San José Unified School District

# Almaden Elementary School
# Comprehensive School Safety Plan (CSSP)
# 2026-2027

## Introduction

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

This CSSP begins with an overview of how Almaden Elementary applies a holistic approach to school safety that supports students' emotional as well as physical well-being. The overview contains information on Building a Positive Climate, Investing in Student Supports, and Responding to Challenging Situations in accordance with Ed. Code section 32282(a)(2)(H) "safe and orderly environment" and Ed. Code section 32282(a)(2)(L) "procedures to assess and respond to reports of any dangerous, violent, or unlawful activity".

Next, this CSSP covers the basic emergency protocol, includes an overview of the Site Emergency Action Plan (SEAP), and emergency procedures for responding to "criminal incidents," "dangerous, violent, or unlawful activity," as required by Ed. Code section 32282(a)(2)(B), (J), & (K). This section also covers San José Unified's Emergency Communication process and as required by Ed. Code section 32282(a)(2)(B)(II) the agreement with the American Red Cross.

Subsequently, this CSSP outlines the basic medical emergency protocol and procedures for "cardiac arrest or similar life threatening emergency" and "opioid overdose" that are required by Ed. Code sections 32282(a)(2)(M) & (O).

Lastly, this CSSP reprints information from the 2026-2027 Handbook and from Administrative Regulation supporting Almaden Elementary's "safe and orderly environment", "procedures to assess and respond to reports of any dangerous, violent, or unlawful activity", and in accordance with Ed. Code sections 32282(a)(2)(A), (C-F), & (N) and 32282 (a)(3)(A-D), which require the inclusion of:

- "child abuse reporting procedures" (2)(A);
- policies related to "suspension, expulsion, or mandatory expulsion" (2)(C);
- "procedures to notify teachers" about certain pupil behaviors (2)(D);
- "discrimination and harassment" policies (2)(E);
- the dress code provision "that prohibits pupils from wearing 'gang-related apparel" (2)(F);
- "procedures for "safe ingress and egress" (2)(G);
- "rules and procedures on school discipline" (2)(I)
- "presence of immigration enforcement" (2)(N)
- "continuity of learning" (3)(A-D)

# Almaden Elementary
# Comprehensive School Safety Plan (CSSP)
# 2026-2027

## Important Dates

Date reviewed by San José Police Department:
Date

Date reviewed by San José Fire Department:
05/26/2026

Date of school site Counsel meeting(s) to review the CSSP as required by Ed. Code section 32288: 09/24/2026

Date of school site Counsel adoption of this CSSP by the school site Council: To Be Determined

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- **Child Abuse Prevention and Reporting (Ed. Code 32282(a)(2(A))**
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## Overview: Almaden Elementary's Holistic Approach to Safety

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

## Building a Positive Climate (Ed. Code 32282(a)(2)(H))

At Almaden Elementary, we are committed to preparing students to be resilient, strong readers and writers who excel in math and creative problem solving. In addition, we strive to help them develop the knowledge, skills, and positive attitudes needed to become respectful, responsible, and productive citizens.

To support these goals, Almaden Elementary has adopted a schoolwide code of conduct that clearly outlines expectations for student behavior. This helps ensure that students and families understand the values that guide our learning community.

Our Almaden Dolphins follow three core expectations: Always Responsible, Always Respectful, and Always Safe. These principles guide the behaviors we teach and reinforce daily—behaviors that promote good character and help create a positive and inclusive learning environment. We also encourage students to take ownership of their actions and consider how their behavior impacts the safety and learning of others.

In addition, we implement the Busy Getting Stronger (BGS) program during recess to promote physical activity and strengthen school climate in a positive and engaging way.

## Investing in Student Supports (Ed. Code 32282(a)(2)(H))

We have a full-time counselor who leads schoolwide social-emotional learning and provides targeted interventions for students in need. To further support student mental health, we partner with an outside counseling agency to offer supplemental services, allowing us to respond promptly when students need someone to talk to.

Student physical well-being is supported through our health office. Our school nurse is on campus two days a week, and our licensed health technician (LHT) is available daily to address health concerns as they arise. In all areas of student wellness, we work closely with San José Unified's Student Services department to assess needs and determine if additional support is required.

## Responding to Challenging Situations (Ed. Code 32282(a)(2)(L))

Across San José Unified, our focus on building relationships helps us support students and the school community when a challenging situation arises. Alongside our PBIS, a school-based threat assessment can analyze threats to implement the appropriate intervention / response. Each school site has a Behavior Threat Assessment ("BTA") Team comprised of the principal, assistant principal (if applicable), counselors, and health office staff who trained on the Comprehensive School Threat Assessment Guideline ("CSTAG").

The purpose of the BTA Team is to use the CSTAG five-step decision-tree to triage cases, distinguishing between transient (rhetorical/non-serious) and substantive (serious/very serious) threats to guide appropriate, fast intervention. Most non-serious cases are resolved in two steps, reserving intensive resources for serious threats.

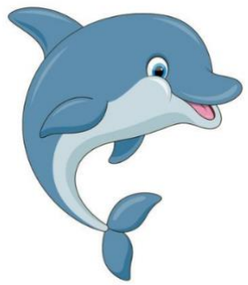
Almaden Elementary staff handle most challenging situations internally. By empowering staff to take charge of actively supervising our campus staff become more familiar with daily patterns and can identify, report, and respond to challenging situations promptly. When challenging situations require administrative support, we use a range of interventions to help students get back on track while ensuring the safety of the school community. Depending on the circumstances, these interventions may include collaboration with the counselor, positive incentives, structured break time, or family contact. Suspensions are extremely rare and are only used in severe cases or when required by law.

In some challenging situations, Almaden Elementary staff may not be able to handle everything internally. In rare instances, Almaden Elementary staff may need additional support to manage certain challenging situations. These cases are uncommon, and Almaden remains a very safe campus. Incidents of this nature have typically involved medical emergencies or events occurring in the surrounding community.

