

**San Juan Unified School District**  
*Regular Meeting of the Board of Education*  
3738 Walnut Avenue, Carmichael, CA 95608

Tanya Kravchuk, President  
Manuel Perez, Vice President  
Nick Bloise, Clerk  
Zima Creason, Member  
Abid Stanekzai, Member  
Pam Costa, Member  
Ben Avey, Member

**Board of Education Agenda**  
**February 24, 2026**

**PUBLIC PARTICIPATION GUIDELINES**

Board of Education meetings are held in person in the board room located at 3738 Walnut Avenue, Carmichael, California. Alternatively, you can view the board meeting virtually via livestream from a computer, mobile device or tablet at <https://www.sanjuan.edu/boardmeeting>.

The full agenda packet is available on the district website at <https://www.sanjuan.edu/boardagendas>. The district has taken the following steps to assist the public in offering public comment:

1. In Person Public Comment. Public comment may be offered in person during the board meeting at the district office located at 3738 Walnut Avenue, Carmichael, California. Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter. Please be aware that public comments, including your name, become part of the public record.
2. Online Submission of Public Comment. Members of the public may submit written comments by using the comment form located on the district website at <https://www.sanjuan.edu/boardmeeting>. If you wish to submit a written comment on more than one agenda item, please submit a separate form for each item on which you are commenting. Written comments are limited to 1,500 characters. Comments will be provided to the members of the board.

**A. OPEN SESSION/CALL TO ORDER/ANNOUNCEMENT OF CLOSED SESSION TOPICS - 5:00 p.m.**

1. Visitor Comments (for closed session agenda items only)  
Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter. Public comments, including your name, become part of the public record.

**B. CLOSED SESSION - 5:00 p.m.**

1. Personnel Matters (Government Code section 54957).
  - a. Superintendent's goals.
2. Collective bargaining matters – discussion with negotiator Trent Allen, Chief of Staff, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units, and regarding non-represented groups: management and confidential units (Government Code section 54957.6).
3. Conference with Legal Counsel - Anticipated Litigation
  - a. Social media (Government Code section 54956.9(d)(2) and (4)).

**C. RECONVENE OPEN SESSION/PLEDGE OF ALLEGIANCE - 6:30 p.m.**

**D. APPROVAL OF MINUTES**

1. Minutes - February 10, 2026, regular meeting

Action: The superintendent is recommending that the board approve the minutes for February 10, 2026, regular meeting, pages 2738-2740.

**E. RECOGNITION - 6:35 p.m.**

1. Arts Education Month

Action: The superintendent is recommending that the board adopt Resolution No. A-462, recognizing the month of March as Arts Education Month.

**F. ORGANIZATIONS/ANNOUNCEMENTS - 6:40 p.m.**

1. High School Student Council Reports
2. Staff Reports
3. Board-appointed/District Committees
4. Employee Organizations
5. Other District Organizations
6. Closed Session/Expulsion Actions (Government Code section 54957.1)

**G. VISITOR COMMENTS - 6:50 p.m.**

Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter. Public comments, including your name, become part of the public record.

**H. CONSENT CALENDAR - 7:20 p.m.**

Action: The administration recommends that the consent calendar, H-1 through H-8, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

1. Personnel Report

The superintendent is recommending that the board approve the personnel report and related items – appointments, leaves of absence and separations.

2. Financial Report

The superintendent is recommending that the board approve the financial report which includes warrants and payroll.

3. Surplus Property

The superintendent is recommending that the board approve the disposal of surplus property pursuant to Board Policy 3270.

4. Gifts

The superintendent is recommending that the board accept the list of gifts.

5. Proposed New and Revised Board Policies Aligned with Updates to Education Code 234.7

The superintendent is recommending that the board adopt newly proposed board policies and approve board policy revisions related to updates to Education Code 234.7 (as amended by Assembly Bill 495 [2025], Senate Bill 98 [2025], and Assembly Bill 49 [2025]), and other Education and Government Code updates:

1. Board Policy 1445 Response to Immigration Enforcement (new)
2. Board Policy 5145.13 Response to Immigration Enforcement (retire via Resolution No. 4252)
3. Board Policy 0450 Comprehensive Safety Plan (new)
4. Board Policy 1340 Access to District Records (revisions)
5. Board Policy 5125 Student Records (revisions)
6. Board Policy 5125.1 Release of Directory Information (revisions)

(Discussed: 02/10/2026).

6. Ratification of Committee Member

The superintendent is recommending that the board ratify the appointment of one committee member.

7. Certification of Absence: Pam Costa

The board is asked to certify that the February 10, 2026, absence of Board Member Pam Costa occurred due to illness, pursuant to Education Code 35120(c) and Board Bylaw 9250.

8. Certification of Absence: Abid Stanekzai

The board is asked to certify that the February 10, 2026, absence of Board Member Abid Stanekzai occurred due to a hardship deemed acceptable by the board (family matter), pursuant to Education Code 35120(c) and Board Bylaw 9250.

I. **CONSENT CALENDAR (continued, if necessary)**

Discussion and action on the items removed from the consent calendar.

J. **BUSINESS ITEMS**

1. **Arts Education and Proposition 28 Update (Dale) - 7:25 p.m.**

Report: The superintendent is recommending that the board hear an update on arts education programs in San Juan Unified and the ongoing implementation of Proposition 28 funding.

2. **Comprehensive School Safety Plans (CSSPs) (Allen) - 7:45 p.m.**

Discussion/Action: The superintendent is recommending that the board discuss and approve updates to each school's Comprehensive School Safety Plan (CSSP).

3. **Resolution Reducing or Discontinuing Certain Classified Services (Henry) - 8:00 p.m.**

Action: The superintendent is recommending that the board adopt Resolution No. 4245, reducing or discontinuing certain classified positions effective June 30, 2026, because of lack of work and/or lack of funds. Discussed: 02/10/2026.

4. **Resolution Reducing or Discontinuing Particular Kinds of Services - TK-12 Certificated (Henry) - 8:05 p.m.**

Action: The superintendent is recommending that the board adopt:

1. Resolution No, 4246, reducing or discontinuing particular kinds of services, and the corresponding amount of certificated staffing that will be reduced as a result.
2. Resolution No. 4247, establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire.

Discussed: 02/10/2026.

5. **Resolution Reducing or Discontinuing Particular Kinds of Services - Early Childhood Education (Henry) - 8:10 p.m.**

Action: The superintendent is recommending that the board adopt:

1. Resolution No. 4248, reducing or discontinuing certain certificated positions in the Early Childhood Education program effective June 30, 2026, because of lack of work and/or lack of funds.
2. Resolution No. 4249, establishing criteria to apply to break a tie in seniority for Early Childhood Education certificated staff affected by program reductions and who have the same date of hire.

Discussed: 02/10/2026.

**6. Resolution Reducing or Discontinuing Particular Kinds of Services - Adult Education (Henry) - 8:15 p.m.**

Action: The superintendent is recommending that the board adopt:

1. Resolution No. 4250, reducing or discontinuing particular kinds of services, and the corresponding amount of adult education certificated staffing that will be reduced as a result.
2. Resolution No. 4251, establishing criteria to apply to break a tie in seniority for adult education certificated staff affected by program reductions and who have the same date of hire.

Discussed: 02/10/2026.

**7. California School Boards Association (CSBA) Delegate Assembly Election (Board) - 8:20 p.m.**

Action: The board may wish to vote for no more than two (2) candidates for subregion 6-B of the CSBA Delegate Assembly.

**K. BOARD REPORTS - 8:25 p.m.**

**L. FUTURE AGENDA - 8:30 p.m.**

1. Tentative future agenda items

The board may wish to identify items to be discussed at future meetings and the reasons therefore.

**M. CLOSED SESSION (continued, if necessary)**

Announcement of topics/announcement of actions.

**N. ADJOURNMENT - 8:35 p.m.**

***NOTE: The times indicated are approximate.***

The Board of Education welcomes and encourages the public's participation at the board meetings and has devoted time throughout the meeting for that purpose. You may comment on items included on this agenda; however, we ask that you limit your comments to two (2) minutes, so that as many people as possible may be heard (Education Code section 35145.5, Government Code section 54954.3).

A person with a disability may contact the Board of Education office at (916) 971-7111, or email [stephanie.cunningham@sanjuan.edu](mailto:stephanie.cunningham@sanjuan.edu) at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format, or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.

Translation and interpretation services will be made available upon request with advance notice. If you wish to utilize these services, please notify the Board of Education office at (916) 971-7111, or email [stephanie.cunningham@sanjuan.edu](mailto:stephanie.cunningham@sanjuan.edu), at least 24 hours before the scheduled board meeting to allow for the scheduling of appropriate translation staff and other resources.

**Mission Statement**

*We partner with our San Juan Unified community in setting high expectations for academic achievement rooted in equity and unity to create supportive learning experiences in which all students, families and staff can excel and thrive.*

**San Juan Unified Land Acknowledgement**

*The San Juan Unified School District acknowledges that our schools are located on the ancestral lands of the Nisenan and Miwok peoples, who continue to care for this land as they have since time immemorial. We deeply respect their ongoing connection to this land and recognize their resilience in preserving and revitalizing their*

*cultures and traditions despite historical and ongoing challenges.*

*We recognize the profound injustices endured by their ancestors, including genocide, forced assimilation, and displacement, and we remain aware of the ongoing challenges and injustices they face today. As we advance in our commitment to equity and inclusion, we pledge to strengthen our connections by fostering a culture of understanding, respect, and active collaboration with their communities.*



**San Juan Unified School District**  
Board of Education  
3738 Walnut Avenue, Carmichael, California 95608

**Board of Education Minutes  
February 10, 2026**

**Regular Meeting**  
Board of Education  
6:30 p.m.

**Open Session/Call to Order/Pledge of Allegiance (A)**

At 6:30 p.m., the February 10 regular meeting was called to order by the president, Tanya Kravchuk. The board meeting was held in person and was also livestreamed on the district website. Four members of the Casa Roble Fundamental High School Jr. ROTC led the group in the Pledge of Allegiance.

**Roll Call**

Present:

Tanya Kravchuk, president  
Manuel Perez, vice president  
Nick Bloise, clerk  
Zima Creason, member  
Ben Avey, member (*via teleconference*)

Absent:

Abid Stanekzai, member  
Pam Costa, member

**Minutes Approved (B)**

It was moved by Mr. Perez, seconded by Mr. Bloise, that the minutes of the January 27 regular meeting be approved. MOTION CARRIED 5-0-2 [AYES: Kravchuk, Perez, Bloise, Creason, Avey; NOES: None; ABSENT: Stanekzai, Costa].

**High School Student Council Reports (C-1)**

High School Student Council representatives Nia Blunt and Jonathon King from Mesa Verde High School and Alexander Sivongxay and Julianna Alonzo from Del Campo High School updated the board on the goals, activities and achievements at their respective schools.

**Visitor Comments (D)**

Jillian Ostring shared information about her daughter's experiences as a student at Carriage Elementary School.

**Consent Calendar Approved (E-1/E-6)**

It was moved by Mr. Bloise, seconded by Mr. Perez, that the consent calendar items E-1 through E-6 be approved. MOTION CARRIED 5-0-2 [AYES: Kravchuk, Perez, Bloise, Creason, Avey; NOES: None; ABSENT: Stanekzai, Costa].

**Personnel Report (E-1)**

Appointments, leaves of absence and separations – approved as submitted.

**Purchasing Report (E-2)**

Purchase orders, service agreements and contracts; and change orders/amendments – approved as submitted.

**Surplus Report (E-3)**

Approval to dispose of surplus property pursuant to Board Policy 3270.

**Gifts (E-4)**

Acceptance of gifts from Bella Vista High School, Camp Winthers, Encina High School and Starr King K-8 School.

**Revisions to Governance Handbook (E-5)**

Approval of the proposed revisions to the Governance Handbook. (Discussed: 01/13/2026).

**Revisions to Board Policy 5117 Interdistrict Attendance (E-6)**

Approval of the proposed revisions to Board Policy 5117 Interdistrict Attendance. (Discussed: 01/27/2026).

**2025-2026 Local Control and Accountability Plan (LCAP) Mid-Year Update (G-1)**

Assistant Superintendent of Educational Services Harvey Oaxaca, Ed.D., introduced Director of Student Learning Assistance Gwyn Dellinger, who provided a mid-year update on the LCAP explaining that the district is currently in year two of the three-year cycle and the report reflects work completed to date. Ms. Dellinger highlighted the status of the budget and spending progress, noting that the district is largely on track with allocations and expenditures across goals 1–3. Ms. Dellinger also summarized implementation progress, reporting that the vast majority of planned actions are fully implemented across goals 1–3. Ms. Dellinger provided details on high-leverage services supporting student achievement, engagement, school climate, and targeted groups including English learners, foster youth, homeless students and low-income students. Ms. Dellinger also shared information about educational partners and outlined next steps. Board members made comments. Ms. Creason acknowledged that the update was a mid-year review and not a year-end report; she noted the importance of alignment among the district's LCAP, Strategic Plan and superintendent's goals; and she expressed encouragement that most strategies have been implemented and shared her hope for continued progress. Ms. Kravchuk expressed appreciation for the clarity of the report, commented about the implementation and spending progress, and she noted the positive sentiment of the Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC).

**Choices Charter School Mid-Year Local Control and Accountability Plan (LCAP) Update 2025-2026 (G-2)**

Assistant Superintendent of Educational Services Harvey Oaxaca, Ed.D., introduced Choices Charter School Director Brent Givens, who provided a mid-year update on the Choices Charter School LCAP. Mr. Givens discussed the school profile highlighting key successes and areas for growth, educational partner engagement, LCAP goals and areas of focus, resource allocations and budget alignment, and metrics and data, including local indicators. Mr. Givens also shared next steps.

**Proposed New and Revised Board Policies Aligned with Updates to Education Code 234.7 (G-3)**

Dr. Oaxaca presented for discussion the newly proposed board policies and board policy revisions related to updates to Education Code 234.7 (as amended by Assembly Bill 495 [2025], Senate Bill 98 [2025], and Assembly Bill 49 [2025]), and other Education and Government Code updates: Board Policy 1445 Response to Immigration Enforcement (new); Board Policy 5145.13 Response to Immigration Enforcement (retire via Resolution No. 4252); Board Policy 0450 Comprehensive Safety Plan (new); Board Policy 1340 Access to District Records (revisions); Board Policy 5125 Student Records (revisions); and Board Policy 5125.1 Release of Directory Information (revisions). Ms. Kravchuk asked a clarifying question regarding BP 5125, which Dr. Oaxaca addressed. Action was scheduled for February 24.

**Resolution Reducing or Discontinuing Certain Classified Services (G-4)**

Senior Director of Human Resources Cloris Henry, Ed.D., explained that a resolution is necessary to address the statutory process for reducing or discontinuing certain classified positions, effective June 30, 2026, due to lack of work and/or lack of funds. Board members acknowledged the difficulty of making such decisions while balancing the need for fiscal responsibility. Action was scheduled for February 24.

**Resolution Reducing or Discontinuing Particular Kinds of Services - TK-12 Certificated (G-5)**

Dr. Henry explained that a resolution is required by the California Education Code to provide advanced notice to TK-12 certificated employees by March 15 for reducing or discontinuing particular kinds of services (PKS). Dr. Henry further explained that an additional resolution establishes criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire. Action was scheduled for February 24.

**Resolution Reducing or Discontinuing Particular Kinds of Services - Early Childhood Education (G-6)**

Dr. Henry explained that a resolution is required by the California Education Code to provide advanced notice to early childhood education certificated employees by March 15 for reducing or discontinuing particular kinds of services (PKS). Dr. Henry further explained that an additional resolution establishes criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire. Action was scheduled for February 24.

**Resolution Reducing or Discontinuing Particular Kinds of Services - Adult Education (G-7)**

Dr. Henry explained that a resolution is required by the California Education Code to provide advanced notice to adult education certificated employees by March 15 for reducing or discontinuing particular kinds of services (PKS). Dr. Henry further explained that an additional resolution establishes criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire. Action was scheduled for February 24.

**Board Reports (H)**

Ms. Creason welcomed Superintendent Bassanelli back.

Superintendent Bassanelli expressed appreciation for the support, care and leadership during her absence, thanking board members, Mr. Allen and cabinet members.

Mr. Avey recognized the Scouts in the audience who were working toward earning a merit badge.

**Future Agenda (I)**

There were no items added to the future agenda.

