriate staff member should ride along to provide comfort and notify the parents/guardians.

General Information: Always call Campus Supervisors or one of the numbers listed in your classroom procedures list in case of emergency. Clearly identify your exact location. If safe, remain on the line and do not hang up. Keep other lines clear for emergency calls. Gather roll sheets or other class records for student accountability. Consider the impact on students and your peers. Anticipate the involvement of the school psychologist or district procedures for releasing students.

Accidents: If an accident happens near campus or if a student or staff member is seriously injured, call the main office. Identify your exact location. Remain calm and respond to the situation.

Jefferson High School will take all necessary measures to keep students, faculty, staff and visitors safe in the event of a disaster. Jefferson High School's evacuation procedure accomplishes the following:
*Incorporates strategies of the Incident Command System (ICS), the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS)
*Maps out specific evacuation procedures within the school building disaster plan
*Identifies procedures and roles of all faculty and staff when an evacuation of the building is necessary
*Identifies emergency response training and exercise opportunities for students and staff.

In the event of an evacuation, the following attachments identify Jefferson High School's protocol:
Evacuation Locations and Teacher Assignments
Evacuation Route and General Instructions
Evacuations Responsibilities
Evacuation Support Assignments

See appendix for Big Five Immediate Response Protocol.

BP 3516
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The Big Five Immediate Action Response Protocol for School Administrators and Hazard Responses Protocol are found in the appendix of this plan. Site Specific Emergency Response plans can be found in the Comprehensive School Safety Plan; Non-Public Tactical components for each school site.

Mobile Communication Devices
The Jefferson Union High School District recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could also be harmful and disruptive to the instructional program in some circumstances. The Superintendent or designee may undertake measures or strategies, in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under the noted policy and are subject to discipline for non-compliance with the policy.

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Public Agency Use of School Buildings for Emergency Shelters

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

Red Cross has surveyed our high schools and determined that they would be suitable emergency shelters. The proposed agreement will formalize the district's permission for Red Cross to use our schools for this purpose. BP 3440
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=wft7LYKxTxmC2brawoV6nw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=y1ZW0qRGjEafuplusqEjNeK2Q==&PG=6&IRP=0&isPndg=falsehttps://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=kdiXehIpzQgVEQ8HTiUbuA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=y1ZW0qRGjEafuplusqEjNeK2Q==&PG=6&IRP=0&isPndg=false

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

BP 5144.1
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=UEt6aXMtfPRJj4IR9VRH9w==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

BP 5144.2
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=MnFyslshrBTa3v0SA6Z2JbuCQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities):
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=slshRBGFH02iJj5ItOpWMLTtg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Jefferson High School desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Jefferson High School's policies and procedures are used to set the standards of behavior expected of students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.
The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law.
Jefferson High School staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with Jefferson Union High School District's nondiscrimination policies.

Appropriate Use of Suspension Authority
Except when a student's act violates Education Code 48900(a)-(e), or when their presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.
A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.
In-School Suspension:

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct.

Authority to Expel
A student may be expelled only by the governing board of the student's district of residence. As required by law, the governing board of the school district of residence shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds:

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations, the school district of residence shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the governing board of the school district of residence shall order the student expelled only if it makes a finding of either or both of the following:
1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

A vote to expel a student by the governing board of the school district of residence shall be taken in a public session. The governing board of the school district of residence may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying procedure.

No student shall be expelled for disruption or willful defiance.

A multifaceted group of stakeholders is working on the district level towards implementing a more restorative approach to discipline, and implementing mediations in lieu of traditional suspensions when it
comes to altercations and conflicts. Even in a case of a suspension for a serious physical altercation, all parties will have to undergo a mediation before re-entering their classes. Currently, mediations are typically taken care of by Jefferson High School's Wellness counselors or a trained Peer Assistant.

More positive behavioral interventions and supports have been slowly rolled out in an attempt to be more proactive when it comes to mitigating larger conflicts and issues. Referrals to a Student Study Team (SST), increases in mediations and welfare checks conducted by a Vice Principal and Wellness Counselor, and training on how to build community in classrooms have all been instrumental in keeping the campus safe. The importance of positive behavioral interventions and creating a positive campus climate is a priority for our entire school community.

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
The Jefferson High School shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any dangerous acts as described in EC sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7 (excluding 48900[h]).

The Jefferson High School shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business or receives from a law enforcement agency regarding a pupil described in this section. An employee of Jefferson High School who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Notification of Dangerous Pupils

California Education Code section 49079 requires school districts to notify teachers of any student enrolled in their classes who has, within the past three years, been in violation of any of the subsections of the California Education Code section 48900 with the exception of (h) tobacco violations. In order to maintain the student's right of confidentiality, teachers with questions about their students do receive this notification and a list of students who violate certain education codes at the beginning of the school year (through District Office data aggregation); however, more pertinent details are explained in person, if required.

With the recent events that occurred in Parkland, FL, our teachers are also undergoing training in the Big 5 Emergency Protocol to ensure that they can react swiftly to any sort of emergency on campus. Campus administrators are also trained in student threat assessments, which come from the San Mateo County Office. Trainings and documents for this process are handled at the County level and include stakeholders from schools, emergency responders, and law enforcement.

JUHSD is utilizing an Emergency Response System called Centegix. All adults are equipped with a badge that is used to alert Campus Supervisors and Administration of the exact location when there is an emergency on campus. Centegix badges also have the ability to alert all personnel including Emergency responders when there is an active shooter on campus. Centegix also equips campus with alert lights which has five different colored bulbs. Each bulb is colored to match each of the Big 5 Actions. When an active shooter is on campus, the alert system will flash a red LED, alerting all to go into immediate lockdown.

JUHSD is compliant with the Education Code and follows directions from the California Department of Education in notifying teachers of dangerous pupils.

Below are the data for year-over-year school expulsions for the past five years:

2019-2020-0 Expulsions
2020-2021-0 Expulsions
2021-2022-0 Expulsions
2022-2023 0 Expulsions
2023-2024 0 Expulsions
2024-2025 0 Expulsions

Firearms on Campus

The Jefferson High School commits to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

District policy regarding the possession of firearms and/or ammunition on school grounds is included in the district's comprehensive safety plan and communicated to district staff, parents/guardians, and the community.