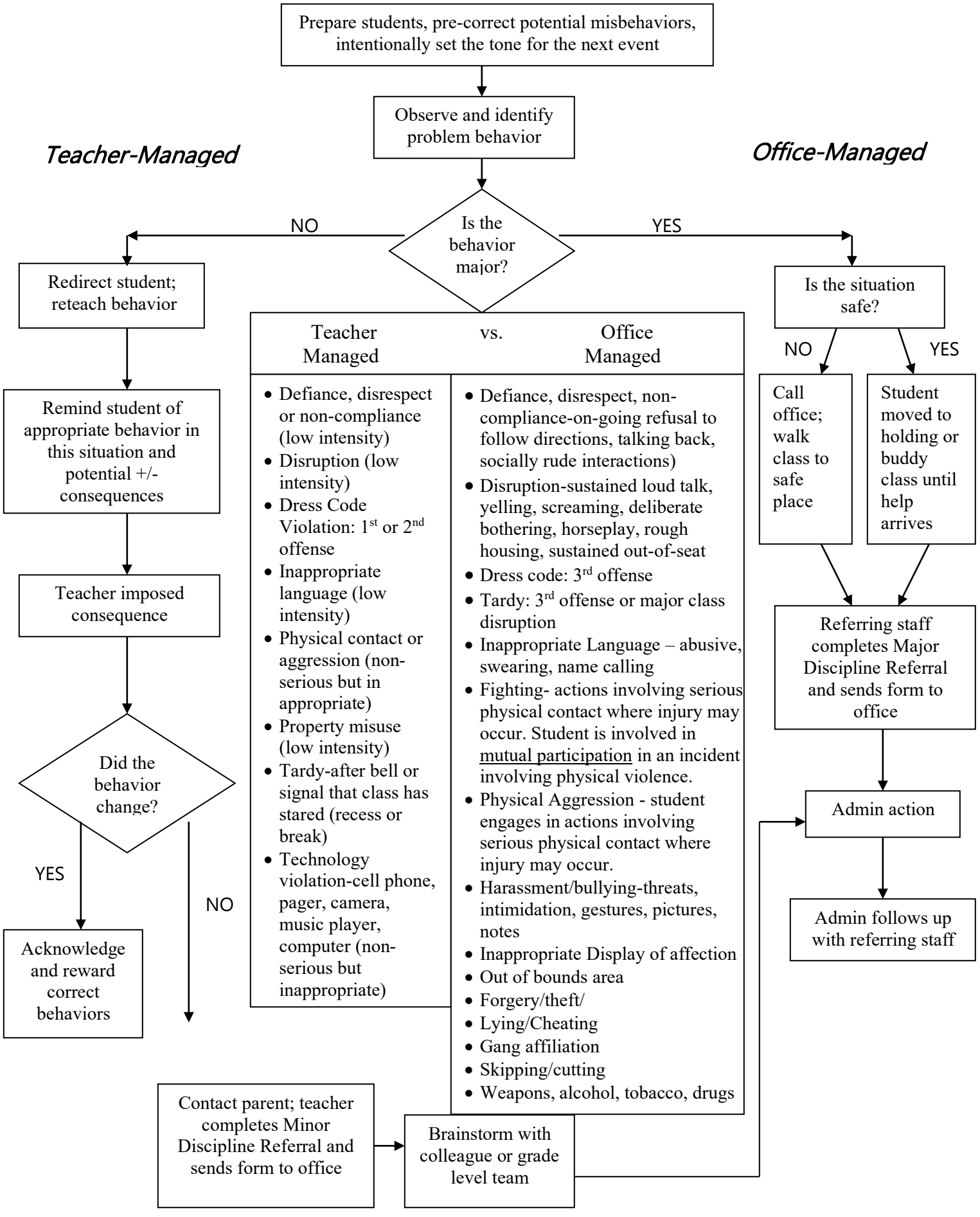
As outlined in an agreement between the City of San José and San José Unified, San José Unified uses San José Police Department services to help maintain a safe and secure campus, preserve life and property, and / or support San José Unified staff in securing and transporting illegal items when certain challenging situations, including those that legally require schools to work with law enforcement, arise.

Procedures regulating student searches, law enforcement on campus, and reporting of criminal activity to law enforcement are established in Board Policy, California Education Code, California Penal Code, and California Welfare and Institutions Code. Staff follow those procedures when responding to dangerous or unlawful activity on campus consistent with the requirements of California Education Code 32282(a)(2)(L).

# ALMADEN ELEMENTARY BEHAVIOR EXPECTATIONS

|  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
| | **ALL CLASSROOMS** | **LUNCH AREA** | **PLAYGROUND** | **BATHROOMS** | **LINES** | **COMPUTERS** | **HALLWAYS/ WALKWAYS [INDIV]** | **LIBRARY [CLASS]** |
|  | **ALWAYS RESPONSIBLE** | Throw away your garbage | Be engaged in a game | Wash your hands | Follow adult directions | Take care of computer equipment | Walk directly and silently to your destination | Return books on time and in good condition |
|  | **ALWAYS RESPECTFUL** | Practice good table manners | Practice good sportsman-ship | Clean up after yourself | Be silent | Speak softly | Keep your hands and feet to yourself | Speak softly |
|   | **ALWAYS SAFE** | Stay seated | Keep hands, feet and objects to self | Keep your feet on the floor at all times | Give personal space | Use appropriate websites only | Always walk | Keep hands, feet and objects to self |

# Almaden Elementary School
## General Procedure for Dealing with Problem Behaviors



# Almaden MAJOR Problem Behavior Definitions: *Office-Admin Managed*

***Repeated behaviors should be documented on Logging Form***

| | |
|---|---|
| **Defiance/ Insubordination/ Non-Compliance** | Student engages in repeated refusal to follow directions or talks back. and/or socially rude interactions. *Examples: chronic refusal, repeatedly with escalation* |
| **Disrespect** | Student repeatedly delivers socially rude or dismissive messages to adults or students. |
| **Disruption** | Student engages in overt, repeated, or intentional behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. |
| **Dress Code Violation** | Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. |
| **Abusive Language/ Inappropriate Language/ Profanity** | Repeated verbal language that include swearing, name calling or use of words in an inappropriate way. *Examples: a pattern of aggressive profane language* |
| **Physical Aggression** | Student engages in actions involving serious physical contact where injury may occur (e.g. hitting with an object, kicking, hair pulling, scratching, etc.). *Examples: hitting, punching, hitting with an object, kicking, hair pulling, scratching* |
| **Fighting (2+ people involved)** | Student is involved in mutual participation in an incident involving physical violence. *Examples: hitting, punching to cause harm* |
| **Property Damage** | Student participates in an activity that results in destruction of disfigurement of property. |
| **Technology Violation** | Student repeatedly engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer. *Example: Inappropriate websites, using phone as camera, etc..* |
| **Bullying** | The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name-calling. *Example: "I'm going to kill you" "If you (tattle). I will (action)." Pattern over time, asserting power* |
| **Forgery / Theft / Plagiarism** | Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own. |
| **Harassment** | The delivery of repeated disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class, with intent to cause distress. |
| **Inappropriate Location/ Out of Bounds Area** | Student is repeatedly in an area that is in an unsupervised area (as defined by school). |
| **Lying/Cheating** | Student delivers message that is untrue and/or deliberately violates rules. |