**Adjournment (J)**

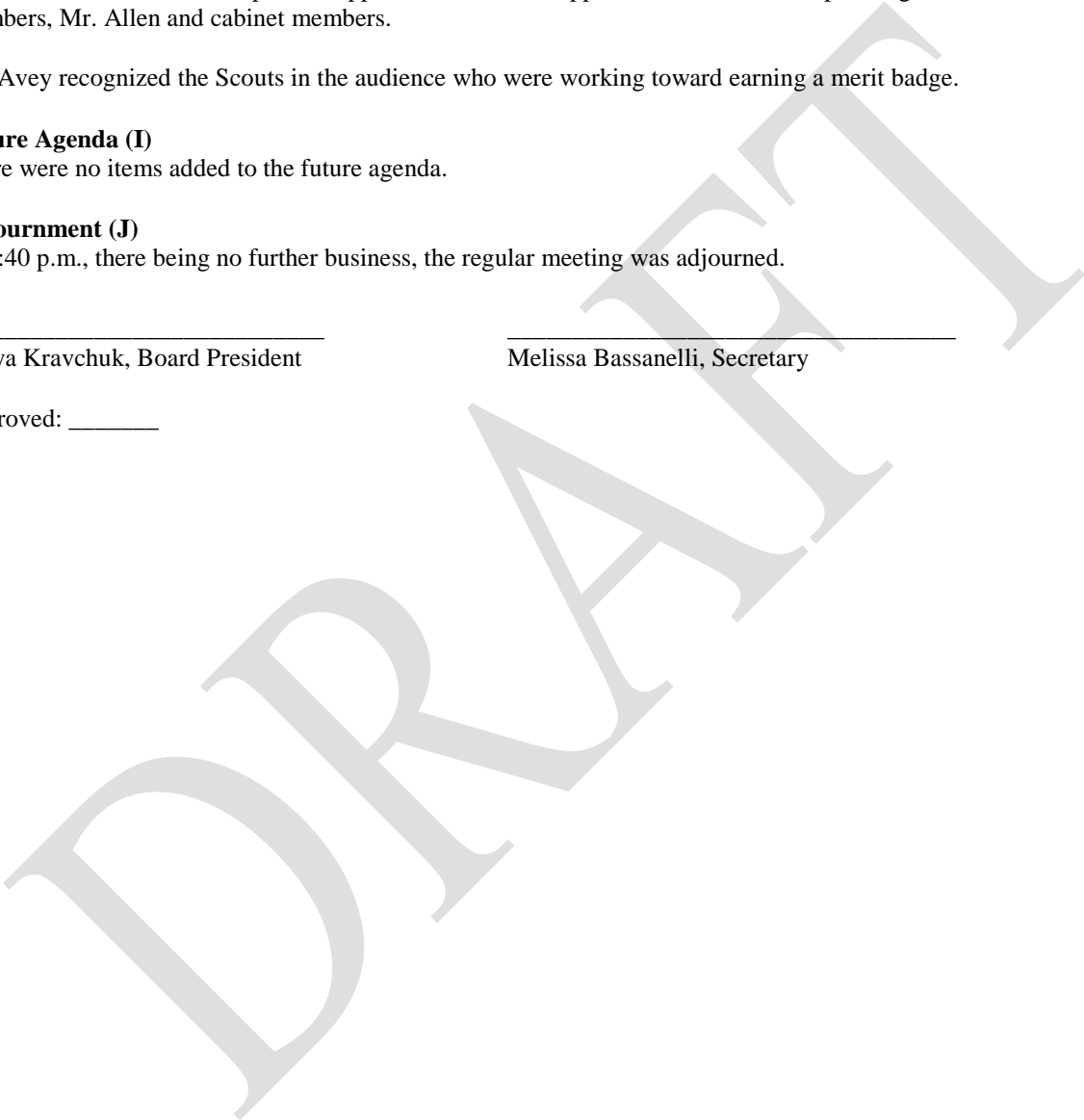
At 7:40 p.m., there being no further business, the regular meeting was adjourned.

\_\_\_\_\_  
Tanya Kravchuk, Board President

\_\_\_\_\_  
Melissa Bassanelli, Secretary

Approved: \_\_\_\_\_

:sc



**SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**AGENDA ITEM:** E.1

**MEETING DATE:** 02/24/2026

**SUBJECT:** Arts Education Month

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board adopt Resolution No. A-462, recognizing the month of March as Arts Education Month.

**RATIONALE/BACKGROUND:**

The resolution recognizes the month of March as Arts Education Month and acknowledges continued district support for arts programs and our arts practitioners and staff. San Juan Unified believes strongly that a well-rounded education, including the arts, helps to fully prepare our students for college and career.

**ATTACHMENT(S):**

1. [Arts Education Month Resolution](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/09/2026

**FISCAL IMPACT:**

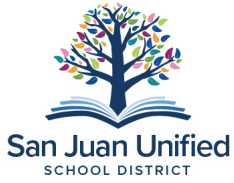
N/A

**PREPARED BY:**

Sarah Brown, Program Specialist, Visual and Performing Arts  
Nicole Kukral, Director, Professional Learning and Curriculum Innovation

**APPROVED BY:**

Timothy C. Dale, Ed.D., Deputy Superintendent, Schools and Student Support  
Melissa Bassanelli, Superintendent of Schools



**SAN JUAN UNIFIED SCHOOL DISTRICT  
Resolution No. A-462**

**Arts Education Month  
March, 2026**

**WHEREAS**, we strongly believe that visual and performing arts are an essential part of a well-rounded education from preschool through grade 12; and

**WHEREAS**, through a well-balanced arts education, students develop skills in critical thinking, problem solving, communication, collaboration, self-expression, reflection, cultural appreciation and responsiveness; and

**WHEREAS**, the Every Student Succeeds Act (ESSA) fully supports a “well-rounded education” with the goal of fully preparing all students for success in college and careers; and

**WHEREAS**, research from the California Alliance for Arts Education has demonstrated that arts education contributes to higher test scores and reduces truancy and dropout rates; and

**WHEREAS**, thousands of students in the San Juan Unified School District participate in and benefit from a quality arts education including art, music, theater, dance and media experiences in the classroom and in the community.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education proposes continued support of arts education. This resolution gives recognition to the students in our district and our dedicated arts education professionals and volunteers.

**BE IT FURTHER RESOLVED** that the Board of Education applauds the demonstrated enthusiasm and talent of the many San Juan Unified students participating in musical performances, dance and theatrical presentations and art exhibits in our schools and in our community.

Attested to this 24<sup>th</sup> day of February 2026

\_\_\_\_\_  
Tanya Kravchuk, President

\_\_\_\_\_  
Melissa Bassanelli, Superintendent of Schools

\_\_\_\_\_  
Manuel Perez, Vice President

\_\_\_\_\_  
Nick Bloise, Clerk

\_\_\_\_\_  
Zima Creason, Member

\_\_\_\_\_  
Abid Stanekzai, Member

\_\_\_\_\_  
Pam Costa, Member

\_\_\_\_\_  
Ben Avey, Member

Board of Education  
San Juan Unified School District  
Sacramento County, California

**SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**AGENDA ITEM:** H.1

**MEETING DATE:** 02/24/2026

**SUBJECT:** Personnel Report

**DEPARTMENT:** Human Resources

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the personnel report and related items – appointments, leaves of absence and separations.

**RATIONALE/BACKGROUND:**

The personnel report provides an accounting of recent appointments, leaves of absence, separations, reassignments or changes in work calendar, errata, job description changes, salary range changes, employment contracts and extensions, recommendations on credential and charter school personnel actions.

**ATTACHMENT(S):**

1. [Personnel Report](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/09/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Megan Itza-Smith, Analyst, Human Resources

**APPROVED BY:** Daniel Thigpen, Chief of Human Resources  
Melissa Bassanelli, Superintendent of Schools

**1. APPOINTMENTS**

**CERTIFICATED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Rehire	Tagore, Kabir	Temp	Tch-Grad 9/12	San Juan High School	01/26/26 06/10/26

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
New Hire	Avakian, Anna	Prob	School Playground Rec Aide	Cameron Ranch	02/04/26
New Hire	Calvin, Michael	Prob	Instructional Assistant I	Whitney Avenue	01/30/26
New Hire	Choi, Hyun Jung	Prob	Bus Attendant 1	Transportation	02/02/26
New Hire	Grellus, Damian	Prob	Low Voltage Technician	Maintenance & Operations	02/18/26
New Hire	Kovisto, Sara	Prob	Instructional Assistant I	Thomas Kelly	01/30/26
New Hire	Wharton, Mia	Prob	Nutrition Services Worker I	Pershing	02/03/26
Rehire	Alam, Mohammad	Prob	Personnel Technician	Human Resources	02/03/26

**2. LEAVES OF ABSENCE**

**CERTIFICATED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Acosta, Erika	Perm	School Social Worker	Del Campo	01/09/26 03/01/26
Paid	Doherty, Martha	Perm	School Social Worker	LSC Region 1	01/26/26 03/20/26
Paid	Hak, Kristen	Perm	Tch-Site Res: Elem Intrnrv	Dyer-Kelly	01/26/26 03/06/26
Paid	Kypke, Deborah	Perm	Teacher Kindergarten	Dyer-Kelly	01/06/26 06/30/26
Paid	Scott, Raquel	Perm	Tch-Grad 9/12	Del Campo	01/20/26 03/27/26
Paid	Tropeano, Lidia	Perm	Teacher Grade 3	Cambridge Heights	01/26/26 06/30/26

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Paid	Al Khafaji, Asma	Perm	Child Dev Assist-ITPre	Coyle ECE	01/21/26 04/20/26
Paid	Barr, Catherine	Perm	Bus Driver	Transportation	01/22/26 02/04/26
Paid	Brady, Karen	Perm	Intermed Clerk Typist	Early Childhood Education	01/05/26 03/08/26
Paid	Hollis, Ricky	Prob	Campus Safety Monitor	Encina	12/02/25 02/09/26
Paid	Jobke, Johnathan	Prob	Custodian	Littlejohn	01/06/26 02/06/26
Paid	Trujillo, Tatiana	Perm	Payroll Technician I	Payroll	01/20/26 03/31/26

**3. SEPARATIONS**

**CLASSIFIED**

<u>Type</u>	<u>Name</u>	<u>Status</u>	<u>Assignment</u>	<u>Location</u>	<u>Effective Date (s)</u>
Resignation	Centeno, Brenda	Perm	Nutrition Services Worker I	CMP	01/30/26
Resignation	Safi, Hosna	Prob	Instructional Assistant I	Whitney Avenue	01/26/26
Retirement	Dickerson, Skylynn	Perm	Instructional Assistant I	Grand Oaks	01/31/26
Suspension	CL #660	Perm	Child Dev Assist-School Age	Early Childhood Education	02/24/26
Dismissal	CL #661	Prob	Child Dev Assist-School Age	Early Childhood Education	01/30/26

**SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**AGENDA ITEM:** H.2

**MEETING DATE:** 02/24/2026

**SUBJECT:** Financial Report

**DEPARTMENT:** Fiscal Services

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the financial report which includes warrants and payroll.

**RATIONALE/BACKGROUND:**

In accordance with Education Code section 3460, Fiscal Services will report the warrants and payroll expenditures for the prior month.

**ATTACHMENT(S):**

1. [Financial Report](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/09/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

Laura Lilley, Director, Fiscal Services  
Joel Ryan, Chief Financial Officer

**APPROVED BY:**

Melissa Bassanelli, Superintendent of Schools

**SAN JUAN UNIFIED SCHOOL DISTRICT**  
**Accounting Services**

**WARRANTS & PAYROLL**

<b>VENDOR AND CONTRACT WARRANTS</b>		
<b>Fund</b>		<b>January 2026</b>
01	General Fund	\$ 23,514,559.79
09	Charter Schools	\$ 25,997.05
10	Special Ed Pass-Thru	\$ 148,270.14
11	Adult Education	\$ 40,389.97
12	Child Development	\$ 90,628.99
13	Food Service/Cafeteria	\$ 1,002,599.55
14	Deferred Maintenance	\$ 245,959.87
21	Building Fund	\$ 1,345,127.74
22	Measure S Building Fund	\$ -
23	Measure J Building Fund	\$ -
24	Measure N Building Fund	\$ -
25	Capital Facilities	\$ 4,000.00
26	Measure P Building Fund	\$ 5,364,767.70
35	State Schools Facilities Fund	\$ -
40	Sp Res FD -- Capital Outlay Proj	\$ -
67	Self Insurance	\$ 782,691.73
95	Student Body	\$ -
<b>TOTAL</b>		<b>\$ 32,564,992.53</b>

<b>PAYROLL AND BENEFITS</b>		
<b>All Funds</b>		<b>January 2026</b>
Certificated Payroll		\$ 27,522,553.45
Classified Payroll		11,163,666.60
Benefits		19,648,320.82
<b>TOTAL</b>		<b>\$ 58,334,540.87</b>

**GRAND TOTAL \$ 90,899,533.40**

**SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**AGENDA ITEM:** H.3

**MEETING DATE:** 02/24/2026

**SUBJECT:** Surplus Property

**DEPARTMENT:** Fiscal Services

**ACTION REQUESTED:**

The superintendent is recommending that the board approve the disposal of surplus property pursuant to Board Policy 3270.

**RATIONALE/BACKGROUND:**

Board policy requires the superintendent or designee to identify to the board all items not needed by the district, their estimated value and recommended method of disposition. The attached report lists items currently identified as surplus property.

**ATTACHMENT(S):**

1. [Surplus Report](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/09/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

Laura Fry, Manager, Business Support Services  
Joel Ryan, Chief Financial Officer

**APPROVED BY:**

Melissa Bassanelli, Superintendent of Schools

The following District property is unusable, obsolete, or no longer needed. The items are to be disposed of by sale, recycled, donated, or discarded as required by Board Policy 3270 Education Code 17545 and 17546.

Location/Site	Make	Model	Description	Fixed Asset / Serial #	Disposition
San Juan HS	KONICA	C302300	Copier	S/N: A5C2011107190	eWaste
Skycrest	TOSHIBA	DP-4570	Copier	S/N: CQL918002	eWaste
Skycrest	TOSHIBA	DP-3590	Copier	S/N: C2K267580	eWaste
Skycrest	TOSHIBA	DP-4540	Copier	S/N: CIL851611	eWaste

**SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**AGENDA ITEM:** H.4

**MEETING DATE:** 02/24/2026

**SUBJECT:** Gifts

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

The superintendent is recommending that the board accept the list of gifts.

**RATIONALE/BACKGROUND:**

Acceptance of the following gifts:

**Camp Winthers:** from San Juan Cares winter event - for scholarships: \$95.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/09/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Stephanie Cunningham, Administrative Assistant, Board of Education

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools



**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 12/01/2026, 01/20/2026, 02/02/2026, 02/09/2026

Board of Education: 02/10/2026 (Discussion)

**FISCAL IMPACT:**

N/A

**PREPARED BY:**

Brian T. Ginter, Director, Admissions and Family Services

Michael Jones, Director, Safe Schools

Raj Rai, Director, Communication

F.J. "Harvey" Oaxaca, Ed.D., Assistant Superintendent, Educational Services

**APPROVED BY:**

Timothy C. Dale, Ed.D., Deputy Superintendent, Schools and Student Support

Melissa Bassanelli, Superintendent of Schools

**Policy 1445: Response To Immigration Enforcement**

**Status: New**

**Original Adopted Date: | Last Reviewed Date:**

*The governing board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.*

*Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:*

- 1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)*
- 2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)*
- 3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:*
  - a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)*
  - b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)*
- 4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a*

*nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)*

*However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.*

*The superintendent or designee shall report to the board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)*

- 1. Education records of or any information about a student or a student's family or household*
- 2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information*
- 3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring*

*Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)*

*In accordance with law and board policy, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)*

*The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)*

*The superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or*

*religious beliefs and their rights related to immigration enforcement.*

*The superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:*

- 1. Education records of or any information about a student or a student's family or household*
- 2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information*
- 3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring*

*Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.*

*The superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other board policies and administrative regulations required by Education Code 234.7.*

---

**Policy 5145.13: Response To Immigration Enforcement**

**Status: ADOPTED**

**Original Adopted Date: 06/11/2019 | Last Reviewed Date: 06/11/2019**

~~The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.~~

~~District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code section 234.7)~~

~~No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code sections 200, 220, 234.1)~~

~~The superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code section 234.7)~~

~~Consistent with requirements of the California Office of the Attorney General, the superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.~~

~~The superintendent or designee shall report to the board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code section 234.7)~~

**SAN JUAN UNIFIED SCHOOL DISTRICT  
RESOLUTION NO. 4252**

**RESOLUTION RETIREMENT OF BOARD POLICY AND ADOPTION OF NEW  
BOARD POLICY OF THE GOVERNING BOARD OF THE  
SAN JUAN UNIFIED SCHOOL DISTRICT**

WHEREAS the governing board of the San Juan Unified School District has decided to retire Board Policy 5145.13 Response to Immigration Enforcement and related Administrative Regulation, and

WHEREAS, as a result of said retirement of Board Policy 5145.13 and related Administrative Regulation, it will be necessary to adopt a new board policy:

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the following foregoing recitals is true and correct.
2. That updated Education and Government Codes require board policy addressing the district response to immigration enforcement.
3. That new Board Policy 1445 Response to Immigration Enforcement and related Administrative Regulation fulfill this obligation and address the district response to immigration enforcement.

PASSED AND ADOPTED by the governing board of San Juan Unified School District this \_\_\_\_\_ day of \_\_\_\_\_, 2026, by the following vote:

AYES: \_\_\_\_

NOES: \_\_\_\_

ABSTAIN: \_\_\_\_

ABSENT: \_\_\_\_

SAN JUAN UNIFIED SCHOOL DISTRICT

By: \_\_\_\_\_

**Tanya Kravchuk, President**

**San Juan Unified School District**

**Board of Education**

ATTESTED TO:

By: \_\_\_\_\_

**Nick Bloise, Clerk**

**San Juan Unified School District**

**Board of Education**

**Policy 0450: Comprehensive Safety Plan**

Status: New

Original Adopted Date: | Last Revised Date: | Last Reviewed Date:

The governing board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for staff and student conduct, responsible behavior, and respect for others. The school site council at each district school shall develop a comprehensive school safety plan (CSSP) relevant to the needs and resources of that particular school. New school campuses shall develop a CSSP within one year of initiating operations. (Education Code 32281, 32286)

The CSSP shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the school site.

The superintendent or designee shall be responsible for the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the board for approval. (Education Code 32286, 32288)

The board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

As necessary, the superintendent or designee shall provide training on the CSSP to all school staff.

By October 15 of each year, the superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

#### *Tactical Response Plan*

Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the superintendent or designee in accordance with Education Code 32281. In developing such strategies, the superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

Should the board request to review the tactical response plan, they may meet in closed session to confer with law enforcement officials. (Education Code 32281)

#### *Safety Plan(s) Access and Reporting*

The superintendent or designee shall ensure that an updated file of all safety-related plans and materials

*is readily available for inspection by the public. (Education Code 32282)*

*However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.*

*The superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)*

*Additionally, the superintendent or designee shall provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)*

---

**Policy 1340: Access To District Records**

Status: ADOPTED

Original Adopted Date: 06/09/1992 | Last Reviewed Date: 06/09/1992

*Within the requirements of the law, a*Any person shall have reasonable access, during normal business hours, to the public records of the schools and district. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

*Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or board member's personal device or account.* Employees and *board members* will make public information and documents available within the guidelines which have been established to ensure orderly dissemination without diverting human and financial resources from other programs and activities for which the school district exists.

The district may charge for copies of public records or other materials requested by individuals or groups. The charge, based on actual costs of duplication, shall be determined by the Superintendent or designee.

Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act, *or other state* ~~any state or law, or~~ *federal law*.

---

**Policy 5125: Student Records**

Status: ADOPTED

Original Adopted Date: 11/17/2020 | Last Reviewed Date: 11/17/2020

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The superintendent or designee shall establish administrative regulations governing the identification, collection, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records consistent with state and federal law.

The superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing board policy and administrative regulation regarding student records. (5 CCR 431).

*If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)*

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code section 49076.7)

*The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement. No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the superintendent. The superintendent shall report the request to the board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code section 234.7)*

*The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for*

*purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)*

*The superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5) ~~No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the superintendent. The superintendent shall report the request to the board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code section 234.7) The superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such as list, registry, or database for purposes of immigration enforcement. Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code section 8310.3)~~*

### *Student Records from Social Media*

*The superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)*

### *Retention, Disclosure, and Security of Student Records ~~Contract for Digital Storage, Management, and Retrieval of Student Records~~*

*The superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records.*

*The superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.*

*If the district experiences a cyberattack that impacts more than 500 students or personnel, the superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)*

The superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

**Policy 5125.1: Release Of Directory Information**

Status: ADOPTED

Original Adopted Date: 06/09/1992 | Last Revised Date: 11/17/2020 | Last Reviewed Date:  
11/17/2020

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information only in accordance with law, board policy, and administrative regulation.

The superintendent or designee may release student directory information to representatives of the news media or nonprofit organizations in accordance with board policy and administrative regulation.

The superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on his/her determination of the best interests of district students. (Education Code section 49073)

*A student's directory information shall only be included in the minutes of the Board's meeting in accordance with Board Bylaw 9324 - Minutes and Recordings.*

Colleges and prospective employers, including military recruiters, shall have access to ~~directory information. Military recruiters shall have access to~~ a student's name, address, *email address* and telephone number, unless the parent/guardian, *or the student, if the student is 18 years of age or older*, has ~~specified that the information not be released in accordance with law and administrative regulation requested that such information not be released. (10 USC 503, 20 USC 7908) (20 USC 7980; 10 USC 503; Education Code section 49603)~~

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and prospective employers, in accordance with board policy. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code section 49073)

---

**SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**AGENDA ITEM:** H.6

**MEETING DATE:** 02/24/2026

**SUBJECT:** Ratification of Committee Member

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

The superintendent is recommending that the board ratify the appointment of one committee member.

**RATIONALE/BACKGROUND:**

Per the committee bylaws, each individual board member shall appoint and reappoint committee members subject to ratification by a majority vote of the board.

New Appointment:

- Facilities Committee
  - Ryan Luttrell (Avey)

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/09/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Stephanie Cunningham, Administrative Assistant, Board of Education

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

**SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**AGENDA ITEM:** H.7

**MEETING DATE:** 02/24/2026

**SUBJECT:** Certification of Absence: Pam Costa

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

The board is asked to certify that the February 10, 2026, absence of Board Member Pam Costa occurred due to illness, pursuant to Education Code 35120(c) and Board Bylaw 9250.

**RATIONALE/BACKGROUND:**

Per Education Code Section 35120(c) and Board Bylaw 9250, a board member may be compensated for a missed meeting due to illness, jury duty, performing services outside the meeting for the school district or a hardship deemed acceptable by the board.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/09/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Stephanie Cunningham, Administrative Assistant, Board of Education

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

**SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**AGENDA ITEM:** H.8

**MEETING DATE:** 02/24/2026

**SUBJECT:** Certification of Absence: Abid Stanekzai

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

The board is asked to certify that the February 10, 2026, absence of Board Member Abid Stanekzai occurred due to a hardship deemed acceptable by the board (family matter), pursuant to Education Code 35120(c) and Board Bylaw 9250.

**RATIONALE/BACKGROUND:**

Per Education Code Section 35120(c) and Board Bylaw 9250, a board member may be compensated for a missed meeting due to illness, jury duty, performing services outside the meeting for the school district or a hardship deemed acceptable by the board.

**ATTACHMENT(S):**

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/09/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Stephanie Cunningham, Administrative Assistant, Board of Education

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

**SUBJECT: Arts Education and Proposition 28 Update (Dale) - 7:25 p.m.**

**DEPARTMENT:** Teaching and Learning

**ACTION REQUESTED:**

Report: The superintendent is recommending that the board hear an update on arts education programs in San Juan Unified and the ongoing implementation of Proposition 28 funding.

**RATIONALE/BACKGROUND:**

Arts education is a core component of San Juan Unified’s educational experience for all students. The continued support of the arts has allowed programs to thrive. With Proposition 28 funding, approved by California voters in 2022, we have more resources to create rich learning experiences for students in the arts, including new courses and increased arts-focused instructional minutes during the day, additional before and after school programs, and more opportunities for students to showcase their talents in the community. However, with additional resources comes increased challenges, including staffing. To address some of these challenges, San Juan Unified has applied for a waiver to provide the ability to use staffing funds for materials, supplies, and service agreements so that more students can access arts education through access to community partners and increased materials. This presentation will provide an update on current programs and new opportunities, such as new courses and before- and after-school programs, made possible by the additional arts funding.

**ATTACHMENT(S):**

1. [Arts Education and Prop 28 Presentation](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Curriculum & Standards: 02/11/2026 (rescheduled 02/04/2026 meeting)

Superintendent's Cabinet: 02/09/2026

**FISCAL IMPACT:**

Current Budget: \$585,994.88 (Base); \$6,935,277 (Proposition 28), \$558,229 (ELO-P)

**PREPARED BY:**

Sarah Brown, Program Specialist, Visual and Performing Arts and Physical Education  
Nicole Kukral, Director, Professional Learning and Curriculum Innovation

**APPROVED BY:**

Timothy C. Dale, Ed.D., Deputy Superintendent, Schools and Student Support  
Melissa Bassanelli, Superintendent of Schools



February 24, 2026

# Arts Education

Sarah Brown, Program Specialist

## Contents



Del Dayo Elementary Band  
Kids Art Festival 2025

- 01 Arts Education Program Overview
- 02 Prop 28 Update
- 03 Before/After School Program Update
- 04 Community Connections

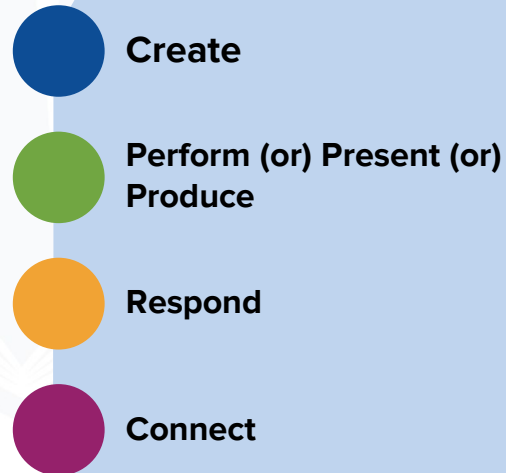
## Arts Education Program Overview



# What is Arts Education?

Produce **artistically literate** students who participate authentically, demonstrating fluency in the language(s) of the arts:

- Dance
- Media Arts
- Music
- Theater
- Visual Art



Students transfer knowledge and skills to other subjects, settings, and contexts.

## Arts Education Program Overview



# What is Arts Education?



Bella Vista High School Ceramics

### Instruction in...

Dance	Media Arts	Music	Theater	Visual Art
ballet	graphic arts and design	music theory	costume design	folk art
folk/traditional	computer coding	vocal music	script writing	painting
hip hop	animation	music composition	acting	sculpture
jazz	film and video	music ensembles	directing	craft arts
modern	photography	music appreciation	stagecraft	drawing

## Arts Education: Elementary



Carriage Elementary  
Art Teacher and Students

Arts Discipline	Number of Teachers
Dance	6
Media Arts	1
Music	28
Theater	4
Visual Arts	31

5

## Arts Education: Secondary



Bella Vista High School  
Mariachi Club Students

Arts Discipline	Number of Teachers
Dance	1
Media Arts	15
Music	21
Theater	11
Visual Arts	35

6

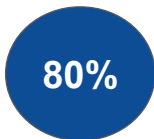
# Prop 28 Update



## The Arts and Music in Schools: Funding Guarantee and Accountability Act

Established for the purpose of providing a minimum source of annual funding for K-12 public schools to supplement arts education programs.

Rio Americano High School  
Jazz Combo



Certificated or Classified Employees



Arts Materials & Supplies  
Arts Training  
Arts Community Partnerships

# Prop 28 Update



Planning



Implementation



Support



Green Oaks Elementary  
TK - 5th Grade Theater Education

## Prop 28 Highlight: Elementary

### Staffing Funds (80%)

- Elementary preparation time expansion; more dedicated arts instructional minutes.

### Materials Funds (20%)

- Arts Instructional Materials
- Arts Training
- Arts Community Partnerships



Mira Loma High School  
Music Appreciation Course

## Prop 28 Highlight: Secondary

### Staffing Funds (80%)

- Increased arts course sections

### Materials Funds (20%)

- Arts Instructional Materials
- Arts Training
- Arts Community Partnerships

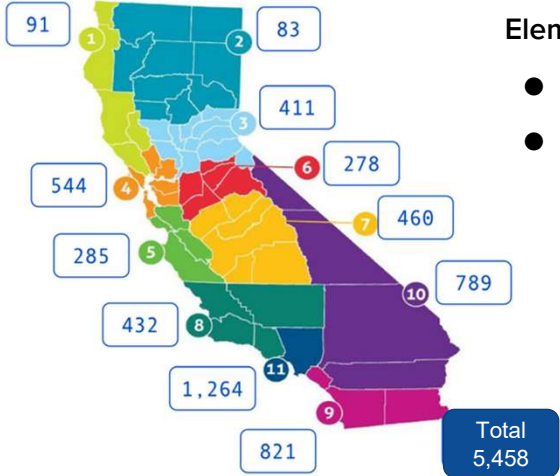
# Prop 28 Staffing Challenges



San Juan Unified School District

## Elementary/K-8 Specialist Teacher Vacancies

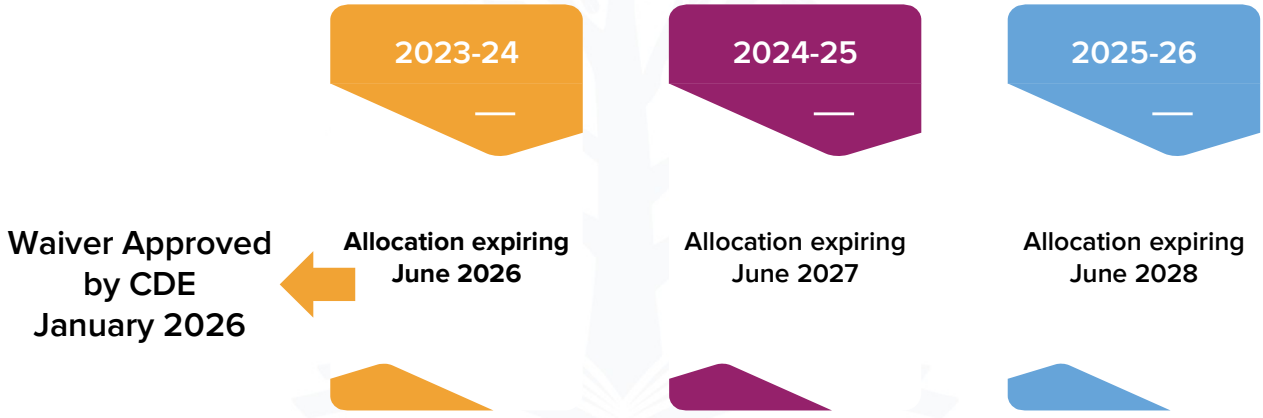
- 12% vacancy rate in 2024-25
- 7% vacancy rate in 2025-26



Prop 28 Staffing Needs

Arts Discipline	FTE Teacher
Dance	305
Media Arts	177
Music	4,100
Theater	828
Visual Arts	4,019
CTE-AME	1,685
<b>2022-23 State Baseline</b>	<b>11,114</b>

# Prop 28 Allocation Challenges



Prop 28 funding will continue into 2026-27 and beyond.

# ELO-P Before/After School Program Update



Arts Discipline	Number of Schools	Number of Students
Dance	4	48
Media Arts	3	37
Music	18	598
Theater	8	324
Visual Arts	17	431
<b>Total</b>	<b>36</b>	<b>1438</b>

## Deterding Elementary Clay Club - Student Feedback



An increase of 24% from the 2024 - 25 school year.



Thomas Edison Language Institute Folklorico Dance

## Before/After School Program Highlight

### Thomas Edison Language Institute

- Art Club
- Band
- Folklorico Dance
- Musical Theater
- Samba Percussion
- Ukulele and Guitar





San Juan Sings  
Elementary Choirs

## Arts Community Events

- Winter Art Showcase December 13
- Wayne Reimers Jazz Festival January 29
- Middle School Honor Band February 11
- San Juan Sings - East March 17
- San Juan Sings - West April 7
- Kids Art Festival April 25
- High School Theater Festival April 29



High School  
Honor Band  
Students

## California Music Educators Association Capitol Section Honor Bands at the El Camino High School Performing Arts Center

- Students from Sacramento, Placer, Yolo, El Dorado, and Amador Counties
- Participating Schools:
  - Arcade
  - Carnegie
  - Churchill
  - Sylvan
  - Bella Vista
  - El Camino
  - Mesa Verde
  - Mira Loma
  - Rio Americano



## Heroes of Arts Education Award Recipients



**Karen Davidson**  
Teacher

Louis Pasteur Middle School



**Alma Torres**  
Teacher

Independent Study/Homeschool

FRIENDS of  
SACRAMENTO  
**arts**



Teachers at Arts & PE  
Professional Learning Day  
August 2025



Questions?

**SUBJECT: Comprehensive School Safety Plans (CSSPs) (Allen) - 7:45 p.m.**

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

Discussion/Action: The superintendent is recommending that the board discuss and approve updates to each school's Comprehensive School Safety Plan (CSSP).

**RATIONALE/BACKGROUND:**

The board is considering adoption of Board Policy 0450: Comprehensive Safety Plan. If adopted the policy requires that the board take action to adopt each school's Comprehensive School Safety Plan (CSSP) by March 1 in alignment with deadlines set out in the policy and state law. This represents a new practice in San Juan Unified where the superintendent or designee has maintained the responsibility for reviewing and approving plan updates.

CSSPs are developed based on a district template aligned with state requirements and best practices. Each school is asked to review and update specific sections of the template on an annual basis. The bulk of a school's plan is a public facing document that is posted to school websites once approved. Each plan also includes tactical response to specific types of threats which remains confidential in alignment with Education Code 32281.

The template used to develop CSSPs in San Juan Unified is attached. CSSPs for 2025/26 for board review and approval can be found at <https://www.sanjuan.edu/cssp>.

**ATTACHMENT(S):**

1. [CSSP Presentation](#)
2. [CSSP Template Document](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/09/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Michael Jones, Director, Safe Schools

**APPROVED BY:** Trent Allen, APR, Chief of Staff  
Melissa Bassanelli, Superintendent of Schools

# Comprehensive School Safety Plans (CSSPs)

Board of Education - February 24, 2026



San Juan Unified  
SCHOOL DISTRICT

Safe Schools

1

## Purpose

- Meet statutory requirements under California Education Code (32880 – 32889.5)
- Affirm board oversight of school safety planning
- Provide overview of safety plan development

2

# What Is a Comprehensive School Safety Plan?

- A legally required, site-level plan for each public K-12 school
- Addresses emergency preparedness, prevention, and response
- Required to be reviewed and updated annually
- Guided by CDE resources, local BP/AR & best practices

3

## Historical Developments

- **1997 (SB 187)** – Initial legislation requiring CSSPs in K-12
- **2019 (AB 1747)** – Significant inclusion requirements & mandated collaboration with first responders
- **2025 (AB 1858)** – New mandated procedures re: active shooter response planning and drills

4

# Approval Process

- Each school site must maintain a CSSP
- Plans are reviewed and updated annually
- Stakeholders must participate in plan development
- Per BP 0450, plans are approved by the board

5

## Required Plan Components

- Emergency and disaster procedures
- School safety and crime prevention strategies
- Child abuse prevention & reporting procedures
- Incident response and preparedness protocols
- Discipline and correctional strategies
- Safe ingress and egress procedures

Note: Sensitive security details are protected from public disclosure

6

# Stakeholder Involvement

- School administrators
- Teachers and classified staff
- Parents/guardians
- Community members (as appropriate)
- Consultation with law enforcement and emergency responders

7

## Public Access

- CSSPs are generally public documents
- District balances transparency with safety considerations

8

# Next Steps

- Board action on schools' CSSPs
- Updated plans posted to each school's website
- Continued training and voice collection for updates

# COMPREHENSIVE SCHOOL SAFETY PLAN

School Name

School Year [Enter year]



**San Juan Unified**  
SCHOOL DISTRICT

# Contents

<b>Plan Creation and Review</b>	<b>5</b>
<b>PART 1</b>	<b>6</b>
<b>SECTION 1</b>	<b>6</b>
<b>School Culture &amp; Environment</b>	<b>6</b>
Building a Positive School Culture & Climate	7
Data Assessment	8
<b>SECTION 2</b>	<b>9</b>
<b>Supporting a Safe and Equitable Environment</b>	<b>9</b>
Safe and Orderly Environment	10
Hate Speech, Hate Crimes and other Biased Motivated Acts.	11
Mobile Communication Device Restriction & Access	13
<b>SECTION 3</b>	<b>14</b>
<b>Problem Resolution &amp; Complaint Procedures</b>	<b>14</b>
Problem Resolution	15
Uniform Complaint Procedures	16
Non-Discrimination Policy	18
Sexual Harassment	20
<b>SECTION 4</b>	<b>22</b>
<b>Campus Access &amp; Visitation</b>	<b>22</b>
Campus Access- Ingress and Egress	23
Campus Access - Visitation and Display of Identification	24
Campus Access: Federal Immigration and Customs Enforcement Officers (ICE)	25
Campus Access: Local Law Enforcement	26
Campus Access: Local Fire Department and EMS (Ambulance) First Responders	28
Release of Student Directory Information	28
<b>SECTION 5</b>	<b>29</b>
<b>Protecting Students from Abuse</b>	<b>29</b>
Mitigating Student Exposure to Abuse	30
Mandated Child Abuse Reporting Procedures	31
Mitigating Students from Abuse - Restricting School Access to Registered Sex Offenders	32
<b>SECTION 6</b>	<b>33</b>
<b>Violence Prevention</b>	<b>33</b>
Reporting Safety Concerns & Threats	34
Bullying Prevention	36
Responding to Threats of School Violence	38
Behavioral Threat Assessment & Threat Assessment	40
Required Documentation & Tracking of School Critical Incidents and Crimes	41
<b>SECTION 7</b>	<b>43</b>
<b>Supporting Mental and Physical Health &amp; Safety</b>	<b>43</b>
Roles of Resources Supporting Student Mental Health	44
Employee Qualifications and Scope of Services	44