Only those persons specified in Penal Code 626.9(l)-(o) and 30310 are authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

BP 3515
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BP Weapons and Dangerous Instruments
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=PGnplusWD0P61CTQMYYicoPfg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Sexual Harassment Policies (EC 212.6 [b])

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

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

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

Sexual Harassment Policy

All adults at Jefferson are mandated reporters. This means that for everyone's safety and security, information received by an adult that can harm students must be reported to school administration or government agency to address the safety concern. The reporting procedures are the same as the bullying and discrimination prevention ones. Students may do so verbally, through the Help Form, or through the online link on the school's website.

Prohibited sexual harassment includes, but is not limited to: unwelcome sexual advances, request for sexual favors and other verbal, visual or physical conduct of a sexual nature. Other types of conduct which constitutes sexual harassment include:
1) Unwelcome leering, sexual flirtations or propositions.
2) Unwelcome sexual slurs, verbal abuse or sexually degrading descriptions.
3) Graphic verbal comments about one's body.
4) Sexual jokes, stories, drawings, pictures or gesture.
5) Spreading sexual rumors.
6) Teasing or sexual remarks.
7) Touching one's body or clothes in a sexual way.
8) Cornering or blocking a person's normal movement.
9) Displaying sexually aggressive objects on school property.
10) Any act of retaliation upon an individual who reports a violation of the district policy.
11) Purposely limiting a student's access to educational tools due to the student's sexual orientation or preference.
12) Information passed online via any electronic device or through social media that has a harmful effect on one's safety.
13) An act or conversation any individual can hear that creates a hostile and unsafe learning environment.

Disciplinary actions taken for violation of this policy vary from warnings to expulsion to referral to law enforcement.

What Qualifies as Sexual Assault

Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape.

Any student who believes that they have been subjected to sexual harassment or assault or who has witnessed sexual harassment or assault is strongly encouraged to report the incident to their teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report their observation to

the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would

ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform them that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of their options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to them. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Hate-motivated Behavior

Jefferson affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the school 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 their race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated. This is why our hallways are adorned with greetings in all languages and celebrations of all of our backgrounds. Jefferson is a safe space for all learners and all peoples.

Any student who feels that their are a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the principal or designee has not remedied the situation, they 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, administrative regulation, California Education Code, and California Penal Code.

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.

Rape/Sexual Assault: Offer the victim care and first aid until authorities arrive. Avoid destroying any evidence. Do not permit the victim to use the restroom until instructed to do so by the police. Wait with the victim until the site administrator arrives. Identify potential witnesses. If you talk to the victim prior to the police arriving on the scene, restrict the conversation to immediate medical needs. We only want the victim to have to tell the story once. If discussion occurs on the situation, speak only in general terms. DO NOT DISCUSS THE SPECIFICS of the case. It is better in court that the initial specific statements about the crime are recorded by the police department and are not heard secondhand with you as the witness. Take steps to protect the victim's identify. Protect the "PRIVACY" and "Rights of Confidentiality" of the student and family. Confer with site administrator regarding contacting Child Protective Services.

BP 4030 Nondiscrimination in Employment:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=rVFOqdplusWP7slshsJooslshsy4SlA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0&isPndg=false

BP 4319.11 Sexual Harassment:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=eplusmWZjJjQDRu0IKsoIQGug==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=muNUlKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0&isPndg=false

BP 5145.7 Sexual Harassment:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=hplusvbjqslshesChy0WmDsM5IwA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

BP 5415.3 Non discrimination/Harassment:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=vOmXV4IUeEzxZgyGp0LbDQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

A school-wide dress code established pursuant to this section and Section 35183 shall be enforced at Jefferson Union High School District and at any school-sponsored activity by the school principal or person designated by the principal. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Jefferson Union High School District expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activity in which they participate. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities.

School Dress Code and Electronic Policy
We recognize that students in high school are at a critical time of development and self-discovery, and they have the right to dress in a manner that expresses their personality, while also feeling safe and comfortable. This dress code is not intended to dictate students' personal expression, but to ensure Jefferson High School is a safe environment for learning. For that reason, we expect all students to dress appropriately for a learning environment. Clothing that poses a dangerous threat to anyone or is disrespectful or hurtful to a particular person, group, belief, or orientation is never allowed. In the enforcement of this code, students will be spoken to privately and respectfully.

1. Hoods and hats are allowed during class at the discretion of the classroom teacher.
2. Students must wear shoes or sandals. For safety reasons, teachers may require closed-toe shoes in specific circumstances.
3. Clothing should allow a student to move comfortably without showing undergarments or private areas of the body. Anything that may be construed as underwear should not be visible.
4. Clothing, jewelry, or accessories which are dangerous (for example, sharp spikes) are not allowed.
5. Clothing may not denigrate or objectify others based on race, religion, national origin, sexual orientation, disability, gender, or gender identity.
6. Clothing may not promote or endorse the use of offensive language, alcohol, tobacco, or cannabis/marijuana, illegal drugs, or encourage illegal or violent activities.

JEFFERSON HIGH SCHOOL RESERVES THE RIGHT AT ANY TIME TO AMEND THE ABOVE BAN LIST WITHOUT PRIOR WARNING TO THE STUDENT.

BP 5132 Dress and Grooming:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=qMycO22Q3xn3ITV2Fz62MA==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

In terms of electronics, Jefferson does not allow for the usage of electronic devices during instructional time unless permitted by a teacher/staff member for instructional purposes. There is a discipline flow for electronic device confiscations, beginning with

student pick-up at the end of the day and ending with student detentions and parent pick-ups. In the current social and political climate which includes bills such as AB 1542, which permit for criminal charges against individuals who record and post fights on social media, Jefferson's policy helps us keep our students out of legal trouble. Also, without an advisory to help our students learn cyber etiquette and the illegality surrounding sexting and cyberbullying (barring our class meetings at the beginning of each school year), this policy also helps us keep our students safe.

Students are allowed to bring personal electronic devices (PEDs) onto the school premises during school hours. All personal electronic devices (Cell phones, personal gaming systems, PSPs, cameras, video recorders, Chromebook, laptops etc.) are required to strictly follow the district's technology policy, unless a student has been authorized by a school official to use the device for a specific purpose.
*Red Zone: Bathrooms, locker rooms, cafeteria lines, and offices.
PEDs are not to be used for any reason.
*Yellow Zone: All classrooms.
PEDs use will be regulated by the classroom teacher based upon the curriculum for that course and instructional strategies for the day.
The teacher will communicate classroom expectations clearly to the students as well as what the consequences would be if a misuse of PED technology occurs.
Administrative consequences will follow the student code of conduct and district progressive discipline policy.
Green Zone: During brunch/lunch and passing (not instructional time); does not include areas that are designated red and/or yellow zones.

Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
In an effort to ensure the safety of students, staff, parents and campus visitors specific policies and procedures have been enacted at Jefferson Union High School District.

Schools are responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or/cognitively/emotionally impaired, must be assisted. Schools must develop plans that identify the location of potential evacuation sites.

Evacuation plans must also address the following:

- The population of people with disabilities/special needs.
- Appropriate signage and equipment (e.g., EVAC Chairs) needed for individuals with disabilities/special needs.
- Training for school staff to assist individuals with disabilities/special needs.
- Coordination with first responders.

For our students with special needs, signs have been posted for their support. In addition, some staff have been trained on how best to assist with egress during an emergency.

Jefferson High School is located in Daly City and is bordered by the cities of San Francisco, Brisbane, Pacifica, South San Francisco, and the town of Colma. Mission Street and San Bruno Blvd are the two roads that provide access to the campus. Students of Jefferson High School arrive and leave from the campus in a variety of ways. Our students walk to school, ride bicycles/skateboards/scooters, arrive via automobile and take public transportation. It is important to note that Jefferson High School is a closed campus. Once students arrive at school, they are required to remain on campus until the last bell of the day or when they are checked out by a parent or guardian. The school has four campus supervisors that patrol the campus from 7:30am to 3:30pm each day. In addition to the campus supervisors, there are four administrators who are regularly out on the campus providing additional support for the campus supervisors. Our Vice Principals move around the campus each morning welcoming students as they arrive. At the conclusion of the day, the administrators are in front of the campus monitoring student safety, while the campus supervisors are moving around the interior of the building.

Many of our students live in the neighborhood and walk to school, arrive by vehicle or bicycle, or take public transportation. While

there are two main roads that provide access to Jefferson High School, there are three (3) primary points of entry and exit for students, parents and staff.

#1-Mission Street (2 gates: walking accessible gate and car accessible gate)

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Mission Street is adjacent to Jefferson High School, there is vehicle access from the road. Students that drive their cars to school park in the student and visitor lot which is accessible from the road. Many of Jefferson High School students take public transportation. The San Mateo County Transit (SAMTRANS) has drop off points directly in front of school on Mission Street. For those dropped off on the school side of the street, students walk directly on the campus and access the building. For those dropped off on the opposite side of the street, there is a crosswalk for them to cross over to the campus. The crosswalk has a blinking light to notify drivers that students are crossing the street.

#2-Bruno Street.

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Many students who are driven to school will be dropped off and picked up from this access point.
For parents/guardians utilizing the circle drive, their students will be dropped off at the main entrance to the campus. Staff members parking in the lot accessed by the circle drive will access the campus from this entrance.
Due to construction of the new gym, the Bruno Street gate is now for emergency entrace and exit only.
#3-San Diego Blvd.

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Jefferson High School students that live in the neighborhood will walk and may enter the campus from this entrance/exit point.

(Optional) Other Programs, Procedures or Policies for Safe Ingress and Egress Include:

- Student Transportation Procedures (optional)
- Student Drop Off & Parking Procedures (Optional)
- Other relevant Procedures or Policies (Optional)

Safe Routes to School Program (Optional Section)

The San Mateo County Office of Education and Jefferson Union High School District participates in the Safe Routes to School Program which results in less traffic congestion around schools; improved air quality; a greener, healthier community; and an increase in self-reliance among San Mateo County children who walk and bike to school. The San Mateo County Safe Routes to School Program provides bike and pedestrian education and walk audits that assess the walkability and bike ability of a school and its surrounding environment. These audits include analyzing traffic patterns and travel to and from a school. Walking and biking route maps can also be generated to support safe and efficient travel flow to and from a school. San Mateo County Safe Routes to School program places particular emphasis on providing access and support for students whose families have limited financial means, students of color, students of all genders, and students with disabilities, and works to provide additional resources to schools in low-income communities, particularly technical assistance for schools serving low-income communities with higher rates of traffic collisions involving pedestrians and cyclists. The program fosters a city/school relationship around infrastructure for safe walking and bicycling to school.

Electrical Bicycles (E-Bikes) (Optional Section)

San Mateo County Office of Education Safe Routes to School offers electrical bicycle (e-bike) safety resources for student safety. E-bike riders must follow all traffic rules and regulations. Schools permitting e-bikes on school grounds communicate to families the types of bikes permitted, the e-bike policy, the process of permitting by the school district, and require student riders to take an online e-bike safety class that includes lithium-ion battery safety tips. E-bike batteries are not permitted to be charged on school grounds. Students are required to walk e-bikes when entering school grounds, including parking lots, and store the bike in the designated location. E-bikes are stored away from exit doors and anything that can become hot or catch fire. A legal e-bike has working pedals, a maximum of 750 watts, and a maximum speed capability of 20mph for a Class 2 e-bike. Students age 17 and under

are required by law, California Vehicle Code 21212a, to wear a properly fitted and fastened helmet when riding an e-bike. State regulations require riders of Class 3 e-bikes to be at least 16 years of age.

As the use of e-bikes continues to grow among students, promoting e-bike safety has become an important part of our school's safety efforts. E-bikes can offer a fun, efficient, and environmentally friendly way for students to get to and from school; they require responsible riding practices. The school encourages all students and families to review and follow California laws related to e-bike use, including helmet requirements, age restrictions for certain classes of e-bikes, and safe riding behaviors. Our school supports e-bike safety education, including proper speed control, awareness of traffic laws, and the importance of staying alert while riding. Ongoing collaboration with local law enforcement, Safe Routes to School programs, and community partners promotes safe riding habits and reduces the risk of injury.

A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

The Jefferson Union High School District works to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe, connected, and take pride in their school and their achievements. Positive relationships between all members of the school community are paramount.

Positive School Climate:

School climate refers to the quality and character of school life. School climate is based on patterns of school life for all stakeholders, including students, parents, and staff. A school's climate reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A positive school climate fosters positive youth development and supports a high-quality learning environment that provides young people with the foundation to pursue productive and rewarding lives.

Evidence of a positive school climate includes the following:

- Norms, values, and expectations that support social, emotional, and physical safety
- Respectful and engaging interactions and relationships
- A shared school vision that includes students, families, and educators working together
- Educators who lead by example and nurture positive attitudes
- Meaningful participation in the operations of the school and care of the physical environment by all stakeholders

All students and staff will feel safe at school. Data on suspensions, expulsions, attendance/truancy data, substance abuse, and harassment/ bullying behavior statistics and agree a choice for discipline method should be provided to students. The choice is between existing discipline programs such as before/after school detention and in-house suspension, out of school suspension or positive discipline options such as campus beautification, group discussions, peer counseling, and an adopted restorative behavior program.