# Almaden MINOR Problem Behavior Definitions: *Teacher Managed*
## *Begin Documenting Repeated Behaviors on Logging Form*

| Teacher-Managed Behaviors (Minor) | |
|---|---|
| **Minor Behavior** | **Definition** |
| **Defiance / Non-Compliance / Insubordination** | Student engages in brief or low-intensity failure to respond to adult's request or talks back.<br>*Examples: refusal to work* |
| **Disrespect** | Student delivers low-intensity, impulsive, socially rude or dismissive messages to adults or students.<br>*Example: "you suck", "this is stupid", rolling eyes, passing notes, body turned away, off task behavior (side conversation, sneaky reading, yawning)* |
| **Disruption** | Student engages in low-intensity but inappropriate disruption.<br>*Example: shouting out, inappropriate notes, low intensity touching of others, low intensity conversation that pauses instruction* |
| **Dress Code Violation** | Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district. |
| **Inappropriate Language** | Student engages in low intensity instance of inappropriate language.<br>*Examples: "shut up," "stupid," "idiot", directed at other students, also slang swearing: such as "frick"*<br>*Profanity* |
| **Physical Contact / Physical Aggression** | Student engages in non-serious but inappropriate physical contact.<br>*Examples: unsafe or rough play, play fighting, touching others, picking people up, pinching, poking* |
| **Property Misuse** | Student engages in low-intensity misuse of property.<br>*Examples: throwing pencils, breaking pencils, making paper airplanes, drawing/poking at desks and materials* |
| **Tardy** | Student arrives at class after the bell (or signal that class has started).<br>*Includes beginning of day and after recess*<br>*A.M.-anytime after bell, get tardy slip*<br>*Recess: Teacher managed consequence- loss of next recess or privilege* |
| **Technology Violation** | Student engages in non-serious but inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.<br>*Any use of cell phone, music player, Gameboys, etc.. during the school day. Any off task use of computers* |
| **Minor Bullying:** | Intentional disrespect on someone else property to cause distress, name calling: ex.: throwing lunch pail<br>exclusion. Example: "you can't play with us" |
| **Minor Harassment:** | "You suck at…." Teasing because of a difference<br>Name calling based on race or difference |

# Almaden Reward System

## How Do I Obtain Dolphin Dollars?

Students receive Dolphin Dollars throughout the day for various reasons including but not limited to good sportsmanship, following directions, being good peace builders or simply lending a hand.





## What Do I Do With Dolphin Dollars?

Students have options, they can either spend their Dolphin Dollars right away or they can save them until they accumulate enough for a higher priced item. It is just like real money.

## Where Can I Spend My Dolphin Dollars?

Students can spend their Dolphin Dollars at the Student Store located in Room 12 on the last Friday of the month. They can also purchase items such as Free Dress Day coupons and lunch with Mrs. Montes!






## What Can I Purchase?

- 100 Dollars = Free Dress Pass
- 150 Dollars = Lunch with Mrs. Montes

Dolphin Store: Pencils, erasers, folders, books. Items will vary in price.

## Class Incentive Program…

Upper grade students are able to donate their Dolphin Dollars to the Rockin Recess Bin and save up for ROCKIN' RECESS. We will play music at lunch recess and have a dance party!



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Welcome!
Please tour the following locations with your students and instruct your students through our Almaden Goals and Expectations to learn more about Almaden Elementary

Once completed, please return your Passport to Mrs. Montes by **Friday, August 14th** and your students will receive a reward.

Enjoy your tour !
☺

**Almaden Goals and Expectation Lessons**

| Tour locations and practice expectations | Please check once completed. |
|---|---|
| Lunch Area | ☐ |
| Playground | ☐ |
| Bathrooms | ☐ |
| Computer Devices | ☐ |
| Library | ☐ |
| Practice walking in lines | ☐ |

**After the tour and the Almaden Goals and Expectations Lessons are completed, please sign.**

_____
**Classroom Teacher**

# PASSPORT

## Always Responsible



## Always Respectful

## Always Safe

Teacher:_____

Room:_____

#ofStudents:_____

# PeaceBuilders® Pledge



















## I am a PeaceBuilder.™ I Pledge…

- To praise people
- To give up put-downs
- To seek wise people
- To notice and speak up about hurts I have caused
- To right wrongs
- To help others

I will build peace at home, at school, and in my community each day.

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1-877-4-peacenow ■ Fax (562) 590-3902 ■ www.peacebuilders.com ■ All rights reserved.

### Emergency Protocol (Ed. Code 32282(a)(2)(B))

As a San José Unified school, Almaden Elementary follows the emergency protocol outlined below and has a Site Emergency Action Plan ("SEAP") and SEAP Committee, comprised of administrators and staff, that determine how to locally implement emergency procedures. Depending on the nature of the emergency or disaster, various teams throughout San José Unified collaborate with school staff and external agencies to determine what to prioritize and how to respond including following direction from local emergency services.

# EMERGENCY PROTOCOL

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

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

### Site Emergency Action Plan ("SEAP")

In addition to the CSSP, every San José Unified location has a SEAP which includes sensitive information not appropriate for public viewing such as special emergency locations, staff assignments, ingress, egress, tactical responses, training, drills, and emergency equipment. Like the CSSP, the SEAP was developed by San José Unified staff who coordinate responses to

safety-related issues across each of San José Unified's locations and have consulted with other agencies, including the San José Police Department and San José Fire Department.

***Site Emergency Action Plan Committee Overview***
The SEAP Committee works with site administrators ensuring that training, emergency equipment, contact information, and maps are up to date. San José Unified's Risk Management team actively monitors each school's SEAP to address areas of need.