Supporting Student, Caregiver & Staff Mental Health	45
Preventing Youth Suicide	46
Suicide Awareness and Prevention Training for School Staff	46
Parents, Guardians, and Caregivers Participation and Education	46
Student Participation and Education	47
Suicide Screening, Intervention and Referral	48
Response & Action Plan for Suicide Attempts	50
Out-of-School Suicide Attempts	50
Re-Entry To School After A Mental Health Crisis Or Suicide Attempt	51
Supporting the School Community After a Death (Postvention)	52
Air Quality - Pollution & Wildfire Smoke Safety Protocols	54
Injury Emergencies - General Response	55
Medical Emergencies - General Response	57
Medical Emergencies - Suspected Opioid Overdose	58
Medical Emergency - Sudden Cardiac Arrest	59
Medical Emergencies - Response to Heat Illness & Related Safety Protocols	60
Medical Emergencies - AED Access	63
<b>SECTION 8</b>	<b>64</b>
<b>School Discipline</b>	<b>64</b>
Site Based Discipline Policies	65
Suspension & Expulsion Policies and Procedures	68
Teacher Notification of Dangerous Pupils	70
<b>SECTION 9</b>	<b>71</b>
<b>Search &amp; Seizure</b>	<b>71</b>
Search and Seizure Policy	72
<b>PART 2</b>	<b>74</b>
<b>SECTION 1</b>	<b>74</b>
<b>Emergency Procedures, Training &amp; Drills</b>	<b>74</b>
Emergency Response Procedures & Instructional Continuity	75
Instructional Continuity Plan:	75
Safety & Emergency Response Definitions	75
Inclusive School Safety Planning	78
Staff Emergency Response & Safety Training	79
Student Emergency Response & Drill Preparation Guidelines	80
Safety and Emergency Drill Requirements	82
Use of the California Standardized Emergency Management System (SEMS)	83
Use of the National Incident Management Systems (NIMS)	84
Use of the Campus as a Community Shelter	85
Catapult EMS – Use & Training	86
<b>PART 3</b>	<b>87</b>
<b>TACTICAL PLAN</b>	<b>87</b>
Confidential – <b>This Section Not for Public Distribution</b>	87

Tactical Plan Creation and Review	89
Confidential Staff Contact List	90
Confidential Student Assistance Information	91
<b>Emergency Procedures</b>	<b>92</b>
Communication During Emergencies	93
Emergency Communications Protocol	94
Working with the News Media	95
Designated “Off Campus” Evacuation Locations	96
Bomb Threats, Suspicious Packages & Letters	97
Chemical or Hazardous Materials Emergency Procedures	101
Earthquake Emergency Procedures	102
Explosions & Aircraft Crash or Similar Event Emergency Procedures	104
Fire Emergency Procedures	105
Flood & Flash Flood Emergency Procedures	107
Gas Leak Emergency Procedures	107
Intruder – Unknown, or Disruptive Person on Campus	109
Intruder – Dangerous Persons or Active Threat on Campus	109
Missing or Eloped Student During School Hours	111
Power Outages & Power Safety Power Shutoff (PSPS) Procedures	113
Student Demonstrations, Protests & Walkouts	114
Suspicious Package or Letter	115
Windstorm & Tornado Emergency Procedures	117
<b>Active Threat Training &amp; Guidelines for Staff</b>	<b>118</b>
Active Threat & Active Shooter Response Guidelines	119
Lockdown Procedures	126
Shelter-in-Place Procedures	130
<b>Behavioral Threat Assessment Guidelines</b>	<b>132</b>
Behavioral Threat Assessment & Threat Assessment – An Instructional Overview	133
Behavioral Threat Assessment & Threat Assessment – Process & Guidelines	135
Behavioral Threat Screening, Assessment and Response Worksheet	142
<b>Reunification Guidelines</b>	<b>148</b>
Standard Reunification Method	149

## Plan Creation and Review

This comprehensive school safety plan (referred to as “CSSP”) has been developed in compliance with SJU Board Policy and Administrative Regulation 0450. The CSSP has been reviewed by this site’s Safety Planning Committee (referred to as “the Group”) and updated as appropriate under advisement and with assistance from the San Juan Unified Safe Schools Team. Consistent with CA Education Code section 32281, the site level plan review Group minimally includes the site Principal (or designated administrator), 1 teacher representative, 1 classified employee representative, and 1 parent of a student that is currently enrolled. The Group also includes an identified Safe Schools’ Safety Specialist. Additional members may be included as necessary and recommended by the CDE such as students, mental health specialists, nurses, athletic coaches, multilingual liaisons, and other stakeholders. The Group is comprised of the following members:

**Insert names and titles of members**

This plan consists of templated language drafted by the Safe Schools Team to meet CA State Educational standards with the addition of site-specific safety information. This plan may be evaluated and amended as needed but shall be reviewed no less than annually per CA Education Code (**sections 32280-32288**). This plan has been created in collaboration with local law enforcement, fire departments and other first responders. Where practical, this template was created through collaboration with school sites, district safety planning teams and student support service teams to improve district-wide consistency in planning, response and resource availability to increase campus safety and create a culture and environment that promotes positive student behavior and academic success.

Included emergency response procedures were developed in consultation with and reviewed by local public safety and emergency response agencies including the Sacramento County Sheriff’s Department, Citrus Heights Police Department, and the Sacramento Metropolitan Fire Department. These procedures are reviewed no less than biennially to ensure they are consistent with best practice.

Prior to submitting this plan for adoption, this site held a public forum allowing for community input on **[insert date]** at **the following location**

The updated plan was submitted to the San Juan Unified Safe Schools Office on **[insert date]**

PART 1

SECTION 1

School Culture &  
Environment

## Building a Positive School Culture & Climate

Insert narrative from submission form

## Data Assessment

In accordance with this site’s safety statement and CA Ed Code section 32282(a), members of the safety group have reviewed a variety of data sources related to school crimes, safety, climate, and culture. Data sources reviewed in developing this plan include:

- The following required sources:
  - Assessment of current of school crimes / crimes at school events (within 12-month period)
  - Suspension / Expulsion Data
  - Local area and/or on campus crime analysis data
  - Incidents related to bullying, harassment, discrimination & other biased or hate motivated violations
  - IRIS Critical Incident Case Reports
  
- Additional optional / recommended data sources include:
  - CA Healthy Kids Survey
  - Site initiated Parent/Student/Staff Surveys
  - Office Referrals
  - Attendance Rates / SARB Data
  - SPSA
  - Local neighborhood crime statistics

After review and analysis of the data, the Group identified the following crimes and critical incidents occurring on campus during the previous school year. Additional observations and findings have been incorporated into the below planned actions and goals as objectives for this school year to continually improve the campus culture, site safety and reduce crimes and critical incidents on campus:

- Finding #1 – crimes occurring on campus      MANDATORY INFORMATION
- Finding #2 – planned action(s)
- Finding #3 - planned action(s)
- Finding #4 – planned action(s)

PART 1

SECTION 2

# Supporting a Safe and Equitable Environment

## Safe and Orderly Environment

### Board Policy 5142 – Safety

The Governing Board is responsible for ensuring that proper attention is paid to the safety of students.

The Board directs the Superintendent or designee to establish procedures which will ensure as safe an educational environment as possible for students and staff.

Although the district is not liable for the safety of students who are not under school supervision, the school district can, and does, hold students accountable for their behavior from the time they leave their homes for school until they return to their homes from school, in the playgrounds and during recess, and while they are on school premises and/or under supervision of school district personnel.

Principals, teachers, and bus drivers are responsible for the conduct and safety of students from the time they come under school supervision until they leave school supervision, whether on school premises or not.

A minor student shall not be permitted to leave school in the custody of a person other than the student's legal parent/guardian unless that person has the verified authorization of the legal parent(s)/guardian(s). Properly authorized law officers may seize or apprehend according to law.

It is the responsibility of the principal to always provide for adequate supervision of playgrounds and other school facilities in use by students during the school day or at school-sponsored activities. Special attention should be given to the prevention of accidents and to the development of habits of good citizenship.

The principal should make full use of the cooperative services of local and county organizations which provide safety services, such as fire, law enforcement and disaster preparedness agencies.

### Administrative Regulation 5142 – Safety

Teachers are responsible for the safety of students on the playground and within the building. Each teacher must be with his/her class on the playground and in the classroom at all times or must make sure that some other staff person is in charge. The following guidelines are, therefore, provided to minimize the occurrence of situations in which staff members may incur liability for their acts and relation to students:

- Never leave class unattended while students are in the room.
- Never leave class with an unqualified person in charge.
- Never release a student to the custody of any individual other than those allowed by Governing Board policy or law to move a student from the campus.
- Accompany a class wherever it is assigned and remain with it until supervision is assumed by another responsible person.
- Do not use machinery except for the instructional purpose it was provided.
- Do not allow students who are especially prone to accidents to use dangerous equipment.
- Organize classroom materials and equipment to minimize danger of injury to students and to self.
- In general, exercise good judgment when assigning tasks to children to prevent bodily harm and damage to property.

## Hate Speech, Hate Crimes and other Biased Motivated Acts.

San Juan Unified and this site encourages a culture of tolerance and welcoming acceptance and does not tolerate any act or speech motivated by hate to discriminate, oppress, demean, or cause fear to any person or group.

Hate Crime – Definition: an intentional criminal act targeting persons, groups or properties based on a real or perceived affiliation with a protected social group including: (1) disability, (2) gender or gender identity, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) their possible association with a person or group with one or more of these actual or perceived characteristics.

Hate Incident – Definition: an action or behavior motivated by hate but does not meet the threshold of a criminal act. Examples of hate incidents may include:

- Name-calling
- Insults
- Displaying hate material on personal property
- Posting hate material
- Distribution of hate materials with hate messaging

### Complaints

A student or parent/guardian who believes any student is a victim of hate-motivated behavior is strongly encouraged to report the incident to any teacher, the principal, or other staff member or to the district's Equity team or Family and Community Engagement (FACE) team.

School site staff shall be fully briefed on local school site procedures to receive these complaints and direct the student or parent/guardian as to the next steps that will be taken to investigate the matter. Complaints of acts of hate or bullying not against a protected group shall be investigated and/or resolved in accordance with site-level grievance procedures specified in BP/AR 1312.1. The district shall follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law or regulations, including allegations of unlawful discrimination, harassment, intimidation, and/or bullying against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, as identified in BP/AR 1312.3.

### Response and Investigation

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting harmful material, the Superintendent, site Principal or designee also may file a complaint with the Internet site or service to have the material removed.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or other designated school administrator. The site principal or designated administrator shall

- Immediately initiate a preliminary investigation focused on
  - Identifying involved persons and gathering initial facts
- Notify the assigned school Supervisor who will assist and supervise the response including:
  - assessing student or school impact including
    - Student or School activities
    - Student or School attendance
    - Targeted student's educational performance
  - Identifying resources to support further investigation, student / community supports, and messaging
  - ensure appropriate notifications have been made including the Equity Team, Communications Team, Safe School Team and Cabinet Representatives.

### Discipline

Any student who engages in speech or other acts of hate motivated against any protected group on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, causes a substantially detrimental effect on a student's physical or mental health, substantially interferes with a student's academic performance, and/or substantially interferes with a student's ability to participate in or benefit from the services, activities, or privileges provided by a school, shall be subject to discipline, which may include suspension or expulsion, in accordance with District policies and regulations.

As appropriate, staff may monitor students' use of the district's internet system and conduct individual searches of students' accounts if there is reasonable suspicion that a user has violated District policy or the law.

Related SJU Board policies and regulations:

- Board Policy 5145.9 – Hate Motivated Behavior

## Mobile Communication Device Restriction & Access

To support student learning and reduce harmful or disruptive acts of the instructional program, Board Policy (BP) and Administrative Regulation (AR) 5131.8 prohibits student use of mobile communication devices, with limited exceptions.

Mobile communication devices include but are not limited to cellphones, smartphones, tablets, pagers, smartwatches, earbuds and smart glasses.

This school site leadership team, in collaboration with site staff has adopted the recommended practices and developed a plan identifying practices in alignment with (AR) and (BP) 5131.8 as follows:

1. Students shall not use smartphones or other mobile communication devices during instructional time unless directed to do so by a staff member or are subject to an exemption listed below.
  - a. In the case of an emergency, or in response to a perceived threat of danger
  - b. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
  - c. when a licensed physician or surgeon determines that the possession or use is necessary for that student's health and well being.
2. During classroom instruction, devices must be turned off and stored away
  - a. Devices not maintained in the possession of students will be stored in the same room as students to provide access during emergency situations or when necessary for instructional use.

Additional information including restrictions, access and storage:

**ENTER SITE'S MOBILE DEVICE POLICY HERE**

PART 1

SECTION 3

# Problem Resolution & Complaint Procedures

## Problem Resolution

This site and the San Juan Unified School District encourage issues to be resolved by those closest to the concern whenever possible. Concerns should be brought to the attention of those involved. If a satisfactory resolution is not met, the complaint should be brought to the school principal or designee.

Students, parents, guardians, and community members who cannot find a resolution to their concern at the school site level may contact the district's Family and Community Engagement office at (916) 971-7929. Staff there will help identify the issue and facilitate conversations with school site staff to find a proper resolution.

Staff should address concerns to their direct supervisor. Human Resources may also be contacted to help resolve staff concerns.

Concerns related to safety procedures and practices should be addressed to the school's principal and site safety team. The Safe Schools Office is also available for consultation. The Safe Schools office can be reached at (916) 971-7911.

Concerns meeting the criteria of a Uniform Complaint as detailed in board policy 1312.3 can be brought to the district's legal office at any time. Any complaints meeting the uniform complaint criteria made to any staff member at any time should also immediately be directed to the district's legal office. The legal office can be reached via phone at (916) 971-7110 or via mail at P.O. Box 499, Carmichael, CA 95609.

Additional information can be found in board policy 1312 – Complaints Concerning Schools, administrative regulation 1312 – Complaints Concerning Schools and AR 1312.1 – Complaints Concerning District Employees.

# Uniform Complaint Procedures

## Board Policy 1312.3 – Uniform Complaint Procedures

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such an informal process, the board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670, and the accompanying administrative regulation. The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing the following programs: Adult Education, After School Education and Safety, Migrant Education, Career Technical and Technical Education and Training, Child Care and Development, Child Nutrition, Consolidated Categorical Aid, Compensatory Education, Every Student Succeeds Act/No Child Left Behind, Tobacco Use Prevention Education, California Peer Assistance and Review Programs for Teachers Education, Regional Occupational Centers and Programs, School Safety Plans, State Preschool, American Indian Education Centers and Early Childhood Education Program Assessments, Bilingual Education, Economic Impact Aid, and any other district-implemented program which is listed in Education Code section 64000(a) (5 CCR 4610).
2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any person in district programs and activities including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code sections 200 or 220, Government Code section 11135, or Penal Code section 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610).
3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campuses to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student. (Education Code section 222).
4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)
5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan ("LCAP"). (Education Code section 52075).
6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from board-imposed graduation requirements.
7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed.
8. Any complaint alleging district noncompliance with the requirements of Education Code sections 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions. (Education Code section 51228.3).
9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school. (Education Code sections 51210, 51223).
10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

11. Any other complaint as specified in a district policy.

The board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained. When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP process. The superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation. The superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

#### Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to the Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination/harassment shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, Administrative Regulation 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and mis assignments.

#### Additional Information

Additional information regarding the district's Uniform Complaint Procedure can be found in Administrative Regulation 1312.3.

Uniform Complaint Procedures are available online at

<https://www.sanjuan.edu/our-district/policies-required-notices/uniform-complaint-procedures>

## Non-Discrimination Policy

### Board Policy 0410 – Non-Discrimination in District Programs and Activities

The governing board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on actual or perceived sex, race, color, religion, ancestry, national origin, ethnic group identification, age, marital or parental status, physical or mental disability, sexual orientation, gender, gender identity or expression, or genetic information, or the perception of one or more such characteristics, or association with a person or group with one or more of these actual or perceived characteristics. The board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

Annually, the superintendent or designee shall review district programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barrier. The superintendent or designee shall report his/her findings and recommendations to the board after each review.

District programs and facilities, viewed in their entirety, shall follow the Americans with Disabilities Act and any implementing standards and/or regulations, and readily accessible to individuals with disabilities.

The superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note takers, written materials, taped text, Braille, or large print materials.

Individuals with disabilities shall notify the superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code section 48985, 20 USC 6311 and 6312)  
(cf. 7110 - Determining Needs)

As a public-school district, the district is committed to maintaining neutrality toward religion, neither promoting/encouraging student participation in religious activities nor discouraging students from observing the tenets of their religious faith. To that end, the Board encourages district staff to be sensitive to the accommodation of students' religious needs so that students are able to participate in school and extracurricular activities without undue burden on the free exercise of their religious beliefs.

School staff should be familiar with the most significant religious holy days and avoid scheduling, to the extent practicable and within their control, important school activities on those days. The superintendent or designee shall annually provide to all school sites a calendar of major religious holy days. The school calendar should be prepared so as to minimize conflict with these religious holy days. Where conflicts are unavoidable, care should be taken to avoid

scheduling on significant religious holy days activities that would be difficult to make up.

Students whose religious beliefs necessitate accommodation in some fashions are expected to inform appropriate school staff, including teachers, coaches, extracurricular advisors, or other appropriate staff, at the outset of the school year and request, in writing, such accommodation. Teachers will work with the student to accommodate the student's need to be absent without being penalized academically. Accommodation should follow the rule of reasonableness, which will depend on the particular facts of each case.

School administrators are directed to inform their teaching, coaching, and extracurricular staff of the provisions of this policy and oversee its implementation.