Programs/Procedures to Address Mental Health Care for Students Who Have Witnessed a Violent Act (Optional)

Students who have witnessed a violent act at school or at a school sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental health. Witnessing violence and being a victim of violence at school have been found to be significantly associated with psychological trauma symptoms. Schools should work to identify these students and provide appropriate and timely linkage to mental health services.

Through faculty/staff/student and parent surveys an action item for improvement is to work toward improving school climate.

Jefferson is intentional in our focus on improving student climate and for caring for the mental health needs of our students. Our Wellness staff includes two Wellness Counselors, one social worker, and ERMHS counselor for our students with disabilities, a school

psychologist and we currently have 8 interns who split time here and help support the mental health needs of our students. Our Wellness counselors split the student population up by alphabet. Wellness Counselors see students based on referrals. Those referrals come from the students themselves, concerned parents and concened staff. Some of our students have regular check ins with Wellness so that there well being can be closely monitored. This usually comes from a concerned parent or when a traumatic event happens in the students' lives. Our Wellness Counselors provide support with restorative conversations when students make poor decisions or exhibit poor behavior.

Our Social Worker works closely with students who may live a life where basic needs are difficult to meet. The Social Worker provides resources for the families in need and provides mental health support to these students. Our Social Worker is fluent in Spanish and Portugese so she is also able to provide mental health support to our students learning English, particularly, our Spanish and Portugese speaking students. The Social Worker is also responsible for welcoming our newcomer students. She works with students and families to complete a survey that let's us learn about important background information and to learn about life events that may have caused trauma. This information is passed on to Administrators and Wellness Counselors so that a team of professionals is equipped to help these students when mental health needs arise.

Our interns provide a number of services here at Jefferson. We have one intern who is on campus full time and provides regular therapy to a caseload of students who would otherwise see a private therapist. There are 3 other interns who also provide therapy for our students. These interns are here on campus one or two days every week. Then there are four interns who provide support to our Wellness Counselors. Wellness Counselors have an extremely large caseload of students, so Interns meet with students so that they are seen in a timely manner without huge delay. They have a regular list of students that they see periodically and become the point person if pertinent information about a student's mental health is needed. Our interns also run a variety of small group therapy sessions. Some examples include a Newcomer Group for students who are new to our country and culture. We have a group of young women who are working on healthy decision making and self regulation. We also have a group of students working on gaining skills to manage their anger. And we have a Grief Group for students who have experienced loss and may not have processed it.

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

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

The following procedures, protocols, and board polices pertain to how the mental health professionals, school counselors, and school resource officers (if utilized) work directly with students to create and maintain a positive school climate for students:

School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
Jefferson High School is committed to providing a safe, supportive and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. High expectations of student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for discipline measures that exclude students from instruction as a means for correcting student misbehavior.

Jefferson High School students are subject to all the rules and regulations of the Jefferson Union High School District and the California Education Code. In addition, there are rules and regulations that may be specific to our campus. Students are expected to conduct themselves in a manner conducive to a positive learning environment and reflect mutual respect of the school and all students, staff members and visitors. There are specific rules and regulations that apply to students while they are on campus as well as when they participate in school activities that are held off campus, including athletic events. Students and their parents are required to familiarize themselves with the rules and regulations that govern their conduct both on campus and at off campus school events.
Our school rules are based on the responsibilities assigned to us by the State Education Code. Students are expected to follow school

rules to/from school, at school and school events. In all California schools, students must respond to the authority of all school personnel and follow their directions. In cases where there is reason to believe students are carrying illegal material on their person or in their school lockers, a search by school authorities is legally permissible.

BP 5131 Conduct:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=rCJ4cP9zvplusNbyDhslshmTqNGw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Campus Cleanliness

We believe that a clean and attractive campus has a positive effect on students, staff and visitors. Trash, recycle, and compost cans are located throughout the campus. Students are expected to clean up after themselves in all campus locations throughout the day. Litter or tossing-food will not be tolerated.

Classroom Discipline

Upon sending students out of class, faculty will notify the Vice Principal of Administration and Dean of Students in order to properly document and follow through with disciplinary actions. Students who are sent out of class for disciplinary reasons may be subject to consequences that range from after school detention to off-campus suspension.

Detention

Detentions at Jefferson High School last for thirty minutes. Students may serve detentions before or after school by reporting to the Reflection Room. C.C.R. Title 5, Section 307 states that a pupil may be detained for no more than one hour. Occasionally, the administration will schedule an hour-long detention on Saturdays for repeat offenses or serious violations that might not warrant a suspension; this is called Saturday School. Students who fail to serve detentions will be placed on the non-participation list until they have made arrangements with the Vice Principal.

Non-Participation List

Extracurricular activities are privileges. Violation of school policies and California Education Code may result in a student being added to the non-participation list. Students on the non-participation list may not participate in any sports, theater, band, or club activity. They are also prohibited from attending any school-sponsored event including rallies, athletic events, dances, etc. Inclusion on the non-participation list is temporary.

Student Behavior Expectation at Athletic Events

All Jefferson High School students are expected to display appropriate behavior at all home and away athletic events in accordance with PAL, CCS and CIF policies. Some examples of inappropriate spectator * Insulting the opponents' school or mascot
*Insulting opposing players
*Making unsportsmanlike, derogatory or obscene cheer or gestures
*Using artificial noisemakers
*Insulting officials verbally and through gestures
*Acting disrespectful during the National Anthem or team introductions
Students whose behavior is considered unacceptable by the Jefferson High School Administration, staff or that of an opposing school may be asked to leave the event and are subject to further disciplinary consequences.

Cell Phones and Electronic Devices

Students in the Jefferson Union High School District may have in their possession cell phones, pagers and other communication devices during the school day and during school-sponsored activities and events. Student may use cell phones and other electronic devices in a responsible manner during passing period, brunch and lunch. Confiscated electronic devices can be held until the end of

the school day or longer depending on the infraction. Students who do not comply with this policy are subject to discipline, including the confiscation of the communication device, suspension, and/or withdrawal of permission to possess such a device at school. Jefferson High School is not liable for any lost or stolen items including cell phones and electronic devices.