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

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

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

## Emergency Response Types and Procedures (Ed. Code 32282(a)(2)((B)(II)),(J) & (K))

While every emergency situation is unique and the Incident Commander (site administrator until law enforcement arrives and assumes command) will often need to make a judgment call about the most appropriate response, the Incident Commander may notify staff and / or students of one of the following emergency response types:

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

Students and staff shall follow the direction of the Incident Commander during any emergency situation and students with disabilities shall receive any additional support from staff as needed per their IEPs. Staff who need to leave campus shall check out with the Command Post before leaving.

The following emergency drill procedures and frequency are conducted in accordance with the requirements set by California Education Code 32282, California Education Code 32001, Chapter 4 of the 2022 California Fire Code Title 24, Part 9 with July 2024 Supplement, Administrative Regulation 3516.1, and California Department of Education CSSP Best Practice Considerations and Resources. After each drill, the SEAP Committee completes a debrief meeting in which they may soliciting feedback from students or staff, when applicable, and shares this information with Risk Management to identify trends for improving support and refining the approach to emergency preparedness across San José Unified.

***Drop, Cover, Hold***
Most often used during an earthquake, this procedure may also apply in other situations, including in the event of an explosion. In a drop, cover, and hold situation:

Students and staff who are inside a building shall:

- drop to the floor
- cover their head and neck using one arm and hand
- take cover under a sturdy desk or table
- hold on to the furniture, continue to cover their head and neck, and hold the position
- follow the evacuation procedure when it is safe to move (do not run)

Students and staff who are inside a building and unable to drop to the ground shall:

- move against an interior wall away from windows, tall furniture, or hanging objects, and other hazards
- lock the wheels if using a wheelchair or walker
- cover their head and neck with their arms
- hold their position
- follow the evacuation procedure when it is safe to move (do not run)

Students and staff who are outside a building shall:

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

Students and staff who are outside a building and unable to drop to the ground shall:

- move away from buildings, trees, and powerlines
- get as low the ground as possible
- move against a large stationary object such as a vehicle or dumpster
- cover their head and neck with their arms
- hold their position
- follow the evacuation procedure when it is safe to move (do not run)

Student and staff who are traveling on a school bus:

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

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

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

Drop, Cover, Hold Drill Frequency

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

***Evacuation to Assembly Area***
Following a drop, cover, and hold procedure or in the case of fire, flood, biological or chemical attacks, or other emergencies requiring evacuation. In an evacuation to assembly situation:

Students and staff shall:

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

If the Assembly Area is jeopardized or deemed unsuitable by the Incident Commander:

- move swiftly, safely, orderly to the Offsite Assembly Area
- take attendance once the Offsite Assembly Area is reached
- remain quiet and listen for instructions

Fire Drill Frequency

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

Bomb Threat Drill Frequency

- All Schools – At least once per school year

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

Staff shall:

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

Shelter in Place Drill Frequency

- All Schools – At least once per school year

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

Running is the best option but only if the exact location of the threat is known and it is determined safe to escape. To Run:

Students and staff shall:

- leave all belonging behind
- run as fast and far away as possible
- go to the site's designated Offsite Assembly Area for attendance taking, if possible

Hiding is the next-best option and used if the location of the threat is unknown and / or escape is infeasible. To hide:

Students and staff shall:

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

Defending as a last resort, students and staff who encounter or are close to the intruder. To defend:

Students and staff shall:

- improvise weapons, attack in a group
- yell and make loud noises to disorient the intruder
- grab the intruder's limbs and head to take them to the ground and hold them there

Lockdown Drill Frequency

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

Additional tactical response procedures for criminal incidents that may result in death or serious bodily injury have been developed by San José Unified staff, who coordinate responses to safety-related issues across each of San José Unified's school sites and have consulted with other agencies, including the San José Police Department and San José Fire Department. Those procedures are not publicly disclosed consistent with the confidentiality provisions of Education Code 32281(f).

## Emergency Communication

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

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

### *Communication Channels*

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

- ParentSquare
- Email
- Text
- Phone

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

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

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

- Status of the school (lockdown, shelter-in-place, etc.)
- Summary of what happened
- Summary of emergency response
- Status of students and staff
- General information regarding investigation

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

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

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

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

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

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

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

***What Families Can Do During an Emergency***

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

Wait…

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

***What Families Can Do After an Emergency***

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

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

For more information, see Helping Children Cope with Traumatic Events.

## Agreement with the American Red Cross (Ed. Code 33282(a)(2)(B)(II)

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

## Refuge Shelter for Pupils and Staff (Ed. Code 33282(a)(2)(B)(III)(ia)

In the event of an evacuation order, San José Unified will identify an appropriate refuge shelter and coordinate the safe transport of students and staff to that location. Depending on the nature and geographic scope of the evacuation order and the type and size of the school(s) affected, San José Unified will determine the most appropriate refuge shelter location, which will typically be the nearest unaffected San José Unified school site with the capacity to support the evacuating school, and will communicate that location to families through its standard emergency communication channels as quickly as possible.

Upon arrival at the refuge shelter, evacuated students must be accounted for before they may be released. Only persons listed in the student's emergency contact record will be permitted to pick up a student.

San José Unified has notified the Santa Clara County Office of Emergency Services of its refuge shelter procedures in accordance with state law.