Students and parents/guardians shall be notified of this policy and Board policy 1312.3 (Uniform Complaint Procedures) at the beginning of each school year. When necessary, this notification and the district's nondiscrimination policy shall be published in English and provided in the individual's primary language as required by law and shall state that the lack of English language skills will not be a barrier to admission or participation in any district programs.

# Sexual Harassment

## Board Policy 5145.7 – Sexual Harassment

The Board of Education prohibits unlawful sexual harassment of or by any student, or by anyone in or from the district.

The Board of Education is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Any student who engages in the sexual harassment of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of AR 1312.3 - Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

The district's Title IX coordinator has been identified as the district's Assistant General Counsel, 3738 Walnut Avenue, Carmichael, CA, (916) 971-7110.

## Administrative Regulation 5145.7 – Sexual Harassment, Students

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)

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

Examples of conduct which are prohibited in the district, and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools, e.g., services, programs, or instructional tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

**K-3 - Conduct of students in kindergarten through third grade will be reviewed for age-appropriate behavior.**

Notifications

A copy of the district's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (Education Code 48980) (cf. 5145.6 - Notifications Required by Law)
2. Be displayed in a prominent location near each school principal's office. (Education Code 212.6)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. (Education Code 212.6)
4. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)

Additional reference documents include:

Board Policy 4119.11 - Sexual Harassment, Personnel

Administrative Regulation 4119.11 - Sexual Harassment, Personnel

PART 1  
SECTION 4

Campus Access  
&  
Visitation

## Campus Access- Ingress and Egress

To increase campus security and student safety, this site implements the following practices and procedures for all person(s) entering or leaving the campus.

### FENCING & GATING

(Enter site specific fencing and gating information including any procedures for enhanced security and single point of entry control, monitoring of security gating, etc.)

### CLASSROOM ACCESS and SECURITY

{Enter information from submission form regarding locked classroom doors or other security}

### VEHICLE TRAFFIC

1. When entering or leaving a school campus, drivers of vehicles shall follow all applicable traffic laws and:
  - a. All traffic flow and direction patterns established, whether temporary or permanent, using cones, markings or other instructional signage
  - b. The physical and/or verbal directions of school staff assigned to parking or traffic flow duties.
  - c. All directions provided by law enforcement or other school or public safety officials.
    - i. The school may partner with the district's Safe Schools office and/or local law enforcement to provide traffic monitoring and enforcement of traffic laws if deemed necessary.

(Enter site specific traffic plan (pickup / drop off) if included)

### PEDESTRIAN & BICYCLE TRAFFIC

1. Students who ride bicycles to school are encouraged to wear appropriate safety helmets and must do so when required by law.
2. Students who walk or ride bicycles to or from school should follow all general pedestrian safety guidelines including:
  - a. Appropriate use of sidewalks
  - b. Use crosswalks where available and safe street crossing strategies where not marked.
  - c. Use of crossing signals and or following the direction of crossing guards (where stationed)
  - d. Walk in groups or pairs whenever possible.
3. Students who are approached by strangers or observe any concerning or unsafe behavior should report it to an adult on campus as soon as practicable.

## Campus Access - Visitation and Display of Identification

### VISITOR CHECK IN & IDENTIFICATION REQUIREMENTS

Consistent with CA Penal Code 627.4(a)(b) all visitors to this campus are required to check in with the site administration office to request permission to enter and upon approval receive a visitor's pass. The visitors' pass must be worn in a visible location and clearly displayed. Persons on campus who are not displaying an appropriate visitor's pass will be challenged and directed to the office.

1. All visitors, upon entering the campus, shall proceed directly to the school office register and register.
  - a. Visitors are required to present Identification upon request by staff
  - b. All campus visitations are subject to the permission and discretion of the site principal and/or their designee
  - c. Approved visitors will be given a visitor pass that shall be worn and be clearly visible at all times.
  - d. Upon completion of the visit, the visitor shall return to the school office to check-out and surrender the pass.
2. Staff observing a visitor on campus not displaying a visitor's badge are encouraged to direct and/or escort the individual to the office.
  - a. Any adult on campus who does not display a district issued ID or visitor pass should be referred to or escorted to the school office immediately.
  - b. Entering the campus without permission may result in the incident being referred to law enforcement.
  - c. This practice helps ensure the safety of the students and staff as well as that all individuals are accounted for in case of an emergency.

### PARENT / GUARDIAN ACCESS TO CLASSROOMS and CLASSROOM MONITORING

Consistent with CA EC 49091.10, parents & guardians have the right to and will be allowed to access and/or monitor their student's classrooms as "mutually supportive and respectful partners in the education of their student within the public school".

This right includes the ability to observe or monitor classrooms where their student is enrolled. However, this right is subject to the following reasonable restrictions & accommodations:

- Requests to monitor a classroom must be made in advance allowing for reasonable accommodations to both the requesting parent / guardian and the instructor
- Observations or monitoring must occur without causing any classroom disruptions or involving interaction with student(s) or the teacher
- No recording will be allowed without prior written permission from the site principal and consent from all parents of student(s) who may be recorded
- The observing visitor will conduct themselves and communicate with all staff in a respectful manner
- The observing visitor will follow all school safety procedures or directions given by the administrator

## Campus Access: Federal Immigration and Customs Enforcement Officers (ICE)

San Juan Unified and its Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place irrespective of citizenship or immigration status.

Pursuant to CA Ed Code 243.7 and SJU Board Policy 5142.13

- District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members
- District staff shall not provide assistance with any immigration enforcement at district schools, except as required by state or federal law.
- No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation or bullying within district programs and activities on the basis of their immigration status.

Additional information, resources and supports can be found on the San Juan Unified website here: [Immigration](#)

### **Access to School Campus and Information**

Federal Immigration and Customs Enforcement Officers cannot enter school grounds without a valid court order or judicial warrant.

Consistent with CA Ed Code 32282 (as amended by SB 49) Federal Immigration and Customs Enforcement Officers (ICE) **shall not** be granted permission to access school grounds, classrooms, or any other campus building at any time during or after school hours except when provided valid judicial warrant or court order.

Federal Immigration and Customs Enforcement Officers (ICE) **shall not** be provided any information including but not limited to student records, parental information or staff employment information at any time except when provided a valid judicial warrant or court order to do so.

### **Required Actions & Notifications**

Consistent with CA Ed Code 32282 (as amended by SB 98) anytime Federal Immigration and Customs Enforcement Officers (ICE) are confirmed to be on school grounds or conducting enforcement activities in the immediate area of the school, the school principal or designee in charge shall immediately initiate ICE notification protocols and school safety procedures:

- Initiate a 'soft' shelter-in-place via CatapultEMS and campus announcements:
  - Calmly move students and staff indoors and lock doors
    - Normal indoor activities may continue
  - Information regarding the presence of ICE on campus should be included in the Catapult incident details
  - Bell schedule, passing periods should be suspended until ICE presence has completed
- Contact the site's school supervisor (Director) by phone to confirm awareness and details of incident
  - Each school supervisor (Director) will notify their Cabinet member to ensure appropriate District leadership and legal Counsel is advised and engaged
  - Board notification shall be made in a timely manner
- Coordinate with the Communications Director to send appropriate follow up internal and external parent / guardian notifications

## Campus Access: Local Law Enforcement

Pursuant to SJU BP & AR sections 1410.1 The Governing Board, Superintendent and school Principals will maintain effective working relationships with local government agencies including local law enforcement and fire departments.

### **Law Enforcement Access to Campus**

San Juan Unified maintains strong relationships with its local law enforcement partners including the Sacramento County Sheriff's Department, Citrus Heights Police Department and the California Highway Patrol. These collaborative relationships aid to improve school safety, respond to and intervene during emergencies, investigate crimes occurring on campus and assist with traffic related safety concerns involving vehicles, bicycles and pedestrians.

Law Enforcement Officers may be granted permission to enter any school campus for any one or more of the following purposes:

- In response to any emergency involving an immediate threat to life or safety of persons on campus
- When engaged in active pursuit or continued and immediate effort in response to a crime occurring near the site directly impacting the safety of students or staff
- When requested by the site principal or any other person to assist or intervene in a criminal act, intruder, disruption to campus activities, or any other reason
- To enhance general campus safety as a component of a jointly coordinated campaign or effort OR
- Anytime when provided a court order or judicial warrant to enter

Consistent with BP 5145.11 - Questioning and Apprehension of students by Law Enforcement

- The Superintendent or designee shall permit the interrogation or arrest of a student while in attendance at school, when necessary for a peace officer to do so in the performance of their official duty.

Consistent with AR 5145.11 - Questioning and Apprehension of students by Law Enforcement - the following actions shall take place anytime law enforcement or child protective services workers request to interview or take custody of a student:

- The school principal or designee shall act as the district representative in cooperating with law enforcement officials and Children's Protective Services workers upon their request to interrogate a student in attendance in district schools.
- When possible and practical, the officer shall contact the principal, identify himself/herself, and give notice of his/her contemplated action.
- The principal shall exercise ordinary care in ascertaining the identity and the official capacity of the peace officer, the authority under which he/she acts, and in the case of the release of a student, the reason for such action.
- The principal shall inform the student of the request for interview, and the principal may elect to remain present during the interrogation.
- The principal may allow an interrogation without first obtaining parental consent, or may release the student to aid police in an investigation without first obtaining consent of the student's parent/guardian. The principal or designee shall be responsible for informing the parent/guardian of such interrogation immediately or as soon as possible.
- Peace officers can take a student into custody without prior consent of the parent/guardian; however, once a student has been placed in custody, the peace officer must inform the parent/guardian of his/her detention.
- When the principal releases a student to a peace officer the principal shall take immediate steps to notify the

parent/guardian regarding the release of the student to the officer, and regarding the place to which the student is reportedly being taken.

- Liability will not be incurred by a principal for allowing a peace officer to interrogate a student at school or for releasing a child to a peace officer, provided ordinary care is exercised as outlined above.

## Campus Access: Local Fire Department and EMS (Ambulance) First Responders

Pursuant to SJU BP & AR sections 1410.1 The Governing Board, Superintendent and school Principals will maintain effective working relationships with local government agencies including local law enforcement and fire departments

### Fire Department and EMS Access to Campus

Members of the fire department and emergency medical services may enter the campus in response to:

- When requested to aid with a medical or health related emergency
- To suppress a fire
- In response to any gas, chemical, explosive or other health and safety related emergency
- To conduct required inspections in compliance with state and local ordinance

## Release of Student Directory Information

Student records, directory information and associated family / guardian information is confidential and protected under the Family Educational Rights and Privacy Act (FERPA). In support of student safety and in response to a lawful need, directory information may be released to local law enforcement, fire or EMS personnel under the following circumstances.

- Upon presentation of a valid court order or judicial warrant
- If advised of a 'proper police purpose' during the investigation of an alleged kidnapping
- An emergency involving a threat to life, health or safety
- If a student is taken into protective custody
- If a student is transported by ambulance for medical assistance
- To investigate an active criminal allegation occurring on school grounds or involving a direct, immediate or imminent threat to school safety, students or staff.
- When granted consent by a parent / guardian to release the information

Directory information does not include any information about a student's social security number, citizenship status, immigration status, place of birth or nation of origin. Directory information is limited and may include:

- Name
- Address information
- Telephone number
- Email address
- Date of birth

For more information or information or resources please see the following reference material

- Board Policy / Administrative Regulation 5125.1 - Directory Information
- Board Policy / Administrative Regulation 5125 - Student Records
- San Juan Unified [Family Handbook](#)

PART 1

SECTION 5

# Protecting Students from Abuse

## Mitigating Student Exposure to Abuse

San Juan Unified complies with the requirements of SB 848 (2025 School Employee Misconduct / Child Abuse Prevention Act) to increase student safety, mitigate student exposure to abuse and provide a safe learning environment including:

- Adopting expanded employee screening and background checks including
  - Use of the CA school employee misconduct database
  - Use of the CA Teaching and Credentialing (CTC) statewide database to screen backgrounds and identify certificated employees accused of misconduct
- Adopting expanded definitions and staff identified as a Mandated Reporter
  - Effective January 2026 - All district employees whose duties involve student contact are identified as Mandated Reporters including:
    - volunteers, board members and certain contractors whose duties involve student contact
- Adopting enhanced staff training requirements
  - Annual training for all employees (and specific volunteers) is required regarding awareness and recognition of grooming behaviors, child abuse and indicators of sex trafficking
  - Annual training for all employees to include mandated reporter duties

## Mandated Child Abuse Reporting Procedures

School personnel who suspect abuse, neglect or an unsafe environment of a child are mandated to file a report in compliance with all California child abuse reporting laws. Any suspected abuse must be reported regardless of who the abuser may be including parents/guardians, other family members, other adults or school staff.

Staff are required to:

1. Contact Child Protective Services (CPS) at (916) 875-5437.
  - a. If directed by CPS, call the appropriate local law enforcement agency:
    - i. Sacramento County Sheriff
      1. non-emergency line (916) 874-5115
      2. direct emergency line (916) 874-5111
      3. 911 as appropriate.
    - ii. Citrus Heights Police Department
      1. non-emergency line (916) 727-5500
      2. 911 as appropriate
2. **PREPARE A WRITTEN SUSPECTED CHILD ABUSE REPORT** on official reporting form SS8572 (available on the district intranet or by obtaining a password from CPS when submitting a phone report) within thirty-six (36) hours of knowledge, observation, or reasonable suspicion that a student has been the victim of abuse. Keep a copy of the report for your protection in a confidential file. **(Do not file or record the suspected incident in the student cum record).**
3. Notify the site principal or the director/supervisor of your department of the report immediately.

**STAFF SHALL NOT NOTIFY SUSPECTED ABUSER OR PARENT/GUARDIAN**

This is the responsibility of law enforcement or CPS

Failure to report suspected abuse could result in imprisonment for up to six (6) months, a fine of up to \$1,000 or both.

In some cases, CPS staff may arrive on campus to conduct investigations or other activities. In those instances, staff will:

- Verify identification of the CPS staff member.
- Ensure the CPS staff member informs the student of their right under PC 11174.3 to be interviewed in private or in the presence of a trusted school staff member.
- Reassure the student that the CPS staff member is there to help them.
- Assess a student's ability to return to class after an interview.
- **DO NOT** notify parents/guardians unless cleared to do so by the CPS staff member.
- If CPS determines it best to remove the student from school, ensure that a "Removal of Pupil from School During School Hours" form is completed and filed. Forms are available on the district intranet.

Questions regarding mandated reporting should be brought to the attention of the Pupil Support Services department at (916) 971-7004.

## Mitigating Students from Abuse - Restricting School Access to Registered Sex Offenders

### Megan's Law

Megan's Law provides the public with information on the whereabouts of registered sex offenders so that community members may protect themselves and their children. The California Department of Justice's website ([www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)) provides access to the information. In addition, the Sacramento County Sheriff's Department utilizes OffenderWatch®, a sex offender notification tool. The community can access OffenderWatch® through the Sacramento County Sheriff's Department's website ([www.sacsheriff.com](http://www.sacsheriff.com)).

### Access to School Campus and Events

Registered Sexual Offenders are not permitted on any school grounds or allowed to attend any official, sponsored or sanctioned district / school events without the express written permission of the school principal and approval of the district's legal counsel.

Persons who are required to register as a sex offender and are a parent or guardian of an enrolled student(s) must request permission to access the school grounds for purposes of engaging in their student's education. Requests should be received by the school principal and forwarded to district legal services. All requests will be reviewed by the districts' legal services office and considered on a case by case basis. Approved requests will be developed and implemented in consultation with the site's safety specialist.

Persons who are required to register as a sex offender and are a parent or guardian of an enrolled student(s) must request specific limited permission to attend any on or off campus special event such as plays, concerts, etc.

Registered sex offenders will not be permitted to act as a volunteers at school or school activities

Questions should be directed to the district's legal services office.

PART 1  
SECTION 6

Violence Prevention

## Reporting Safety Concerns & Threats

Timely reporting of any threat or expression to cause harm or any act of violence is crucial to school safety.

Staff, students, families, and community members may report any communication, behavior or social media posts that appear to be threatening or potentially threatening. Safety concerns may include, but are not limited to:

- Bullying
- Concern for self or Others (self-harm / suicide / abuse / neglect)
- Discrimination or Harassment
- Threat to School or Student(s) (threat of violence toward any student(s), staff or the school)
- Vandalism
- “Other” safety concerns

### **Student / Community Reporting**

Concerns regarding threats of immediate or imminent risk to physical safety such as suicide, school shootings or other serious threats to life should be reported to law enforcement immediately using 911. After reporting to law enforcement, the information should be shared with the site.

All safety concerns may be submitted to a site through any of the following:

- Online through the school website using the ‘**submit a safety concern**’ link located at the bottom of each webpage as well as in the safety tab.
  - Link - [Submit a Safety Concern](#)
  - Reports may be made anonymously but should be detailed to allow appropriate investigation.
  - Reports will be received by the site Principal and site Safety Team members.
  - Reports not made anonymously – the reporting party will be kept confidential where appropriate.
- In person, via telephone or by email directly to the school Principal or any other trusted staff member.

### **Staff Reporting**

Staff shall be trained to recognize, and report observed ‘at risk’ and aberrant student behaviors. Aberrant behavior is that which is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior for a student may involve out-of-character responses or actions which could lead the staff member to believe the student may be on a pathway to self-harm or violence.

Staff who have concerns regarding threats of immediate or imminent risk to physical safety such as suicide, school shootings or other serious threat to life should be reported to law enforcement immediately using 911. After reporting to law enforcement, the information must be shared directly with the site principal.

All non-emergent concerns regarding behavior, communications, or expressions to cause harm or any act of violence must be reported directly to the site Principal, or designated administrative staff member, for appropriate triage, investigation and follow up.

### **Administrator Responsibility**

The principal is responsible for ensuring all reports of safety concerns and threats are received, triaged, and responded to in a timely manner.

The principal, or other designated administrative member, may collaborate with a Safe School - Community Safety Specialist along with other appropriate site staff such as counselors, instructors, prevention, and intervention specialists.

Other specialists may be included as part of the response to the concern as appropriate and may include social workers, mental health professionals and law enforcement.