Closed Campus

Jefferson High School campus is a closed campus. Students may not leave campus without a valid pass obtained from the Attendance Office. The campus is also closed to all visitors unless a Visitor's Pass is obtained.
*Students may not leave campus during school hours.
*School hours are defined as the bell schedule for the day.
*Students are not to enter cars during school hours without proper authorization.
*Students are not allowed to move their cars or transport students on or off campus.
*Students are not allowed to be in areas that are off-limits or restricted areas.
*Football Stadium/tracks, baseball/softball fields, dugouts, locker rooms, and parking lots are a few examples of areas considered off-limits to students during the school day.

All students who leave campus without a proper pass or are in off-limit areas without proper authorization will be subject to disciplinary action.

School Dances

Dances are an opportunity for students to socialize in a safe, supervised, and appropriate environment. Student behavior must effect the school's mutual respect policy. Failure to comply with the rules will result in removal from the dance and notification of parents, and other disciplinary action as determined by the school administration. The following rules apply to all Jefferson High School dances, including Homecoming and Senior Prom. Homecoming and Senior Prom are subject to additional rules and regulations that will be disclosed during ticket sales.
1. Doors close one ½ hour after dance begins.
2. Tickets are non-transferable. Only the student who purchased the ticket is allowed to use the ticket.
3. Students who leave the dance may not re-enter.
4. Inappropriate or dangerous dancing is not allowed.
5. Dress code strictly enforced. (See Dress Code Policy)
6. Selling, possessing, or being under the influence of alcohol or a controlled substance will result in immediate removal from the dance and 3-5 day suspension from school along with possible legal consequences.
7. All students are subject to a search if they are exhibiting behavior consistent with and related to the acts in item 6.
8. Failure to comply with the rules during a dance will result in removal from the dance, notification of parent/guardian, and other disciplinary action as determined by school administration.

Dance Guest Passes

Jefferson High School students are allowed to bring one non-Jefferson High School student as a guest to a school-sponsored dance. A Student Guest pass must be completed and submitted to the Vice Principal before the ticket can be purchased. All guests are held to the same standards for behavior and dress code as Jefferson High School students. Misbehavior or inappropriate conduct by the guest may result in the guest and the Jefferson High School student being asked to leave the dance.

Drug, Alcohol and Tobacco Policy

Any student in possession or under the influence of any controlled substance, paraphernalia, an alcoholic beverage, or an intoxicant of any kind, while enrolled at Jefferson High School, will result in disciplinary action. With support from JUHSD, Jefferson utilizes a program called INSPIRE for students who commit infractions involving substance abuse. INSPiRE is a Alternative to Suspension (ATS)/Brief Intervention was designed as an opportunity for learning and growth. Brief Intervention helps students have an in-depth understanding of the dangers of their use, optimize decision-making skills, develop better communication skills, increase emotional control and self-awareness. This program may be used in-lieu of detention, suspension and any other disciplinary action as the administration at each school campus deems fit. The program will consist of 2-3 forty-five minute sessions once a week structured as

follows:
Session 1: “Pre-session” 15-25 minutes (Introductory)
After the incident, typically 1-2 days, Staff will meet with the student to talk about the program and schedule the following sessions
Session 2: Pros and Cons, Triggers, Stages of change, and goal setting (Week 1)
Session 3: Review Progress, Establish longer-term goals, identify resources and support systems available (Week 2)
Session 4: Parent/Guardian/Family Session (Optional)
Optional Session that parents can opt in that will cover family rules, conversations about students and their behaviors and attitudes at home, resources, and how to talk to your child about using.

Lockers

Student lockers are assigned by school administration and are the property of Jefferson High School. Students are to use their assigned lockers and not share lockers. Jefferson High School is not responsible for items lost or stolen from lockers due to theft or vandalism, including school textbooks. Valuables or large amounts of money should not be left in lockers or brought to school. Students are encouraged to bring an extra lock for their P.E. and hallway lockers for added security. These locks may be cut off at any time by school officials. Lockers are to be kept clean and free of stickers and graffiti at all times. Lockers are a convenience provided by the school and are school property. Lockers may be searched as needed for disciplinary, health or safety reasons. Lockers and the contents in the locker are the sole responsibility of the student. Students who damage lockers will be responsible for repair costs.

JUHSD Technology & Acceptable Use Policy

Access to IT resources is a privilege and not a right. To ensure that IT resources remain available in working order, the Jefferson Union High School District has established an Acceptable Use Policy (AUP) and Guidelines which define the procedures and parameters under which these resources may be used by all staff, students and volunteers. To accommodate future needs and circumstances, the AUP, procedures and guidelines related to IT resources will be regularly reviewed, updated and distributed.
In order to initiate and maintain access to IT resources, all users must submit annually a signed Acceptable Use Agreement (detailed below), non-adherence of which may result in loss of non-course related access and/or appropriate disciplinary and/or legal action. Violations of the AUP are deemed as violations of school behavioral expectations and education codes.
In addition, Jefferson High School students are expected to take great care of all computers, laptops, Chromebooks and other computer equipment. Students may be held financially responsible for any broken equipment that was caused as a result of recklessness, and/or vandalism. Additional consequences may also be applied. For more information on the JUHSD acceptable use policy, please visit the Technology Services page under the Department tab on the district website: www.juhsd.net

Suspensions and Expulsions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. The Administration may suspend a pupil from the school (not more than five consecutive school days, unless expanded for an expulsion recommendation) for any of the reasons in the Educational Code, Section 48900, upon a first offense if the Principal or designee determines that the pupil violated Educational Code 48900, or that pupil’s presence causes a danger to persons or property, or threatens to disrupt the educational process. When a student is suspended from school, the parents/guardians are notified and in some cases, the police department is involved. An in-house suspension or a suspension from school may also result in no credit for missed assignments during the length of the suspension (teacher discretion). Students who are suspended must comply with the following regulations:
*Be at home for the time period they normally would be at school
*Not to attend any school sponsored event during their suspension.
*This includes any JUHSD school sponsored event

The following are the classroom procedures disseminated to teachers at the beginning of the year to help with classroom discipline issues:

Jefferson High School Classroom Procedures/Management

Help for Discipline/Emergencies:

*In the case of an emergency (fights, extreme defiance, health issues, etc.), call 7777 and an administrator or campus supervisor will come to the classroom ASAP. Centegix Emergency Badges can also be used in case of a fight or medical emergency. Administrators and Campus Supervisors have access to an app that identifies who is reporting an emergency and the exact location on campus where the emergency is taking place.
*For non-emergencies (e.g. checking out a student suspected of being under the influence), call 7775 to notify a campus supervisor.
*Before students are sent out of class for other types of issues (e.g. language, classroom defiance), follow the progressive discipline protocol first. If the protocol has been followed, fill out the Teacher Referral Form.
*We cannot take the educational rights of a student by sending her/him out for not having school supplies or doing homework.
*Anytime a student is sent out of your classroom, communicate with the student's parent/guardian prior to the end of the day.