**Medical Emergency Protocol (Ed. Code 32282 (a)(2)(M) & (O))**

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

# MEDICAL EMERGENCY PROTOCOL

| | |
|---|---|
| **NOTE NECESSARY INFORMATION** | + **Location / address of emergency**<br>+ **Phone number you are calling from**<br>+ **Nature or type of emergency**<br>+ **Details of emergency** |
| **INTERNAL ASSISTANCE** | + **Contact school administrator and health office staff / school nurse**<br>+ **State details of emergency and student name**<br>+ **Follow their instructions and wait for assistance** |
| **CALL 911**<br><br>**Ask yourself, "Is this situation potentially life-threatening?"** | + **DIFFICULTY BREATHING**<br>**Person not breathing, has labored breathing, or choking**<br>+ **LOSS OF CONSCIOUSNESS**<br>**Any observed loss of consciousness by school staff**<br><br>+ **SEVERE UNCONTROLLED BLEEDING**<br><br>+ **SEVERE INJURY**<br>**Severe injury includes open bone fractures, severe uncontrolled pain, injury from assault**<br><br>+ **SEVERE INJURY TO HEAD, NECK, BACK - DO NOT MOVE THEM**<br><br>+ **SEIZURES**<br>**First time seizure or a seizure over 5 minutes**<br><br>+ **POSSIBLE OVERDOSE**<br>**Suspected drug overdose or poisoning**<br><br>+ **EMERGENCY MEDICATION**<br>**Any time an emergency medication is given** |
| **COMMUNICATION** | + **SCHOOL ADMINISTRATION will direct EMS to location of emergency and delegate the completion of the MIR**<br>+ **HEALTH OFFICE will contact or delegate the contact with parent / guardian and provide EMS with demographic information** |
| **STAY CALM + STAY WITH THE STUDENT** | |

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

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

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

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

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

Per Health and Safety Code section 11797.196, once a year all staff and students in grades 6-12 are to be notified of the:

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

## Information referenced by Education Code sections 32282(a)(2)(A)(C-I)(L-N)

San José Unified is governed by policies and regulations established by the Board of Education, the California Education Code, and Federal Law. The following information is copied verbatim from either policies and procedures or the 2026-2027 Handbook. To review complete policies and regulations, please visit our website at www.sjusd.org, click on Board of Education, and follow the instructions to view board policies and regulations.

The district believes all students have the right to be educated in a positive public school learning environment free from disruptions, discrimination, harassment, bullying, violence, and intimidation. As such, the district is committed to fostering an environment that promotes the dignity, equality, and safety of all. Students are expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

## Child Abuse Prevention and Reporting (Ed. Code 32282(a)(2(A))

The intent and purpose of this article is to protect children from abuse and neglect set forth in California Penal Code 11164 -11174.3.

***Duty to Report***

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

***Definitions***

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

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

    Teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care institutions, headstart teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional aides or other classified employees trained in child abuse reporting.
3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff

department, county welfare or juvenile probation department and child protective services.

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

***Reporting Procedures***

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

   Santa Clara County Social Services Agency 373 W. Julian St., Sant José, CA 95110

   Toll-free Hotline - (833) 722-5437
   Child Abuse/Neglect Hotline - (408) 299-2071
   Any immediate threat - 911

   The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:
   a. The name of the person making the report
   b. The name of the child
   c. The present location of the child
   d. The nature and extent of any injury
   e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse

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

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

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

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

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

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

If the mandated reporter does not disclose their identity to a district administrator, they shall at least provide or mail a copy of the written report to the district without their signature or name. *Please refer to Board Policy and Administrative Regulation 5141.4 Adopted September 20, 2001*

## Student Supervision (Ed. Code 32282(a)(2)(A)(ii))

San José Unified maintains procedures specifically designed to support the supervision and protection of students from child abuse, neglect, and sex offenses. These procedures include campus supervisors assigned to every school; School Resource Officers (SROs) assigned to secondary schools; employee identification badge requirements; required visitor check-in and screening through the district's visitor management system; mandated reporter training for employees and volunteers; and school site procedures for the appropriate supervision of students.

Site administrators and other staff assist with student supervision during recess, breaks, lunch, before and after school, and other times when students are under the school's supervision or participating in school-sponsored activities.

School administrators implement site-specific supervision practices based on the needs, activities, and physical layout of their school and address areas or circumstances requiring additional student supervision.

### *Background Checks for Employees, Volunteers, and Contractors*

Consistent with Education Code section 45125 and related law, San José Unified requires fingerprinting and a criminal background check for all employees and volunteers prior to their assignment to a school site.

Contractors whose work will involve contact or interaction with students must either (1) complete a criminal background check clearing them to work around students, or (2) be continuously monitored and supervised at all times by a certificated San José Unified employee who ensures the contractor has no interaction with students outside of that direct supervision.

## Suspension and Expulsion (Ed. Code 32282(a)(2)(C))

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

### *Grounds for Suspension and / or Expulsion*

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

A student may be suspended or expelled for any of the acts enumerated in Section 48900 that is related to a school activity, takes place while attending a school under the superintendent's or principal's jurisdiction, or occurs within any other school district.

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

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

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.
*Please refer to California Education Code section 48900.4*

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

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

***Authority to Suspend***

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

***Classroom Suspension***

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

***Expulsion***

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

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

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

## Mandatory Reporting (Ed. Code 32282(a)(2)(D))

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

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

## Notice of Non-Discrimination (Ed. Code 32282(a)(2)(E))

San José Unified prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on a person's real or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. This applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the LEA, and all acts of the governing board or body of the LEA, the superintendent of the school district, and the county superintendent of schools in enacting policies and procedures that govern the LEA.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported must report the incident to the coordinator or principal, whether or not the victim files a complaint. The incident must be documented in Infinite Campus in the student's file. When a school employee witnesses an act of discrimination, harassment, intimidation, or bullying, he or she should take immediate steps to intervene when it is safe to do so. Students, parents, employees, or others who wish for further information about these regulations, or who wish to file a complaint, should contact the following persons: The following employees have been designated to handle questions and complaints of alleged discrimination:

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

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

For section 504 Compliance complaints involving students:
Director of Special Education / SJUSD 504 Coordinator, Chris Metcalfe
504@sjusd.org, 855 Lenzen Avenue, San José, CA 95126

For facilities or other ADA / Title II complaints:
Director of Maintenance, Grounds, and Operations, Denny Pini, (408) 535-6000, dpini@sjusd.org, 855 Lenzen Avenue, San José, CA 95126
Please refer to Board Policy 0410, revised December 11, 2025

## Title IX: Gender Equity (Ed. Code 32282(a)(2)(E))

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

*Please refer to Administrative Regulation 5145.71 adopted August 24, 2023, Board Policy and Administrative regulation 6145 revised August 24, 2023, and Board Policy and Administrative Regulation 6145.2, revised January 14, 2014*

## Nondiscrimination / Harassment (Ed. Code 32282(a)(2)(E))

As stated above, the Board prohibits discrimination based on gender, gender identity, gender expression, intersex, transgender, gender nonconforming and nonbinary students. Complaints alleging discrimination, harassment, or bullying based on a student's actual sex or perceived gender identity, gender expression, or sexual orientation are to be handled in the same manner as other discrimination / harassment / bullying complaints.
*Please refer to Board Policy 5145.3 revised June 27, 2024*