The following are key steps in the triage and investigation of safety concerns & threats; not all steps may apply to every reported case:

- Initial screening
- Information gathering & fact finding
- Risk priority assessment (where appropriate)
- Behavioral Threat Assessment
- Referral
- Monitoring
- Document

Further information regarding risk prioritization, investigation and assessment of safety concerns and threats may be found in this CSSP under Behavioral & Threat Assessment Guidelines.

Related Information available to staff only may also be found within the San Juan Unified Workplace Violence Prevention Plan.

# Bullying Prevention

## Definitions

**Bullying** is a behavior that involves a real or perceived imbalance of power between individuals with the intent of the aggressor to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code section 48900(r).

**Cyberbullying** includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation. Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- 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, such as influencing others not to be friends with someone, 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, web site, or fake profiles

## Bullying Prevention

To the extent possible, District and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent, or designee in consultation with the school site principal, may increase supervision and security in areas where bullying most often occurs, including but not limited to classrooms, playgrounds, hallways, restrooms, cafeterias, school parking lots, and athletic fields.

## Intervention

Students should be strongly encouraged by campus personnel to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously, including policies to prevent retaliation (Education Code section 234.1(f)). The district and/or school site staff shall notify all students of those policies.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so and separate the victims and perpetrators to protect the safety of all involved. (Education Code section 234.1) As appropriate, the Superintendent or designee and/or the school principal shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

### Complaints and Investigation

Students and/or parents/guardians may submit a verbal or written complaint of conduct they consider to be bullying to a teacher, counselor or administrator. Additionally, reports may be made directly via the online “submit a safety concern” link located on all school sites and district webpages.

School site staff shall be fully briefed on local school site procedures to receive these complaints and direct the student or parent/guardian as to the next steps that will be taken to investigate the matter. Complaints of bullying not against a protected group shall be investigated and/or resolved in accordance with site-level grievance procedures specified in BP/AR 5131.2. The district shall follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law or regulations, including allegations of unlawful discrimination, harassment, intimidation, and/or bullying against any protected group as identified under Education Code sections 200 and 220 and Government Code section 11135, as identified in BP/AR 1312.3.

Any student who engages in the bullying of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Staff may monitor students' use of the District's Internet system and to conduct individual searches of students' accounts if there is reasonable suspicion that a user has violated District policy or the law

When a student is reported to be engaging in bullying off campus or via any social media or messaging platform, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances, if any, that explain the impact or potential impact on ***school activity, school attendance, or the targeted student's educational performance.***

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

### Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, causes a substantially detrimental effect on a student's physical or mental health, substantially interferes with a student's academic performance, and/or substantially interferes with a student's ability to participate in or benefit from the services, activities, or privileges provided by a school, shall be subject to discipline, which may include suspension or expulsion, in accordance with District policies and regulations.

Related policies and regulations:

- Board Policy 5131.2 – Bullying

Anonymous tips regarding bullying may be submitted online by selecting the “submit a safety concern” link at the bottom of all site and district webpages.

# Responding to Threats of School Violence

## **DEFINITION**

A threat is any utterance, concerning communication, act or behavior that suggests a person may intend to harm someone else. A threat may be spoken, written, gestured, or posted online. It may be observed by or communicated directly to the intended target, or it may be observed by or communicated to any third party. The target of the threat (if identified) does not need to be aware of the threat existing in any fashion, whether orally, visually, in writing, or electronically.

## **SITE ADMINISTRATOR RESPONSE & INVESTIGATION**

It is the practice of San Juan Unified to refer anonymous threats of violence directed toward a school or any student or staff member to law enforcement who will conduct the primary investigation .

In all incidents of threats emanating from or involving known students, the school Principal (or designee) will work with the Safe School Team to triage the information, conduct a preliminary investigation, and when necessary, assemble the larger Behavioral Threat Assessment Team (BTAT). The principal (or designee) and Safe School Team member, along with the BTAT if engaged, will investigate to determine the immediacy of the threat and appropriate interventions.

In all instances, interviews and contact with students will be done in both an age and grade appropriate manner with particular sensitivity given to elementary students. In compliance with SB-906 and specifically involving students within grades 6 - 12, Law enforcement must be notified of any threat of homicide or mass violence made toward a student, or the school community.

In all cases where a clear or perceived threat to school safety is identified, regardless of student grade or age, law enforcement must be notified.

In all cases, the principal (or designee) and Safe School Team member, along with the BTAT (when engaged) will complete the following:

1. Initial intake screening
2. Triage & preliminary investigation
3. Law Enforcement Notification (as applicable)
4. Assessment / Classification of threat priority
  - a. Priority 1 – Extreme / Immediate / Imminent
  - b. Priority 2 – High Risk
  - c. Priority 3 – Medium Risk
  - d. Priority 4 – Low Risk
  - e. Priority 5 – No Identified Risk

## **ADDITIONAL FOLLOW-UP**

For cases identified as Priority 1 – 3 additional investigative and case management steps are required and may include:

- Referral

Referral places further investigation, monitoring, and or intervention within the sphere of responsibility of another collaborative body aligned with the BTAT, such as student support services or other counselling service.

*In cases where the student whose behavior is threatening or potentially threatening also has a disability, the behavioral threat assessment team must align intervention strategies with the student's*

*individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973.*

The second most common referral is to an external agency such as local law enforcement (usually the Sacramento County Sheriff's Dept or Citrus Heights Police Dept.) for evaluation of immediate threat to self or others, and when appropriate, the investigation of possible crimes.

- Monitoring

Monitoring / management plans are created for all Priority 3 through 5 risks, and for Priority 2 risks where circumstances warrant.

### **VICTIM / THREATENED PERSON OR GROUP CONSIDERATIONS**

In all cases effort must be made toward restoring a sense of safety and security for the student(s) who were threatened or may have directly witnessed or have some other direct involvement. Blanket statements that the incident has been addressed may not provide sufficient reassurance. Transparency in response, investigation, assessment, and additional monitoring actions should be shared in a manner appropriate and allowable under the law and education code. Particular care to address those incidents involving very young students (TK-3) should be taken with all aspects conducted in an age appropriate manner with collaboration with or referral to a Behavioral Interventionalist, Counselor and/or Mental Health expert. Other options to consider include:

- Meetings with parents / guardians / students to provide resource guidance on talking about violent incidents
- Monitoring for stress or behavioral changes indicating possible unsettled trauma.

### **DOCUMENTATION**

All reports of threats must be entered in the district IRIS safety system. Entries should be thorough to include all involved persons, investigative steps, findings, monitoring plans and outcomes. Documents such as screenshots, handwritten interviews, notes, and assessment tools should be uploaded and attached to the entry.

### **COMMUNICATION**

Threats and rumors of threats to school safety have a significant impact on the school community including causing increased fear and anxiety.

Dis-information and false information can quickly spread causing unwarranted or unnecessary stigma toward individuals identified or perceived as being involved.

Community messaging and information strategies should be addressed as quickly as possible and coordinated through the Safe School and Communications Team.

Additional detailed information regarding the response and investigation of threats and Behavioral Threat Assessment / Threat Assessment procedures, instructions and evaluation tools can be found in the **Tactical Response Plan**.

## Behavioral Threat Assessment & Threat Assessment

As appropriate, this site will utilize the established best practices of Behavioral Threat Assessment (BTA) and Threat Assessment (TA) to investigate behaviors or stated threats potentially impacting student or school safety. BTA / TA are fact-based processes relying on an appraisal of observed behaviors or communications to identify dangerous or violent situations, address them in a professional and timely manner, and engage specialists to mitigate and monitor outcomes.

The goal of the behavioral threat assessment process is to protect the safety of the school community and support the specific behavioral, social or mental health needs of the offending student. The process utilizes a range of strategies such as mentoring, counseling, support, confrontation, addressing inappropriate behavior and setting reasonable boundaries, or referral to law enforcement as necessary. All strategies are used in a measured and appropriate manner. The ultimate objective is to prevent violence.

Behavioral Threat Assessment Teams are multi-disciplinary specialists working together to determine the level/severity of reported potential threats or concerning behavior. Members are assembled in response to a reported threat or concerning behavior. Members of the BTAT frequently includes, but is not limited to:

- Principal (or administrative designee)
- Safe Schools – Community Safety Specialist
- Counselor
- Social Worker
- Interventionist
- Mental Health Professional
- And when appropriate – Law Enforcement

When a potential threat is reviewed by the threat assessment team, it is their job to determine not only if a threat has been made or communicated, but also if the person making the threat poses a danger to self or others and/or is potentially on a pathway to violence. A threat may involve statements or behaviors that are threatening, aberrant, or concerning. The team will utilize strategies to assess, monitor, and manage the case.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the behavioral threat assessment team (BTAT) must align intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 by coordinating with the student's IEP team or section 504 plan team.

In compliance with SB 906 - in all cases involving grades 6 – 12 where a reasonable suspicion exists that anyone has made a threat of homicide toward another student or the general school community, law enforcement will be immediately notified. This includes threats made verbally, in writing or through any social media platform. In all cases when the BTAT identifies an *immediate or imminent* threat or any case involving students, regardless of grade, a referral to law enforcement must be made as soon as practicable.

The BTAT will document the investigation, findings, assessment, findings, and case management plan using the Threat screening, Assessment and Response Report form (see CSSP Appendix – Behavioral & Threat Assessment Guidelines).

BTAT reports will be forwarded to the Director of Safe Schools for review and archival.

Further information regarding behavioral threat assessment teams, processes and guidelines can be found in this CSSP within the Confidential Tactical Section - Behavioral & Threat Assessment Guidelines.

## Required Documentation & Tracking of School Critical Incidents and Crimes

As required by the California Code of Regulations section 700 et seq., this site will track and report all crimes and specified critical incidents identified by San Juan Unified occurring on the campus during normal school hours or during sanctioned after school events regardless of location or time. Crimes and critical incidents must be reported using the district's Incident Reporting Information System (IRIS).

It is the responsibility of the site administration to ensure all crimes and critical incidents are entered into IRIS as soon as practicable, but no later than the end of the day of occurrence. Incidents under investigation or requiring additional follow-up may be updated as appropriate; case information may be updated at any time.

The minimum acceptable information for an entry must include:

- Site / Location of occurrence
- Date / Time of occurrence
- A summary of events
- Identification of involved persons (added to the involved persons tab)
- Case status (concluded, pending follow-up, additional investigation ongoing, etc.)
- Case outcomes / resolution
- Law Enforcement response / case number (if applicable)

All crime and critical incident information entered into IRIS is maintained for a minimum of three years.

### **The following crimes must be entered into IRIS (if occurred on campus or during any sanctioned event):**

- Arson
  - Any willful and malicious setting of fire to or burning of any school structure or property.
- Assault with a deadly weapon
  - Any use of a firearm, deadly weapon, or instrument other than a firearm by any means of force likely to produce great bodily injury.
  - A deadly weapon may generally be, but not limited to; a firearm, stun gun, taser, bow & arrow, knives, cutting instruments, clubs, bottles, or explosives.
- Battery
  - The willful and unlawful use of force or violence upon the person of another
- Burglary
  - Any entry into a structure with the intent to commit a theft or any other felony.
- Destructive devices
  - Any device used for criminal purposes capable of harming others or causing damage.
  - Devices may include but are not limited to; any projectile containing an explosive, any rocket propelled projectile, any breakable container which contains flammable material, a sealed CO2 device.
- Drug and Alcohol offenses
  - Possession, use, sale or furnishing of any substance or paraphernalia that is prohibited by law.
- Explosive devices
  - Improvised and commercially or military obtained explosive devices.
- Graffiti
  - Any form of unauthorized painting, writing or inscription on school property required for damages estimated above \$100. Optional entry for incidents with a repair estimated below \$100 (unless hate related)
- Hate Crime

- Any act or attempted act against the person or property of another or any institution which manifests evidence toward the victim due to their actual or perceived race, religion, disability, gender, gender identification, sexual orientation, or nationality.
- Homicide
- Trespassing
  - Entering school grounds during school hours without registering with the site admin as required by law and or returning to the site while serving a suspension or after being advised not to be on the campus.
- Robbery / Extortion
  - The taking of personal property from the possession of another against their will through force or fear
  - Extortion is induced by a threat of force or wrongful use of fear and may occur over a long period of time.
- Sex Offenses
  - Including but not limited to; sexual battery, rape, statutory rape, lewd and lascivious conduct, molestation and other acts.
- Theft
- Vandalism

**The following critical incidents must be entered into IRIS (on campus, during sanctioned events or online when impacting student / site safety):**

- Behavioral Disruptions
  - Any behavior not meeting the threshold of a crime that significantly disrupts the site or any class.
  - Any behavior not meeting the threshold of a crime that presents a safety concern for the site, any class or person.
  - May be conducted by a student, guardian, or any other person.
- Bullying
- Harassment
  - Acts or comments that are unwelcome and unwanted including physical, verbal, or visual.
- Hate Incident / Hate Speech
  - Any act, behavior or speech motivated by hate, which does not meet the threshold of a crime.
  - May include but is not limited to: name calling, insults, displaying hate material on your own property, posting hate material not resulting in property damage, distribution of hate materials / messages in public places.
- Threats
  - Any threat to the safety of any individual, group or school
  - Threats may be conveyed by means of, but are not limited to; verbally, in writing, text messaging, drawings, pictures, as well as online or through social media platforms.

Questions regarding reporting requirements should be directed to the Safe School team.

# PART 1

## SECTION 7

# Supporting Mental and Physical Health & Safety

# Roles of Resources Supporting Student Mental Health

## **Employee Qualifications and Scope of Services**

CA EC Section 215 mandates district and school employees and their partners to act only within the authorization and scope of their credential or license. While it is expected that all school professionals are able to identify suicide risk factors and warning signs, screen and assess to identify suicide risk, and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting.

## **Roles of Resources**

Education Code section 32282.1 encourages schools to provide guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, safety specialists and other resources such as school resource officers and police officers on school campuses if used.

Mental health professionals, school counselors, school social workers, school psychologists and school nurses – are utilized in San Juan Unified schools to provide mental health support to students who may be experiencing but not limited to; thoughts of self-harm or harm to others, have experienced or witnessed a traumatic incident, are in need of social/emotional support as well as working to create a safe environment or safety plan for purposes of academic student support.

School Community Intervention Specialists (SCIS) – are utilized in San Juan Unified schools to develop onsite support plans for students to overcome barriers to school attendance, increasing academic success and addressing personal safety concerns that deter them from participating in a safe campus environment. This may include working directly with students, conducting home visits, or implementing support through community partnerships. In an emergency, these staff members may serve liaisons with specific community or school groups.

Community Safety Specialists (CSS) - are utilized to support school administrator and district efforts in response to students experiencing a mental health crisis or having thoughts of self-harm or harming others. CSS' work collaboratively with responding resources to identify internal and external support for students and their families to address mental health and other safety concerns.. CSS' support the development of individualized safety plans to aid the student while on campus to increase both physical and perception of safety. CSS' support district resources in response to, investigating and mitigating incidents of bullying, harassment or bias.

Law enforcement officers – Law enforcement may be contacted to to assist and possibly respond to incidents involving students who demonstrate, verbalize, communicate, or otherwise present a concern to harm themselves or others. Law enforcement officers will conduct a risk screening. If the officer believes the student is in immediate or imminent danger of harming themselves they have the authority to transport the student to a mental health treatment facility where a temporary hold may be placed to allow mental health clinicians to further evaluate the student's safety.

## Supporting Student, Caregiver & Staff Mental Health

Mental health and well-being are crucial to being a productive learner, guardian/caregiver, and educator. Developing skills to care for others as well as yourself is essential and often needs assistance. All San Juan Unified schools have systems of referral to support staff, students and parents/guardians.

### Access to Behavioral and Mental Health Services

Pursuant to CA Education Code section 49428, parents, guardians, caregivers and students will be notified no less than twice each school year how to initiate access to available student mental health services on campus, in the community, or both utilizing no less than two of the following methods:

- Including the information in the parent handbook and student orientation materials at the beginning of the school year
- Distributing the information in a letter sent either electronically or hardcopy through, but not limited to the postal service.
- Posting the information on the school's internet webpage or social media page

School counselors provide a first line of support for students. More intensive support for individual students can be arranged through the district's referral to intensive supports or by contacting the district's lead counselor. District social-emotional support staff, which include school counselors, school social workers, mental health therapists and school psychologists, will work to connect and support students who need additional mental health counseling.

Additional information on district-provided resources and referrals to verified external mental health providers can be found by visiting the SJU webpage and searching 'mental health' or following this link [SJU Mental Health Support](#)

## Preventing Youth Suicide

This plan is based on research and best practices in suicide prevention and has been adopted in district board policy and administrative regulations 5141.52 with the understanding that positive and nurturing school climates coupled with suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those who may be at-risk, and help decrease such behaviors.

Understanding the impact school climate has on suicidality is critically important. Positive school climates have been linked to lower levels of violence, bullying victimization, and greater perceived safety. Site leaders underscore the importance of all staff and students working together to create safe, respectful, nurturing, and welcoming campuses in which students feel comfortable seeking help for themselves or their peers. Leaders provide opportunities for continuous improvement and monitoring of school climate.

In an attempt to reduce suicidal behavior and its impact on students and families, San Juan Unified has developed strategies for suicide prevention, intervention, postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior.

San Juan Unified consults school-employed professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, first responders, and community organizations in planning, implementing, evaluating, and updating the district's strategies for suicide prevention and intervention as necessary and required by *EC* Section 215.

### **Suicide Awareness and Prevention Training for School Staff**

San Juan Unified, along with its partners, have carefully reviewed available staff trainings to ensure the selected curriculum is evidence-based, evidence-informed, and aligned with best practices in suicide prevention.

*EC* Section 215 mandates LEAs to provide training for staff. San Juan Unified has provided professional development for all school staff members (certificated and classified) and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, classified and certificated, and expanded learning [afterschool] staff).

- All staff receive training on mental health awareness and suicide prevention that includes risk and protective factors, warning signs of suicide, intervention, referral processes, and postvention.
- At a minimum, all staff participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment prior to working with youth.
- The professional development includes additional information regarding groups of students who may be at elevated risk for suicide or groups disproportionately affected by suicide thoughts and behaviors. These groups include, but are not limited to, the following:
  - Youth impacted by suicide and youth with a history of suicidal thoughts or behavior.
  - Youth with disabilities, mental illness, or substance use disorders.
  - Youth experiencing homelessness or in out-of-home settings, such as foster care.
  - Youth identifying as LGBTQ.