Attendance:
*Please take attendance within the first 10 minutes of class. If students are tardy, the attendance office and campus supervisors will get them late passes to get into class.
* If students have to leave school early (or arrive late) for any reason, they need to check in with the attendance office for a pass.

Passes during Instructional Time:
* Please do not write a pass for more than one student to leave the class at once. We want to maximize instructional time. Students without passes will be sent back to class to make sure we limit wandering. Students are not to be given passes the first/last 10-minutes of class.

Electronic Device Policy:
*If you confiscate a phone, please label it with the student's name and what period it was taken. If you cannot bring the phone to the appropriate administrator, call 7775 and someone in the office will send someone over to pick it up.
*If a student refuses to give up a phone, call 7777 and a campus supervisor or administrator will be sent to the classroom.

California Education Code for Behavior

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To review the California Education Code that deals with student behavior, please visit the following website: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtmllawCode=EDC&sectionNum=48900.

Hate Crime Reporting Procedures and Policies

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

- Protect the right of all students, staff, and parents/guardians to be free from harassment or any activity that degrades the unique qualities of an individual or association with a person or a group with one or more actual or perceived protected characteristics, to include students' parental, family, or marital status, ancestry, color, race, gender, gender identity, gender expression, ethnicity, age, culture, heritage, sexuality, physical/mental/intellectual attributes, or religious beliefs and practices.
- The Jefferson Union High School District expressly prohibits discrimination, intimidation, bullying, cyberbullying, or harassment of any student or employee by any employee, student, or other person on any school campus or at any school activity whether on or off campus.
- School personnel will take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.
- The Superintendent or designee shall ensure that all students receive age-appropriate information on sexual harassment.
- For students in grades 4-12, disciplinary action may include suspension and/or expulsion provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

- The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable Jefferson Union High School District to monitor, address, and prevent repetitive harassing behavior at Jefferson Union High School District schools.

BP 5149.9 Hate Motivated Behavior:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=KEwDhCM0Rmh7ZPwkx4CxsQ==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

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

BP 5131.2 Bullying:
https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=plustbxcIaWtdohSplusSiVszUGg==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false

Jefferson High School uses a variety of methods to help ensure that all students feel safe at school. In the 2023-2024 school year, we implemented use of an app, called StopIt!, that allows students to report anonymously about student behavior that is considered harmful. Students can safely report a concern on the app that all Administrators will receive. Administrators must then follow up and investigate the situation. The anonymous feature allows students to feel empowered to help their peers without concern for retatiation. Students are more aware in 2024-2025 of trhis service as we have seen an increase in appropriate usage.

Jefferson also utilizes many preventive measures. It is our goal that if students learn to value each other and see each other as individuals, then harmful behavior such as bullying will decrease. At the beginning of the school year, Jefferson Adminstrators hold a series of class meetings that are designed to get students to bond and work together. We do a series of team building activities, cooperative games and challenges, being sure to make the groups as heterogeneous as possible. We follow that up with a Unity Day for each class. Unity days are designed as a challenge where students get to learn about their own identity and they practice learning to be vulnerable. Small groups sessions are led by an adult. Students are asked to express who they are and how they see their place in the world. Students also discuss hardships and challenges that they've been through and get the opportunity to connect and identify with people that share similar experiences. Again, the hope is that by creating empathetic relationships, students will begin to treat each other with kindness.

In 2021-2022 Jefferson implemented an Advisory period into the school day. This class meets two days a week for thirty minute periods. This period is a time for students to create connections with each other and a trusted adult. This is accomplished by undergoing a series of Social-Emotional lessons designed to give students a growth mind set. The goal is also to connect students to at least one adult on campus that knows them and can advocate for them. There are routines like class check ins where students talk about their highs and lows for the week. We have spirited competitions among Advisory classes. Card games, trivia, sports challenges are a few examples. Students learn about the Zones of Regulation, which is a method for students to identify their level of emotion by connectiing it to a color. This is so students can identify their own emotions and recognize hem before making an impulsive decision in reaction to being harmed.Our 9h grade Advisory classes have two student mentors, who are members of our Link Crew, who support the work being done in Advisory. These students lead the social-emotional lessons and create another connection between 9th graders and Jefferson High School.

Jefferson's Wellness team also gets heavily involved in these efforts to prevent bullying. A series of small groups have been created so that key issues students are having can be talked about in a safe space. One example is we have a group of students who are meeting to learn about healthy decision making and self-regulation, while another group is discussing skills for anger management. When instances of bullying are reported, both the victim and the offender are assigned to see a Wellness Counselor. The victim gets counseling on self-advocating and ways to feel empowered, while the offender gets counseling on other ways to express feelings that are linked to negativity and to explore empathy.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 9.4.25 and adopted by Jefferson High School on 10.8.25 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Jefferson High School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- SMS through Remind

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In case of severe issues and there is no internet, use local broadcasting radio and television, red phone across schools (internally).

Backup systems: Ensure availability of battery-operated or solar-powered communication devices (e.g., handheld radios, satellite phones).

Multiple channels: Use a combination of emails, phone trees, text alerts, website postings, and social media for updates.

Printed materials: Prepare emergency communication guides and contact lists in hard copy, distributed in advance.

Emergency communication kit for administrators: Portable chargers, hand crank/solar radio, portable generator

Support for Special Needs

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

1. Point Person - VP Lead for Wellness - general communication to self identify if there are needs
2. Wellness + school counselor in collaboration with DCYHC triage needs and outreach

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction.

As required, Jefferson High School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Jefferson High School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

In preparation for any transition to remote instruction, teachers will be required to maintain at least one week's worth of emergency lesson plans. Instructional delivery will primarily occur through Google Classroom or the Synergy Gradebook/Learning Management System (LMS), using asynchronous formats and organized into instructional modules to support student learning.

In the event of a prolonged or severe disruption, the district will utilize online platforms such as APEX or Edgenuity to ensure continuity of instruction.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

Digital instructional materials will be distributed through collaboration between the IT Department, the Director of Curriculum, and classroom teachers, ensuring students have access to necessary resources via online platforms.