## Sexual Harassment Policy (Ed. Code 32282(a)(2)(E))

The Governing Board is committed to maintaining a school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against anyone who reports, files a complaint, testifies about, or otherwise supports a complaint alleging sexual harassment. The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds, or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Title IX Coordinator
Director of Student Services
855 Lenzen Avenue
San José, CA 95126
(408) 535-6000
complaints@sjusd.org

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

- Unwelcome leering, sexual flirtations or propositions
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures or computer-generated images of a sexual nature

- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking, or brushing the body
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements or any physical interference with school activities when directed at an individual on the basis of sex
- Displaying sexually suggestive objects
- Sexual assault, sexual battery, or sexual coercion
- Electronic communications containing comments, words, or images described above

And / or under the following conditions:

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

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

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

The principal, superintendent, or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the superintendent or designee has determined that harassment has occurred, they must take prompt, appropriate action to end it and address its effects on the victim.
*Please refer to Board Policy 4119.11 revised December 12, 2024 and Board Policy and Administrative Regulation 5145.7 revised November 16, 2023*

### Hate-Motivated Behavior (Ed. Code 32282(a)(2)(E))

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior motivated by hate. Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim’s real or perceived race, color, ancestry,

nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in California Education Code 200 or 220.

Any student or parent / guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal or designee, the district's compliance officer, or any other staff member. Any staff member notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

When appropriate, students who engage in hate-motivated behavior shall disciplined. As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and those who exhibit such behavior.
The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

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

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

## Uniforms (Ed. Code 32282(a)(2)(F))

To promote a positive school climate, the principal, employees, and parents / guardians may establish a reasonable policy requiring students to wear uniforms. The school safety plan may include such a policy and must be presented to the Governing Board for approval. The Board will approve the plan upon determining that it is necessary to protect the health and safety of the school's students. The superintendent or designee will ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

## Dress and Grooming (Ed. Code 32282(a)(2(F))

San José Unified believes that students and their parents or guardians are primarily responsible for their attire and grooming. Appropriate attire and grooming contribute to a productive learning environment. We expect our students to pay appropriate attention to personal cleanliness and wear clothes suitable for the school activities in which they participate. School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. The administration and enforcement of the dress code will be gender-neutral and consistent. Schools may not enact policies with more restrictive or less restrictive dress and grooming codes except in cases where schools require uniforms. Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

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

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

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

A change of clothing is required for physical education (PE) classes. Students must wear shorts or sweats, tops, and gym shoes. PE teachers may judge the appropriateness of clothing to ensure student safety. No grade of a student participating in a physical education class may be adversely affected due to the student not wearing standardized physical education apparel because of circumstances beyond the control of the student.
*Please refer to California Education Code section 49066*

## Uniform Opt-Out Policy (Ed. Code 32282(a)(2)(F))

Parents / guardians may choose to have their children exempted from the school uniform policy. Students who opt out will not be penalized academically or otherwise discriminated against. Parents should contact their student's school to ask about their opt-out policy. Students who opt out of school uniforms must continue to follow San José Unified's Dress and Grooming policy described above.

## Ingress and Egress to and from School (Ed. Code 32282(a)(2)(G))

The principal of each school shall ensure that certificated employees, teacher aides or yard aides supervise the conduct and safety, and direct the play, of students of the school who are on school grounds before and after school, during recess, and during other intermissions.
*Please refer to Board Policy and Administrative Regulation 5142, revised March 28, 2019*

***Before and After School***
For the safety of students, parents are not to drop students off at school more than 30 minutes before the start of school unless a student is involved in a regular school activity or community program. Similarly, parents and guardians are to arrange to have students picked up immediately after school unless a student is involved in a regular school activity or community program or is staying at the request of a school employee. The school will contact the parent when the school wishes to have the student remain after school. If a student rides a San José Unified bus to and from school, the parent or guardian has the responsibility to arrange to meet the child at the designated bus drop-off location at the designated time.
*Please refer to the Transportation section of the handbook*

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

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

***Use of Bicycles, Scooters, Skateboards, etc.***
Students who ride bicycles, scooters, skateboards, or other alternative personal modes of transportation, including electric or motorized rideable, must wear a helmet and observe all applicable safety laws.

Riders must be at least 16 years of age for Class 3 E-Bikes and must also hold a valid driver's license or permit for all E-Scooters. Students not wearing their helmets or violating safety laws and rules are subject to citation and other disciplinary action by the school. Once on campus, all bicycles and scooters must only be parked in designated areas. Students may contact the school administration to request special accommodations.

***Closed Campus***
To protect the safety and security of our students, all San José Unified school campuses are closed for all students. Students may not leave the school grounds at any time during the school day without permission from their parent or guardian and the school office. Students must follow all school procedures regarding check-out before leaving. Food cannot be ordered and delivered to the school through a delivery service during school hours.
*Please refer to Board Policy and Administrative Regulation 5112.5 revised September 20, 2001*

***Visiting Our Schools***

San José Unified welcomes parents and community members to visit our schools. Classroom visits must be pre-arranged with the principal, and parents and guardians are expected to adhere to all school rules and behave respectfully to all employees. Parents and guardians are not allowed to interact with children other than their own unless given explicit permission before the visit. We ask that visitors please park in designated areas when possible. All visitors must go to the school office to check in and get a visitor's pass. For safety reasons, state law requires schools to register all guests who enter school property. Unauthorized persons are prohibited from entering or remaining on school grounds. If court-issued restraining orders exist that limit a parent's access to visiting their child or receiving information about their child, the custodial parent must provide the school principal with a copy of such an order. Only persons listed in a student's record are permitted to pick up the student without specific parental permission.
The principal or designee may request that any individual causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.
*Please refer to Board Policy and Administrative Regulation 1250, revised November 16, 2023, and California Penal Code 626.7*

***Staff Identification and Itinerant Staff Sign-In***
To support a safe and secure campus environment, all San José Unified employees are expected to always wear their district-issued identification badge while on duty. Itinerant staff, including district personnel who travel between school sites, shall sign in and out at the front office upon each visit to a school site so that site administrators are aware of all individuals on campus at any given time.