### **Parents, Guardians, and Caregivers Participation and Education**

Parents, guardians and caregivers have access to suicide prevention information within the student and family handbook and through the San Juan Unified webpage that addresses the following:

- Suicide warning signs, risk factors, and protective factors
- How to approach and talk with their children about thoughts of suicide

- How to respond appropriately to a child who has suicidal thoughts
- Crisis intervention hotline access via virtual, phone, and text

### **Student Participation and Education**

Per CA EC Section 215 all schools serving students in grades 7 - 12 that issue student identification cards include contact information for local county suicide prevention and mental health resources as well as the national 988 link to services printed on the back of the card.

As part of this district's youth suicide prevention efforts we include student education and engagement. San Juan Unified provides instruction to middle and high school students on general mental health and suicide prevention. The instruction and materials are reviewed under the supervision of employed mental health professionals, with input from county and community mental health agencies. The instruction is developmentally appropriate, student-centered, and includes:

- Recognizing behaviors (signs and symptoms) of mental health challenges and emotional distress.
- Recognizing life issues (risk factors) associated with suicide and mental health issues in oneself and others.
- Learning coping strategies for dealing with stress and trauma.
- Learning about protective factors.
- Learning help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

San Juan Unified provides students information regarding district support and self-reporting procedures as well as links to external prevention and crisis intervention systems. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. School and district-based mental health professionals are legally and ethically required to report suicide risk. **When receiving or reporting information regarding suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt.** Students may request assistance by any of the following methods:

- Notifying any school staff member
- Submitting a 'safety concern' through the site or district webpage or this direct link [Submit a Safety Concern](#)
- Calling or texting the National Suicide Hotline at '988'
- Texting "HOME" to 741741

## Suicide Screening, Intervention and Referral

San Juan Unified, through efforts of its Multi-Tiered Systems of Support and in collaboration with White House Counselling Center and the district suicide prevention team has developed and disseminated protocols for screening,, and referring students who may be experiencing suicidal thoughts and/or behavior. Whenever a staff member has knowledge of a student's suicidal intentions or potential risk of suicide, they are required to promptly notify the school administration and initiate appropriate suicide prevention notification and response referrals for screening of the student and necessary support or intervention. In response, the following minimum safety actions should be taken:

### Screen / Student

- Students experiencing suicidal ideation shall not be left unsupervised; students with ideation or suicidal behaviors should be respectfully escorted to the administration or suitable counselling office for an assessment and never sent alone or without staff supervision.
- Contact the school psychologist, lead counselor or support center staff (if applicable) to assist,
- Screening tools may be found on the San Juan Intranet within the Student Support Services tab here: [Suicide Awareness and Prevention](#)
- Determine the level of suicide risk and identify the most appropriate actions. An appropriately trained member of the school crisis or counseling team should conduct a suicide risk screening to determine the level of risk and identify the most appropriate actions to ensure immediate, and long-term safety and well-being of the student
- If an appropriate crisis, counseling or mental health staff is not available, contact:
  - law enforcement non-emergency,
  - Suicide Prevention line '988' and/or
  - crisis text line 741741
- If the student is in crisis and requires transportation to the hospital prior to parent/guardian arrival, the school team member will accompany the student during transportation and remain until a parent/guardian is in attendance.
- Inform the student what you are going to do every step of the way.
- **Remain calm**, reassure and supervise the student until a 24/7 caregiving resource (e.g., parent/guardian, mental health professional, social worker), can assume responsibility.
- Prevent the student from leaving school or being alone under any circumstances (even in the restroom).
- If the student is NOT in immediate crisis - Submit a Tier 3 Mental Health Evaluation Referral for consult and additional support [Tier 3 Mental Health Referral](#)

### Immediate / Imminent danger to self or others

San Juan Unified recognizes that student safety is a priority. If the student is in immediate or imminent danger of self-harm, staff members are required to request assistance.

- Call 911
  - School sites within the city limits of Citrus Heights will be supported by the Citrus Heights Police Department who will respond to intervene and assess the student's risk level and take appropriate action.
  - School sites within the unincorporated areas of Sacramento County will be supported by the Sacramento County Sheriff's Dept.
    - The incident will be evaluated by the Sheriff's Dispatch and/or field watch commander
    - The call may be referred to County Mental Health services or to the 988 crisis line.
- Maintain a safe, calm environment
- Request response and assistance from either an available onsite crisis staff/counseling member and/or a Safe School's Safety Specialist

### Notify parents/guardians

Parents/guardians should always be contacted when signs of suicidal thinking and behavior are observed, and anytime a suicide risk screening is conducted. Parents, guardians and caregivers can provide critical information in determining level of risk.

However, should it be discovered the thoughts, actions or behaviors are suspected to be the result of child abuse or neglect, or the parent/guardian refuses to take the necessary actions to keep the child safe then a mandated referral to Child Protective Services must be made.

All parental / guardian notifications and any referrals must be documented.

### Referral to community-based services or external mental health professionals

Suicidal thinking and behavior can continue or ruminate outside of school. Thus, referrals should include options to access 24-hour community-based services.

### Help the student develop a safety plan

A trained member of the school crisis/counseling team, ideally a mental health professional, along with the student, a parent/guardian and site safety specialist should develop a written safety plan. The safety plan should include:

- Warning signs/triggers to suicidal thoughts
- A written list of coping strategies
- Strategies to make the student's environment safe/restrict access to lethal means
- Sources of support, and
- Suicide prevention hotline number(s) or text line access.

## Response & Action Plan for Suicide Attempts

### In school or during school-sponsored events

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around them is critical. The following steps should be implemented for a suicide attempt on campus:

- **Remain calm**, remember the student is overwhelmed, confused, and emotionally distressed.
- Move all other students out of the immediate area.
- Immediately contact the administrator or onsite crisis or safety team member.
- Call 911 and give them as much information about the injury and any suicide note, medications taken, and access to weapons, if applicable.
- If needed, provide first aid until a medical professional is available.
- Initiate a CatapultEMS safety alert
- Parents/guardians/caregivers/families should be contacted as soon as possible.
- Do not send the student away or leave them alone, even if they need to go to the restroom.
- Listen and prompt the student to talk.
- Review options and resources of people who can help.
- Be comfortable with moments of silence as you and the student will need time to process the situation.
- Provide comfort to the student.
- Provide privacy and help, and be respectful, but do not promise confidentiality.
- Students not being transported for medical treatment or taken to a hospital for observation should only be released to authorized parents/guardians/caregivers/family members capable and/or qualified to care for them
- Provide care and support for witnesses and/or the school community and determine including staff, students, families and associated groups or teams.
- Contact the communications team for assistance with any public messaging

### Out-of-School Suicide Attempts

If staff received information of a student suicide attempt occurring outside of school hours and not on school or district property or during a sanctioned event, the following minimum steps should be taken :

- Contact the parents/guardians/caregivers/families to confirm the facts and offer support.
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
- Obtain permission from the parents/guardians/caregivers/families to share information and ensure the facts regarding the crisis are correct.
- Provide care and determine appropriate support to affected school communities including staff, students, families and associated groups or teams.
- Offer to assist the student and parents/guardians/caregivers/families with steps for reintegration to school.
- Contact the communications team assistance with any public messaging that need not be kept confidential

## Re-Entry To School After A Mental Health Crisis Or Suicide Attempt

A student who has verbalized ideation or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following minimum steps should be implemented as a component of a student's re-entry safety plan:

- The school principal or mental health professional should obtain approval of information from parents/guardians/caregivers/families and providers regarding information that can or should not be shared.
- School principals or mental health professionals should confer with the student and parents/guardians/caregivers/families about any specific requests on how to handle the situation.
- School principals or mental health professionals should confer with the student and parents/guardians/caregivers/families to develop a safety plan.
- School principals or mental health professionals should inform the student's teachers about possible days of absences due to scheduled counselling.
- Teachers and administrators should allow accommodations for the student to make up work (understanding that missed assignments may add stress to the student).
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood.
- School principals or mental health professionals should work with parents/guardians/caregivers/families to involve the student in an aftercare plan.
- School principals or mental health professionals should provide parents/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

## Supporting the School Community After a Death (Postvention)

The death of a student or staff member can have devastating consequences on the school community. It is vital that we are prepared ahead of time in the event of such a tragedy. It is important to remember that staff members are likely grieving as well and consider the capacity of staff members to engage in sensitive discourse with students. When possible, additional staff supports will be provided to assist them to lead conversations with students in response to suicide deaths.

To help, the following resources are available through the American Foundation for Suicide Prevention's (AFSP's) After a Suicide: A Toolkit for Schools' web page here: [After a Suicide Toolkit for Schools](#)) to support the postvention response action plan for responding to a suicide death. Postvention plans should incorporate both immediate and long-term steps and objectives.

### **Immediate response efforts:**

- The school principal or mental health professional should contact the deceased's family (within 24 hours).
- The school principal or mental health professional should confirm the death and cause and obtain permission from the family to share appropriate details to the school community.
- The school principal will conduct an initial meeting including the site crisis team and district support resources. Suggested involved persons are but not limited to:
  - Teaching and Learning Director
  - Site administrators
  - Site counsellors
  - Site based mental health professional
  - Safe Schools
- School principal should notify all staff members
- School principal should coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death.
  - Emotional support and resources available to staff.
  - Notification to students about suicide death and the availability of support services.

Best practices suggest to respond to deaths by suicide similar to any death, regardless of the cause, but with special considerations to reduce the risk of contagion. For example, it is recommended to avoid permanent memorials for any death but especially in response to suicide due to potential glamorization of the individual, additionally:

- Share limited information and ensure that all information being shared is relevant, verified, truthful and for which you have permission to disclose.
- Do not share explicit, graphic, or dramatic content, including the manner or details of how the death occurred.
- Remind and direct staff to respond to needs of students regarding the following:
  - Review the signs of emotional distress and suicide ideation.
  - Review of the protocols for referring students for support/assessment.
  - Provide support for staff in responding to student reactions.
  - Share school, LEA, community-based resources available to students.
- Staff should immediately refer students who they suspect are considering imitative behavior to available onsite mental health professionals or the school administration for assessment
  - If deemed safe, staff shall contact the student's parents/guardians/caregivers/families.
- Identify students affected by the death but not at risk of imitative behavior.
  - Staff should refer students who are affected by the suicide to an appropriate on site counselor or the site's mental health professional.

- Staff should contact and advise the student’s parents/guardians/caregivers/families.
- Provide information to the larger school community about suicide prevention resources and the availability of mental health support services.
- Consider, as appropriate, working with the family regarding funeral arrangements to allow attendance from the impacted school community members:
  - If possible, suggest the funeral occur outside of school hours.
  - Determine if possible for a school mental health professional to establish a location at the service with a table to remind and provide students and the community of available mental health resources.
  - Identify a safe space on campus for students to utilize if needed before/after funeral or memorial service.
  - Acknowledge there may be a high rate of absenteeism on the day of the funeral and school officials should make appropriate accommodations for staff and students to attend.
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way considering the impact on other students.
- Coordinate school messaging with the district communications team. Refer any media requests to the communications team for response with safe messaging. Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- To the extent possible, try to identify and monitor social media sites:
  - Identify what platforms students are using to respond to suicide death.

**Long-term postvention response considerations:**

- Support siblings, close friends, teachers, and/or students of the deceased.
- Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed.

## Air Quality - Pollution & Wildfire Smoke Safety Protocols

Health & Safety warnings related to outdoor air quality resulting from pollutants or wildfire smoke are common within the Sacramento / Central Valley region. Poor air quality and impacts from wildfire smoke occur most frequently during wildfire season through the months of May to November.

During an air quality event, the school principal will collaborate with the district superintendent and directors of Teaching & Learning to make decisions about school activities including outdoor activities and events, school closures and meal distribution programs. The school principal and district communications team will be responsible for communicating information to parents and students related to the air quality event, school closures or other changes to school activities. School principals and supervisors of non-school worksites are also employers and are responsible for determining policies and working practices for outdoor and indoor employees during air quality events.

Adjustments to education and work schedules should take into consideration the indoor air quality of school buildings. Air quality events can impact indoor air quality. Schools should assess heating and cooling systems, filtration levels and the use of portable air cleaners to determine if air environments can be improved.

Final determination to cancel special events, significantly modify school activities or cancellation of classes, programs or events should be made only after approval from the Superintendent or designee.

Outdoor air quality may be determined and monitored through the following online resources:

	Main Phone Line	Main Website	Other Information
Sac Metro Air District	279-207-1122	airquality.org	<a href="#">Wildfire Smoke Info webpage</a>
Sac County Public Health	(916) 875-5881	<a href="https://dhs.sacounty.net/PUB/Pages/PUB-Home.aspx">https://dhs.sacounty.net/PUB/Pages/PUB-Home.aspx</a>	
Sacramento County of Emergency Services	(916) 874-4670	www.SacramentoReady.org	
Purple Air		<a href="https://www.purpleair.com">https://www.purpleair.com</a>	
Breathe California		<a href="https://sacbreathe.org">https://sacbreathe.org</a>	

## Recommended Actions Based on AQI Levels

The following guidance sheet is provided to assist in determining appropriate activities for groups based on the Air Quality Index (AQI).

Any action taken to modify or cancel activities should be coordinated after consultation with the site’s Director of Teaching & Learning.

### Air Quality Index (AQI) & Activity Recommendation

Activity	AQI 0-50 Good	AQI 51-100 Moderate	AQI 101-150* Unhealthy for Sensitive Groups	AQI 151-200 Unhealthy	AQI 201-300** Very Unhealthy	AQI 301-500** Hazardous
Recess	No restrictions	For students with lung or heart conditions, monitor conditions and consider moving to indoor recess as needed.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
P.E. (Physical Education Class)	No restrictions	For students with lung or heart conditions, consider accommodations or moving PE inside.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training	No restrictions	For students with lung or heart conditions, monitor health and accommodate appropriately.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Event	No restrictions	Monitor students' health and conditions and adjust as needed.	Hold event indoors or avoid vigorous outdoor activities.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.

**\*AQI above 100:** All children are considered sensitive to the health effects of air pollution because their lungs and immune systems are still developing. Children with lung or heart conditions may require extra precautions. Schools **may consider moving exercise indoors**. Indoor exercise should be conducted in areas that **have better air quality than outdoors**. For guidance on creating a clean air space indoors, see section “Recommendations for Ensuring Cleaner Air at school” of this document.

**\*\*AQI above 200:** School districts may consider school closures based on site-by-site concerns. To be eligible for a waiver from the State Superintendent of Public Instruction, due to emergency conditions (<https://www.cde.ca.gov/fg/aa/pa/j13a.asp>), poor air quality must be shown to be caused by an emergency event such as a wildfire. A School Emergency Reporting System (<https://www.cde.ca.gov/ls/ep/>) report should also be done if a school is closed due to poor air quality.

**Note:** See section “Considerations for School Districts” from the California Department of Education: *Before You Make a Decision to Close a School*.

## Injury Emergencies - General Response

This document outlines staff actions to take during minor and major injury emergencies at school or at school-sponsored trips or events but does not provide instruction for first aid or CPR. First aid and CPR procedures are learned during appropriate courses. Any staff member providing first aid or CPR must refer to their personal training materials and skills learned.

In any incident involving a serious or life-threatening injury or illness OR where it may be unclear whether the injury or illness is serious or life-threatening CALL 911.

### **Injuries occurring on campus or during off campus school activities**

#### **Minor Injuries**

- Notify the school's nurse or principal's office.
- The nurse, principal or other designated school staff should administer first aid procedures as appropriate for the nature of the accident.
- Notify parents as soon as practicable.
- Staff witnessing the accident and/or providing first aid care must complete an accident/injury report or provide a statement for inclusion.

#### **Serious or life-threatening injuries**

(Any injury deemed by school staff or reasonably determined to need immediate physician care, EMS or transport to a healthcare facility)

- Either the first school staff person attending to the student, or another school staff person must call 911 immediately.
- Notify school's nurse or principal's office as quickly as possible (advise whether 911 has been called)
- Provide first aid or other Basic Life Support (CPR, rescue breathing, etc.).
- If CPR or rescue breathing is required, school staff must also retrieve or send other staff to obtain the Automated External Defibrillator (AED).
- The principal or designee must contact a parent or guardian as soon as practicable.

#### **Injuries occurring during a field trip or off campus event**

The field trip coordinator should ensure that appropriate first aid equipment and supplies are available during the trip. It is advisable that at least one staff person or adult chaperone (parent, guardian, or other volunteer) has a cellular phone in case the emergency occurs enroute to or from the school site or field trip destination. Permission slips with emergency care release or parent/guardian phone numbers must be with the field trip coordinator or designee.

In the event of an emergency:

- If the injury is major or life-threatening, either the first school staff person attending to the student or another school staff person must call 911 immediately.
- Designated staff personnel should administer first aid procedures as indicated by the nature of the accident.
- Field trip coordinator or designee calls parents or guardian immediately (but only after 911 is called and immediate care is begun).

## Medical Emergencies - General Response

This document outlines staff actions to take during minor and major medical emergencies at school or at school-sponsored trips or events but does not provide instruction for first aid or CPR. First aid and CPR procedures are learned during appropriate courses. Any staff member providing first aid or CPR must refer to their personal training materials and skills learned.

In any incident involving a serious or life-threatening injury or illness OR where it may be unclear whether the injury or illness is serious or life-threatening CALL 911.

Medical emergencies may include seizures, unconsciousness (without injury), asthma, anaphylactic or breathing emergencies, suspected opioid overdose, fainting, diabetic emergencies (confusion, drowsiness, agitation in students known to have diabetes), insect stings, or other non-injury emergencies.

Any medical incident may be deemed or reasonably determined to be an emergency by school staff if the student or staff member is in immediate need of physician care, EMS, or transport to a healthcare facility)

Any insect sting, food allergy reaction, or other allergic reaction in a student known to have such reactions is an EMERGENCY – CALL 911. All rapid onset breathing problems or swelling of the tongue and face are considered EMERGENCIES – CALL 911.