For students who require non-digital materials, each school site will develop a pick-up schedule offering multiple dates and times to accommodate families' availability. All instructional materials and accompanying instructions will be provided in multiple languages to ensure access and support for all students and families.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Students will access assignments, resources, and feedback through Google Classroom or Synergy's Learning Management System. Teachers will maintain and communicate regular schedules for posting and collecting work, and support will be available for students needing assistance with navigation or submission. To address equity concerns, students who lack devices or internet access will be provided with loaned equipment or printed packets, and may submit work via in-person drop-off, mail, or scheduled phone/email check-ins.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Jefferson High School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Manner of Communication:

- Email
- Online curriculum communication platforms (such as Google Classroom or Synergy)
- Phone calls
- Zoom or Google Meet sessions
- ParentVUE for grading and school updates

Timelines and Expectations:

- Staff and teachers are available to respond to inquiries between 8:30 AM and 3:30 PM, Monday through Friday.
- Teachers are not expected to respond to emails, messages, or calls outside of school hours to respect work-life boundaries.
- Communication may occur in person, virtually, or via phone, depending on the situation and accessibility needs.

Frequency of Communication:

- General updates from schools and the district will be provided on a Monday–Friday basis as needed.
- Teachers will update students and families weekly through designated platforms such as Google Classroom or ParentVUE.
- Immediate updates regarding emergency situations or critical changes will be sent as soon as information becomes available.

Technological Readiness

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

Device Access:

- Chromebooks are available for students to check out at school sites to ensure equitable access to online learning tools and resources.
- Students who require a device can coordinate with their school's front office or designated site lead for Chromebook distribution.

Support for Educators:

- Teachers and staff experiencing technology-related issues can submit a Help Desk ticket for timely support and resolution.

- Professional development and technical assistance will be provided through the Educational Services Department, as needed to ensure educators are prepared to deliver remote instruction effectively.

Access to Materials and Resources:

- Online instructional platforms, such as Google Classroom and/or Synergy, will be used to post assignments, lessons, and important communications.
- Academic resources and independent study materials will be made available on both the district and school websites for easy access by students and families.
- Early access to Independent Study written agreements are posted on the District's website ensuring clarity around expectations and requirements before beginning remote learning.

Internet Access:

- The district will work with families to support access to the internet as needed, including providing information on low-cost internet programs and, when available, hotspots.

Instruction and Assessment

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

Prioritization of Essential Learning:

- Students' coursework will be aligned with the district's adopted curriculum and California state standards. Each course's objectives, methods of study, and required assignments are outlined weekly to maintain academic rigor and focus on essential standards

Standards-Aligned Learning Objectives:

- Learning objectives reflect grade-level expectations and A–G coursework requirements when applicable, ensuring that students have access to content substantially equivalent to in-person instruction

Monitoring Student Progress:

- Students are expected to submit assignments at least weekly
- Progress is assessed through assignment reviews, quizzes, discussions, tests, demonstrations of skills, and portfolio evaluations
- Teachers report student progress regularly through email, online platforms (e.g., Google Classroom, ParentVUE), phone calls, and virtual meetings (Zoom or Google Meet).
- Teachers are available for communication Monday through Friday, 8:30 AM to 3:30 PM, but are not expected to respond outside these hours

Additional Support and Intervention:

- Academic Tutoring: Access to Paper.Co online tutoring services and teacher support
- Social-Emotional Counseling: Wellness counselors provide check-ins and counseling support as needed
- Virtual Office Hours and Check-ins: Teachers provide scheduled opportunities for live interaction and support throughout the week

Technology Access: Students are issued Chromebooks and Wi-Fi hotspots if needed to ensure participation in remote learning

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

Access to Devices and Internet:

- Chromebooks and Wi-Fi hotspots are available to students who need them to access online platforms, assignments, and communication tools.
- Students experiencing homelessness and foster youth are prioritized to ensure uninterrupted access to learning

technology.

Instructional Resources and Services:

- Students have continued access to core curriculum materials, digital platforms (such as Google Classroom, ParentVUE, and school websites), and academic supports regardless of learning environment.
- Communications and instructional materials are made available in multiple languages to ensure that English Learners and their families remain fully informed and engaged.

Support for Specialized Populations:

- Students with Disabilities: Services and accommodations outlined in students' Individualized Education Programs (IEPs) or Section 504 Plans will continue to be implemented during remote instruction or temporary reassignments.
- English Learners: EL students will continue to receive designated and integrated English Language Development (ELD) support through virtual, in-person, or hybrid instruction models.
- Foster Youth and Students Experiencing Homelessness: These students will receive priority access to counseling services, technology, wellness resources, and community-based support as needed.

Monitoring and Outreach:

- School sites and wellness teams will monitor student participation and engagement, following up promptly with students who show signs of disengagement.
- Tiered supports, including personalized outreach and family conferences, will be used to reengage students and address any barriers to access.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Services:

- Special education services, related services (such as speech, occupational therapy, and counseling), and accommodations will continue to be provided whether instruction is in-person, virtual, or through a hybrid model.
- Service delivery models may include a combination of in-person services, teletherapy, virtual consultation, and online instructional support, depending on the student's needs and the nature of the disruption.

IEP Meetings:

- IEP meetings will continue to be scheduled and held within required timelines.
- Meetings may take place in person, via videoconference (e.g., Zoom, Google Meet), or by phone to ensure ongoing collaboration with families.

Progress Monitoring:

- Teachers and service providers will monitor student progress toward IEP goals and regularly update families.
- Adjustments to services or supports will be made as needed through the IEP amendment or meeting process.

Access to General Education Curriculum:

- Students with IEPs will continue to have access to grade-level curriculum and instructional materials, with appropriate accommodations and modifications as outlined in their plans.
- Assistive technology and other supports will be provided as needed to enable full participation.

Communication and Support:

- Case managers and service providers will maintain regular communication with families to address concerns, answer questions, and ensure that students' educational needs are met.
- Families can reach out directly to their child's case manager for any additional support or questions regarding IEP implementation.

Englis Leaners (EL)

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

- Schools will affirm and build upon students' cultural and linguistic strengths, providing safe, inclusive environments and strong family partnerships

- EL students will engage in standards-based, rigorous instruction that integrates English language development with academic content across all disciplines
- Educators will use data to monitor EL progress and provide differentiated, tiered supports based on students' unique needs, including support for newcomers, long-term ELs, and ELs with disabilities
- EL students will follow coherent, aligned pathways from early education through graduation, promoting biliteracy and college and career readiness

Professional Learning

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

The Educational Services Department will facilitate training for staff on core digital tools, including Google Classroom, ParentVUE, and StudentVUE. In addition, the district will collaborate with the San Mateo County Office of Education to provide relevant professional development to support remote instruction needs. Ongoing professional learning opportunities and resources will be made available to ensure that staff are prepared to effectively pivot to remote instruction and assessment if necessary.