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

## Cell Phones and Electronic Devices (Ed. Code 32282(a)(2)(H))
San José Unified has updated its phone policy to follow the Phone-Free Schools Act using input from students, parents, and teachers. It is important for students to feel focused, respected, and safe at school. To support learning and limit distractions, students are expected to keep mobile communication devices, phones, smartwatches, and other Wi-Fi or cellular-connected devices turned off and put away during the school day. Here's what you need to know:

***During the School Day***

- This means the phone, smartwatch, or other device must be turned off and put away from the first instructional period until the school day ends, whether on campus or a school trip.

- Devices should be stored in their backpack or a place the teacher indicates, not in their hands or pockets.
- Privacy and Recording:
- No recording people (audio, video, or photos) without permission. That includes classmates and staff. Recording inappropriate behavior can lead to serious consequences, including suspension or expulsion.
- By law (California Education Code 51512), no one can record in a classroom without the teacher and principal's permission— it disrupts learning
- You're allowed to use your phone or smartwatch only if:
- There's an emergency.
- A teacher or administrator gives permission.
- You need it for a medical reason (with a note from a doctor).
- It's part of your IEP or 504 plan.

School staff will work together to ensure consistency throughout the entire campus from the first bell to the last bell of the school day.
*Please refer to California Education Code section 48901.7 and Board Policy 5131.8 Adopted May 8, 2025*

## Bullying (Ed. Code 32282(a)(2)(H)(I))

Bullying is defined as repeated and severe physical or verbal act or conduct directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student(s) in fear of harm to self or property
- Causing significant harm to a student's physical or mental health
- Causing substantial interference with the student's academic performance
- Causing significant problems with a student's ability to take part in or benefit from the services, activities, or privileges provided by a school

***Behaviors Inappropriate at School and in the Community***

- Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- Social / relational bullying: An act that harms a person's reputation or relationships, spreading rumors, or embarrassing someone in public
- Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, website, or fake profiles

*Please refer to Board Policy 5131.2 revised November 2, 2023 and Administrative Regulation 5131.2 Adopted January 30, 2020*

***Responding to Bullying Behavior***

If you or someone you know has been a victim of suspected bullying, report these instances to a teacher, counselor, supervisor, school administrator, or other trusted adult as soon as possible.

Social media bullying is on the rise and can occur through email, text or messages through social media, forums, or gaming platforms where people can view, participate in, or share content.

- If you experience bullying, some immediate steps you can take include walking away or telling the aggressor to stop in a firm, but calm way.
- If you witness bullying behavior, be more than just a bystander. Only intervene if it is safe to do so. Peer- to-Peer early intervention is proven to be effective in reducing bullying.
- In a moment of bullying, a safe way someone can help the person being bullied can include creating a distraction to help focus the attention on something else.
- If you are the target of cyberbullying:
- Save evidence by taking screen shots or keeping copies of bullying texts, emails, or other communications.
- Don't respond. Tell a teacher, counselor, supervisor, school administrator, or other trusted adult as soon as possible.
- Block the aggressors from your social media, email, or other social networking pages.
- If you are a secondary student, use the STOPit bookmark or app to report bullying behavior.

## Student Searches and Interviews (Ed. Code 32282(a)(2)(L))

In order to maintain a safe learning environment for students, school staff may need to investigate concerns brought forward by members of the school community. Part of that investigation will include interviewing students about the specific school matter. In this case school officials have the right to interview a student regarding school matters without prior parental consent.

Searching a student's attire, personal property, vehicle, or school property, including desks, school lockers, and backpacks, will only be done if the principal or designee has reasonable suspicion that a student possesses illegal, illegally obtained items, or items that violate school rules. Parents do not have to be present for school officials to search a student. Please support us in maintaining a safe learning environment by ensuring your child does not bring vaping devices, knives, or other weapons to school.

Law enforcement officers may assist school administrators in searching a student under appropriate circumstances when school officials have a reasonable suspicion that the student has violated school rules or the student code of conduct or applicable law. Law enforcement may assist in searches initiated by school officials to help ensure the safety and security of the school. School officials will cooperate with law enforcement as appropriate when violations of law or the student code of conduct are the basis of suspected student discipline. A school resource officer assigned to a school may search a student under the reasonable suspicion standard.
*See In Re K.S. (2010) 183 Cal.App.4th 72, 108*

## Reporting to Law Enforcement (Ed. Code 32282(a)(2)(L))

State law requires district staff to notify law enforcement in a variety of situations that may involve controlled substances, weapons, violence, or threats of violence.
*Please refer to California Education Code sections (including 44014, 48267, 48900, 48902, and 48915) and California Penal Code (including 245, 626.9, and 626.10)*

## Law Enforcement on Campus (Ed. Code 32282(a)(2)(L))

Law enforcement agencies may interview a student on campus when necessary but must follow strict criteria. section 625.6 of the Welfare and Institutions Code states the provisions for conducting a custodial interrogation with a youth 17 years of age or younger.

Before a custodial interrogation by a peace officer and before waiving any Miranda rights, a youth 17 years of age or younger must consult with legal counsel in person, by telephone, or by video conference. This consultation may not be waived. The prior consultation requirement does not apply to the admissibility of a statement of a youth 17 years of age or younger if both of the following criteria are met: (1) the officer who questioned the youth reasonably believed the information the officer sought was necessary to protect life or property from an imminent threat and (2) the officer's questions were limited to those questions that were reasonably necessary to obtain that information.

Under circumstances where a student is a victim of certain emotionally sensitive crimes, the student can request a school administrator, Child Welfare and Attendance (CWA) Counselor, the school nurse, and / or the school counselor be present for emotional support during the interview. The school is required to notify the parent / guardian if a student is released to an officer, except when the child is placed into custody as a victim of child abuse or neglect.

## Response to Immigration Enforcement (Ed. Code 32282(a)(2)(N))

Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency, and schools are not required to keep a copy of the document used as proof of a child's age. Information about citizenship/immigration status and a Social Security number are never needed for school enrollment.

Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena. Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents/guardians with written notice of the directory information policy and provide the option to refuse the release of their child's information.

***Responding to Requests for Information-Related Information or Documents***

Upon receiving any verbal or written request for information or documents related to a student's or family's immigration or citizenship status, district staff shall:

1. Record or otherwise document the request and notify the Superintendent or designee about the request
2. Provide student's parent/guardian or, if the student is at least 18 years old, the student, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a court order, judicial subpoena/warrant, or in cases involving investigation of child abuse, neglect, or dependency

Information or documents related to a student's immigration or citizenship status shall not be disclosed to a law enforcement officer without consent by the parent/guardian or, if the student is

at least 18 years old, by the student, a court order, or judicial subpoena/warrant. To obtain written consent, the release of student information shall include the following information:

1. The signature and signature date of the parent/guardian, or student if the student is at least 18 years old
2. A description of the records to be disclosed
3. The reason for the release of information
4. The parties or class of parties receiving the information
5. A copy of the records to be released, if requested by the parent/guardian or student

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena/warrant.

***Responding to Requests for Access to Students or School Grounds***
District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with the visitor's name, address, occupation, age if less than 21, purpose in entering the school grounds, proof of identity, and any other information required by law.
*California Penal Code 627.2 and 627.3*

District staff shall report the presence of any immigration enforcement officers to on-site district police and other appropriate administrators.

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

In addition, district staff shall take the following actions in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent or designee, except under exigent circumstances that necessitate immediate action
2. Request to see the officer's credentials, including the officer's name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for the reason for being on school grounds and document the response

4. Request that the officer produce any documentation that authorizes school access
5. Make a copy of all documents produced by the officer and retain one copy for school records
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, comply with the officer's orders and immediately contact the Superintendent or designee
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
    a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, district staff shall inform the agent that they cannot consent to any request without first consulting with the district's legal counsel or other designated district official.
    b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, district staff shall promptly comply with the warrant. If feasible, district staff shall consult with the district's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
    c. If the officer has a subpoena for production of documents or other evidence, district staff shall inform the district's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus.
9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
    a. A list or copy of the officer's credentials and contact information
    b. The identity of all school personnel who communicated with the officer
    c. Details of the officer's request
    d. Whether the officer presented a warrant or subpoena to accompany the request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge
    e. District staff's response to the officer's request
    f. Any further action taken by the officer
    g. A photo or copy of any documents presented by the officer
10. Provide a copy of these notes and associated documents collected from the officer to the district's legal counsel or other designated district official

The district's legal counsel or other designated official shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's responses.
*Please refer to California Education Code section 234.7*

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

***Responding to the Detention or Deportation of Student's Family Member***

The Superintendent or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The Superintendent or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

The Superintendent or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The Superintendent or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a district school, provided that the parent/guardian was a resident of California and the student lived in California immediately before the student moved out of state as a result of the parent/guardian's departure.

*Please refer to California Education Code section 48204.4*

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an ICE detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

## Instructional Continuity Plan (Ed. Code 32282 (a)(3)(A)(i)(ii)

San José Unified is governed by policies and regulations established by the Board of Education, the California Education Code, and Federal Law. The following information is copied verbatim from the Instructional Continuity Plan, which serves as a living document to be reviewed at least annually. To review the document, please visit our website at www.sjusd.org, click on Resources, and then click on Instructional Continuity Plan.

***Overview***

In response to the significant loss and disruption caused by the natural disaster or emergency for many students and staff in the San José Unified School District, we have developed this instructional continuity plan. The core of this plan is to return to in-person instruction as quickly as possible once San José Unified staff can meet the multiple reopening conditions. This plan relies on most students returning to in-person learning within five calendar days. It also provides

access to an emergency home learning plan for those unable to come to campus due to housing loss or health conditions that prevent a quick return to school.

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

***Communication***

All communication with students and families during an emergency will occur through San José Unified's regular communication platforms and systems as soon as electrical power and internet service are restored. These methods may include ParentSquare, email, phone calls, text messages, district and school websites, Canvas, and other district-approved communication tools. Schools and district staff will use these systems to provide updates on school operations, instructional expectations, student supports, and access to in-person or remote learning opportunities. When possible, communication will be provided in families' primary languages, consistent with district communication practices.

***School Reopening Target Date***

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

Reminder for families: If the disaster or emergency caused the school to losepower, parents must send new refrigerated medicine to school with their students.

***Emergency Home Learning Plan Summary***

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

Families must contact the school attendance office to report the duration of absences from school. The attendance office will record their participation in home learning for these six school days.

Students participating in emergency home learning are those who cannot attend in-person school because of reasons directly related to the natural disaster or emergency. This means that students

in emergency home learning are unable to participate in athletics or extracurricular activities until they return to in-person classes.

***Emergency Home Learning Plan: TK-5***

*TK / K*

Reading: 20 minutes- Read aloud with an adult or listen to audiobooks
Storyline Online
Math 20 minutes- Practice your numbers, counting, and math facts with an adult.
Writing 10 minutes- Practice writing upper and lower case letters, numbers, and name
Enrichment- Legos, blocks, puzzles, play-dough, coloring, cutting, and crafting

*1st / 2nd Grade*

Reading: 30 minutes- Read aloud with an adult or independently, or listen to audiobooks
Storyline Online; complete lessons on Istation
Math 30 minutes- Practice your numbers and math facts with an adult or complete lessons on DreamBox
Writing 20 minutes- Keep a daily journal Journal Prompt Suggestions
Enrichment- Legos, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

*3rd / 4th Grade*

Reading: 45 minutes- Read aloud with an adult or independently or listen to audiobooks
Storyline Online; complete lessons on Istation
Math 45 minutes- Practice your numbers and math facts with an adult or complete lessons on DreamBox
Writing 30 minutes- Keep a daily journal about your day Journal Prompt Suggestions
Enrichment- Legos, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

*5th Grade*

Reading: 60 minutes- Read aloud with an adult or independently or listen to audiobooks
Storyline Online; complete lessons on Istation
Math 60 minutes- Practice your numbers and math facts with an adult or complete lessons on DreamBox
Writing 45 minutes- Keep a daily journal about your day Journal Prompt Suggestions
Enrichment- Legos, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

***Emergency Home Learning Plan: Grades 6-12***

Check Canvas for each class and complete the essential assignments posted by the teachers. Hand in assignments based on proposed due dates. The completion of assignments is to provide access to course content and materials to support student learning progress.

***Students Away from Campus for a Longer Period***

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