Well-Being and Support Services

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

School-Based Health Services:

- Students have access to school wellness centers and partnerships with local health agencies, including the Daly City Youth Health Center (DCYHC), which provide medical, mental health, and counseling services.
- Physical health services, such as basic medical care and referrals, are coordinated through school nurses and district health partners.

Mental Health Services:

- The district employs school counselors, social workers, wellness counselors, and psychologists who provide individual and group mental health support.
- Crisis intervention services and ongoing counseling are available both on campus and virtually, as needed.

Multilingual Support:

- The district ensures that mental health professionals and community partners include staff members who speak languages other than English, including Spanish and Tagalog.
- Interpretation services are available during counseling sessions, wellness check-ins, and health-related appointments to ensure that language is not a barrier to accessing care.

Access During Remote Learning or Disruptions:

- Health and mental health services remain available through telehealth platforms if in-person services are temporarily suspended.
- Students and families are provided with information on how to access services through the district website, communication platforms, and direct outreach, in multiple languages.

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

Emergency Supply Kits: Each school is equipped with emergency supply kits that include essential items such as bottled water, non-perishable food, first aid supplies, flashlights, batteries, and other necessary materials to support students and staff during emergencies.

Water and Food Provisions: Adequate supplies of bottled water and non-perishable food items are stored at each site to sustain individuals in the event of prolonged emergencies.

Medication Management: Medications provided to the school health offices are securely stored and managed by trained personnel. In emergencies, authorized staff are prepared to administer necessary medications in accordance with student-specific medical plans.

Regular Maintenance and Training: Emergency supplies are regularly inspected and replenished as needed. Staff receive ongoing training to effectively manage emergency situations, including the proper use of emergency supplies and administration of medications.

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

Special Education Services:

- Students with Individualized Education Programs (IEPs) or Section 504 Plans will continue to receive services and accommodations, whether through in-person, virtual, or hybrid methods.
- Related services such as speech therapy, counseling, and occupational therapy may be provided via teletherapy if needed.
- IEP meetings will continue to be held within required timelines through videoconferencing or phone meetings.

Counseling and Mental Health Services:

- School counselors, wellness counselors, and social workers will maintain regular check-ins with students through virtual platforms or in-person appointments, depending on the instructional model.
- Mental health support, crisis intervention, and referral services will remain available both remotely and on campus.

After-School Programs:

- Expanded Learning Opportunities Programs (ELO-P) and other after-school services will transition to virtual activities or modified in-person offerings as needed, ensuring ongoing academic support, enrichment, and social connection opportunities for students.

Food Services and Nutrition:

- The district will continue to operate meal distribution programs during closures or disruptions, ensuring students have access to nutritious meals.
- Grab-and-go meal options and delivery models will be activated as necessary, with communications provided in multiple languages to inform families.

Site-Based Collaboration

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

For the initial year, the plan is based on the the previosuly approved Learning Continuity Plan along with the District's Independent Study board policy and administrative regulation. This plan was shared with relevant educational partners for feedback.

Return to Site-Based Learning

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

Health and Safety Clearance:

- Local and state public health authorities must provide clearance that it is safe to reopen based on public health metrics (e.g., case rates, hospitalization rates, guidance on indoor gatherings).

Facility Readiness:

- School sites must undergo inspection to ensure that buildings are safe, utilities are functional, and any damage to infrastructure has been repaired.
- Necessary health and safety supplies (e.g., PPE, cleaning materials, hand sanitizers) must be stocked and available.

Staffing Readiness:

- Adequate staffing levels must be confirmed, including teachers, support staff, custodians, transportation, and food services personnel.

Communication to Families and Staff:

- Clear and timely communication must be provided to families, students, and staff regarding the reopening timeline,

safety procedures, schedules, and expectations.

Transportation and Nutrition Services:

- Transportation routes must be re-established, and meal services must be ready to resume operations according to health guidelines.

Instructional Readiness:

- Teachers and school staff must be prepared to support students' transition back, including academic re-engagement, social-emotional support, and assessing learning needs.

Emergency and Contingency Plans:

- Updated contingency plans must be in place in the event of a need for re-closure, including readiness to pivot back to remote learning if necessary.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Jefferson High School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Jefferson High School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This plan will be reviewed each year along with the California School Safety Plan.

Presence of Immigration Enforcement

The Jefferson Union High School District is committed to ensuring a safe and secure environment for all students and staff and protecting their rights. In the event of the confirmed presence of immigration enforcement on the schoolsite, the Jefferson Union High School District will notify parents and guardians of pupils, teachers, administrators, and school personnel. The content and timing of such notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite when determining when and how to issue the notification.

The notification may include a hyperlink to additional resources for families with information about their educational rights, state laws that protect parents' and students' privacy and confidentiality, and, if available, counseling or support services, which may include services that support families impacted by immigration enforcement, as well as model policies adopted by the Jefferson Union High School District pursuant to Education Code § 234.7(g). No personally identifiable information shall be included in the notification.

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

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030270&revid=g5erSFCmn5xKWQfhoV0Vplusw==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false
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Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan is reviewed and evaluated annually and amended as needed by the School Site Council or designated School Site Safety Committee. Any updates made to the plan are shared with the law enforcement agency, the fire department, and any other first responder entities consulted in the development of the plan.

School District: Jefferson Union High School District

School Site: Jefferson High School

Safety Plan Appendices

Coalition for Safe Schools and Communities

Disaster Response: The Big Five Webpage

Big Five Administration Packet

Hazard Responses

Incident Command Cards

Fire Watch

Air Quality Guidance

School Closure Guide

Student Threat Assessment Page

Student Threat Assessment Protocol

Suicide Prevention Page

Suicide Prevention Protocol

Commercially Sexually Exploited Children Resource Page

Commercially Sexually Exploited Children Resource Protocol for Schools

Sexual Assault/Sexual Harassment Resources

Student Sexual Abuse Response Guidelines for San Mateo County Schools and Law Enforcement

Naloxone for Schools Program and Toolkit

Naloxone Toolkit

Violent Release

Student Release

Facilities Guide

TOYFP Book

Trauma-Informed and Inclusive Practices Guide

Lesson Plans
Grade: 1-3 4-5 Middle High