- Either the first school staff person attending to the student, or another directed school staff person will call 911.
- Notify the school's nurse or principal's office.
- Provide first aid or other Basic Life Support (CPR, rescue breathing, etc.).
- Assist the person with or administer the person's prescribed Epi-Pen, Epi-Pen Jr., or other epinephrine auto-injector, or inhaler for all allergic reactions causing breathing problems.
- Contact the school's nurse or EMS regarding administering an undesignated epinephrine auto-injector (IF AVAILABLE) to any individual having breathing problems or severe swelling of mouth, lips, or tongue after an insect sting.
- If CPR or rescue breathing is required, staff must also retrieve or send other staff for AED.
- Principal or designee notify the parent or guardian immediately
- Staff witnessing and/or providing first aid care should complete an accident/medical care report.

### Preparing for Emergency Medical Services / Ambulance to arrive:

- To the extent possible ensure the safety of the area around the injured / ill person
  - Remove any nearby obstacles / objects that may cause harm or delay access to the injured / ill person.
- Clear the area of all unnecessary persons.
  - Consider placing the site into Shelter-in-Place until emergency responders have left the school.
- Identify a site staff member to receive the EMS / Ambulance at the front of the school and escort them to the location of the injured / ill person.

### Transport of patient by Emergency Medical Services / Ambulance:

- If the injured/ill person is a student that will be transported to a hospital prior to a parent / guardian arriving, identify a trusted staff member to go with the student until a parent can arrive at the hospital.
- Take note of the transport agency, ambulance number and which hospital the injured / ill person will be transported to.

## Medical Emergencies - Suspected Opioid Overdose

The California Education Code (EC) Section 494.3 authorizes school districts to provide emergency Naloxone (Narcan) or another opioid antagonist to school nurses or other trained personnel to use Naloxone (Narcan) or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose. Signs indicating a person may be subject to a possible opioid or fentanyl overdose may include:

- Pale, blue, or cold skin
- Small, constricted pinpoint pupils
- Limp body response
- Slow, erratic, or undetectable pulse (heartbeat)
- Drowsiness or loss of consciousness
- Choking sounds or gurgling/snoring noise
- Slow, irregular, or ceased breathing
- Nonresponsive

### When an opioid overdose is suspected:

- A primary determination of whether a person is experiencing a possible overdose is the presence of breathing and responsiveness to stimulation.
  - Check for breathing
  - Loudly call their name
  - Shake their shoulders
  - Rub knuckles from a closed fist on their rib cage
- If the individual responds or is breathing they are likely not experiencing an overdose. **If they do not respond,** initiate the Naloxone administering protocols.
- Call 911 - if possible direct a staff member to remain on the phone with 911 and near the patient's location
  - Provide patient information as requested
  - Provide the exact location of the patient on campus including access point
- Immediately notify the site administrator and activate the campus emergency response team (CERT)
  - CERT includes members of the safety team and other staff trained in the use and administering of Naloxone as well as both CPR and the use of AED equipment
  - CERT or trained staff member will bring Naloxone and bring an AED
  - Safety team member or other staff member should be directed to respond to the main entrance to assist arriving EMS personnel to quickly locate the patient
- Administer Naloxone (Narcan)
  - Place victim's head slightly back
  - Insert the atomizer into the nostril
  - Push the plunger
  - Place person on their side in to the recovery position and monitor for breathing
  - If not responding within two minutes provide rescue breaths and administer another dose
- Transition Care to EMS
  - When relieved or instructed by an on scene professional responder
  - Be prepared to provide the EMS responder with a printed copy of the student profile and emergency contact information

### Additional campus safety precautions & Notifications:

- Consider initiating a campus "HOLD" or soft "Shelter in Place" to move students safety away and allow EMS to arrive and respond without restriction utilizing both CatapultEMS and onsite PA procedures
- When safe to do so - notify and update both Risk Management and the School Supervisor (Director)

## Medical Emergency - Sudden Cardiac Arrest

Sudden cardiac arrest events (SCA) can occur anywhere and at any time during the school day. Recognizing SCA requires having a high index of suspicion and an awareness of the common symptoms present in most SCA events. It should be assumed that children and adolescents who are unresponsive and have abnormal breathing are in cardiac arrest. When witnessed the individual often collapses without warning. Seizure-like activity (convulsive movements) and abnormal gasping or irregular breathing is common. SCA is the result of a sudden, unexpected heart malfunction. During SCA, the heart's electrical impulses become chaotic and ineffective and blood flow to the brain ceases. The victim may die unless a normal heart rhythm is restored. In addition to spontaneous events, the following symptoms may indicate that SCA is about to happen:

- Racing heart, palpitations, or irregular heartbeat
- Dizziness or lightheadedness
- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise
- Excessive shortness of breath during exercise

Immediate life saving measures must be taken. When engaged quickly, high quality CPR combined with the use of an AED significantly improves the chances of survival.

### When an SCA event is suspected, the Cardiac Emergency Response Plan shall be activated:

- Call 911 as quickly as possible
  - Remain on the phone with 911 and near the patient's location
  - Provide patient information as requested
  - Provide the exact location of the patient on campus including access point
- Immediately notify the site administrator and activate the campus emergency response team (CERT)
  - CERT includes members of the safety team and other staff trained in both CPR and the use of AED equipment
  - CERT or trained staff member will locate and bring an AED  
Safety team member or another staff member should be directed to respond to the main entrance to assist arriving EMS personnel to quickly locate the patient
- Start CPR and AED support
  - CERT or a trained staff member will begin CPR
  - Attach the AED
    - Follow the instructed prompts including to pause or continue CPR compressions
    - The AED will only provide an electrical shock if needed
  - Continue CPR until the patient revives OR relieved by a professional responder
- Transition Care to EMS
  - When relieved or instructed by an on scene professional responder
  - Be prepared to provide the EMS responder with a printed copy of the student profile and emergency contact information

### Additional campus safety precautions & Notifications:

- Consider initiating a campus "HOLD" or soft "Shelter in Place" to move students safety away and allow EMS to arrive and respond without restriction utilizing both CatapultEMS and onsite PA procedures
- When safe to do so - notify and update both Risk Management and the School Supervisor (Director)

# Medical Emergencies - Response to Heat Illness & Related Safety Protocols

## Protocol

San Juan Unified follows guidance from the California Department of Public Health (CDPH) and local health officials in response to high temperatures and heat-related risks to the health and welfare of students, staff and community.

San Juan Unified monitors and utilizes the [National Weather Service HeatRisk Forecast Tool](#) to determine the level of heat risk. Response protocols are implemented according to recommendations from [CDPH risk grid](#) as conditions warrant.

## General

The California Central & Sacramento Valley climate has become increasingly prone to higher temperatures occurring more frequently and for a longer duration. During the months from May to September the Sacramento Valley can see temperatures in excess of 100 degrees for extended periods. During these prolonged heat events the likelihood of students experiencing a heat-related illness while at school or participating in athletics is increased. However, all students are generally at a higher risk of experiencing heat-related effects due to:

- Children have a greater surface area to body mass ratio resulting in greater heat gain from the environment.
- Children have a lower sweating capacity than adults, reducing their ability to dissipate heat.
- Children have less adaptive capacity to change their environment and behavior when experiencing heat-related discomfort.
- Children do not experience the same urge to drink water as adults and have less awareness of their personal hydration status or ability to recognize the symptoms of heat stress.

## Prevention

Heat-related illnesses are preventable.

Air temperature, humidity, direct sunlight, prolonged heat duration and other factors impact the risk of heat illness. In addition, campus environmental conditions may increase heat-related illness vulnerabilities and should be taken into consideration such as recognizing how blacktop and asphalt areas can act as a heat-sync with an increased surface temperature as well as raising the ambient temperature to unhealthy or dangerous extremes. Although susceptibility to heat-related illness will vary, all students and student athletes are at increased risk when exercising in a hot environment and particularly those participating in high-exertion sports.

In addition to the actions advised in the below table, general measures to keep students and student athletes safe include:

- Ensure adequate water is available and students are proactively encouraged to hydrate
- During exercise or athletic practices take additional cooling breaks
- Identify specific site cooling areas including shade structures, shade trees, cooler grass areas and indoor air-conditioned spaces
- Modify or limit outdoor activities, especially during midday when the sun is the hottest
- Start activities slowly and pace the levels of increasing intensity
- Encourage wearing loose, lightweight, light-colored clothing
- Encourage the use of sunscreen
- Monitor students and particularly those participating in athletics for signs of heat-related illness (see symptom recognition information below)

Although students may be at a higher risk of heat-related illness as air temperatures rise, their vulnerability can be reduced through appropriate acclimation. Heat acclimation is a process of allowing the body to adjust to higher temperatures through limited and controlled exposure coupled with a gradual increase in exercise duration and intensity. Generally, heat acclimation occurs over a 7 - 14-day period.

All schools must monitor their community’s forecasted heat risk level and make appropriate adjustments to activities to limit heat exposure. Heat risk levels can be quickly assessed through the use of the [National Weather Service HeatRisk Forecast Tool](#). Once the HeatRisk level is determined appropriate mitigation measures to protect students should be implemented as directed within the below [CDPH Heat Risk Table](#). During category 3 (Red) and 4 (Magenta) periods the district will issue guidance to schools, however, schools may implement proactive measures prior to receiving district guidance as needed.

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	Little to None	<ul style="list-style-type: none"> <li>This level of heat poses <b>little to no risk</b> from expected heat</li> </ul>	<ul style="list-style-type: none"> <li>No elevated risk</li> </ul>	<ul style="list-style-type: none"> <li>No preventative actions necessary</li> </ul>
1 (Yellow)	Minor	<ul style="list-style-type: none"> <li>Heat of this type is <b>tolerated by most</b>; however, there is a <b>minor risk for extremely heat-sensitive groups</b> to experience negative heat-related health effects</li> </ul>	<ul style="list-style-type: none"> <li><b>Primarily those who are extremely sensitive to heat</b>, especially when outdoors without effective cooling and/or adequate hydration</li> </ul>	<ul style="list-style-type: none"> <li>Increase hydration</li> <li>Reduce time spent outdoors or stay in the shade when the sun is strongest</li> <li>Open windows at night and use fans to bring cooler air inside buildings</li> </ul>
2 (Orange)	Moderate	<ul style="list-style-type: none"> <li>Heat of this type is tolerated by many; however there is a <b>moderate risk for members of heat-sensitive groups</b> to experience negative heat-related health effects, including heat illness</li> <li><b>Some risk for the general population who are exposed to the sun for longer periods of time</b></li> <li><b>Living spaces without air conditioning can become uncomfortable during the afternoon and evening</b>, but fans and leaving windows open at night will help</li> </ul>	<ul style="list-style-type: none"> <li><b>Primarily heat-sensitive or vulnerable groups</b>, especially those without effective cooling or hydration</li> <li>Those not acclimatized to this level of heat (i.e. visitors)</li> <li>Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue</li> <li>Some transportation and utilities sectors</li> <li>Some health systems will see increased demand, with increases in emergency room visits</li> </ul>	<ul style="list-style-type: none"> <li>Reduce time in the sun during the warmest part of the day</li> <li>Stay hydrated</li> <li>Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.)</li> <li>Move outdoor activities to cooler times of the day</li> <li>For those without air conditioning, use fans to keep air moving and open windows at night</li> </ul>
3 (Red)	Major	<ul style="list-style-type: none"> <li>Heat of this type represents a <b>major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group</b></li> <li><b>Dangerous to anyone without proper hydration or adequate cooling</b></li> <li><b>Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective.</b></li> <li><b>Poor air quality</b> is possible</li> <li><b>Power interruptions</b> may occur as electrical demands increase</li> </ul>	<ul style="list-style-type: none"> <li><b>Much of the population, especially anyone without effective cooling or hydration</b></li> <li>Those exposed to the heat/sun at outdoor venues</li> <li>Health systems likely to see increased demand with significant increases in emergency room visits</li> <li>Most transportation and utilities sectors</li> </ul>	<ul style="list-style-type: none"> <li><b>Cancel outdoor activities during the heat of the day</b> (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day*</li> <li>Stay hydrated</li> <li>Stay in a cool place especially during the heat of the day and evening</li> <li>If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.</li> </ul>
4 (Magenta)	Extreme	<ul style="list-style-type: none"> <li>This is a rare level of heat leading to an <b>extreme risk for the entire population</b></li> <li><b>Very dangerous to anyone without proper hydration or adequate cooling</b></li> <li>This is a <b>multi-day excessive heat event</b>. A prolonged period of heat is dangerous for everyone not prepared</li> <li><b>Poor air quality</b> is likely</li> <li><b>Power outages</b> are increasingly likely as electrical demands may reach critical levels</li> </ul>	<ul style="list-style-type: none"> <li><b>Entire population exposed to the heat is at risk</b></li> <li>For people without effective cooling, especially heat-sensitive groups, <b>this level of heat can be deadly</b></li> <li>Health systems highly likely to see increased demand with significant increases in emergency room visits</li> <li>Most transportation and utilities sectors</li> </ul>	<ul style="list-style-type: none"> <li><b>Cancel outdoor activities*</b></li> <li>Stay hydrated</li> <li>Stay in a cool place, including overnight</li> <li>If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. <b>Fans will not be adequate.</b></li> <li>Check on your neighbors</li> </ul>

## Heat Related Illness Symptom Recognition

Signs and symptoms of exertional heat-related illness may include:

- Muscle cramping
- Dizziness
- Headache
- Weakness
- Hot and wet or dry skin
- Flushed face
- Rapid heartbeat
- Low blood pressure
- Rapid breathing
- Vomiting or Diarrhea

Heat stroke is the most severe form of heat-related illness. Heat- stroke can be life-threatening and requires an immediate aggressive response. Signs and symptoms of heat stroke may include:

- Behavioral / Cognitive changes such as confusion, irritability, aggressiveness, hysteria, and impaired judgment
- Drowsiness or loss of consciousness
- Staggering or disorientation
- Difficulty speaking or slurred speech
- Seizures

## Response and Treatment

Students displaying symptoms of a heat-related illness should be treated immediately including:

- Remove the student from the exercise or activity to a cool place, preferably an indoor air-conditioned space. If air conditioning is not available, move to a shaded area away from other heat amplifying or reflective surfaces such as asphalt, building windows, etc.
- Remove any excess clothing
- Provide fluids (cool water only - avoid ice water)
- Use fans if available to create air movement over the student
- Request EMS response if recovery is not rapid or the condition worsens
- When in doubt - call 911
- Student athletes exhibiting signs of heat exhaustion and/or heat cramps should be assessed by a physician as soon as possible in all cases.

Students and student athletes displaying symptoms of more severe heat stroke must have immediate aggressive support actions taken including:

- Call 911 - request immediate EMS response
- Move the student to a cool place
- Remove any extra layers of clothing and/or equipment (football pads, etc.)
- Take action to cool the student as quickly as possible via a running water hose, cold water bath or ice immersion as available

Additional information and resources related to the prevention, recognition and response to heat-related illness in schools can be found by visiting the California Department of Public Health website at [CDPH Health Guidance for Schools / Extreme Heat](#).

## Medical Emergencies - AED Access

As part of our campus safety and medical emergency response plan, this school is equipped with [insert number of devices from submission form] Automated External Defibrillator devices (AED). Automated External Defibrillator devices are a key tool in response to a sudden cardiac event.

AEDs are strategically placed and readily accessible to all trained AED users to maximize rapid use. The AEDs are available during school hours and after school during any activity or program organized by the school and supervised by a school employee.

All AED are monitored and checked monthly to ensure operability.

Automated External Defibrillator (AED) are placed in the following locations:

LOCATION #1: Insert Location from submission form

LOCATION #2: Insert Location from submission form

The following information regarding the use of an AED device is posted with each AED:

- Instructions to immediately call 9-1-1 and instructions for emergency care.
- Instructions for using an AED.

### General instruction for using an AED:

- If someone collapses – tap the victim and shout “Are you OK?”
- If there is no response and the victim is not breathing or breathing irregularly, call 9-1-1 and get the AED.
- If someone else is present, send them to call 9-1-1 and get the AED.
- Begin Hands Only CPR – Push hard and fast in the center of the chest.
- Use the AED as soon as it arrives.
- Open the lid and turn on the AED.
- Follow the voice prompts.
- Expose the patient’s chest –if wet, wipe dry
- Apply the electrode pads to the patient’s exposed chest, as shown in the pictures.
- Listen to the voice prompts – Clear (do not touch) the patient when instructed to do so.
- Press the SHOCK button, if instructed to do so.
- Restart compressions on chest when prompted.
- Continue to follow the voice prompts.
- If the patient starts moving or breathing normally, stop compressions and place the patient in the recovery position (on left side).
- KEEP THE AED ATTACHED UNTIL EMS ARRIVES

PART 1

SECTION 8

School Discipline

## Site Based Discipline Policies

### Board Policy 5144 – Discipline

*Updated February 14, 2012*

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

### Administrative Regulation 5144 – Discipline

*Updated January 17, 2012*

#### Site-Level Rules

In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups:

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel
5. For junior high and high schools, students enrolled in the school.

Disciplinary strategies provided in Board policy, administrative regulation, and law may be used in developing site-level rules. These strategies include, but are not limited to:

1. Referral of the student for advice and counseling
2. Discussion or conference with parents/guardians
3. Limited Recess restriction
4. Detention during and after school hours
5. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
6. Community service
7. Reassignment to an alternative educational environment

8. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

Each school shall file a copy of its rules with the Superintendent or designee. The rules shall be consistent with law, Board policy, and district regulations. The Governing Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law.

Each school shall review its site-level discipline rules at least every four (4) years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

Corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment.

Recess Restriction

A teacher may not restrict a student's recess time as a form of punishment or discipline unless he/she believes that student's participation poses an immediate threat to the physical safety of the student or the physical safety of one or more of the student's peers.

If a student's recess period is denied pursuant to the above, school staff members shall make reasonable efforts to resolve such threats and minimize exclusion from recess to the greatest extent practicable.

All incidents of recess restriction shall be reported to the school principal.

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee first notifies the parent/guardian of the intended detention requirement.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her

discretion, require a student to perform community service during non-school hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension.

#### Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of District rules related to discipline.

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

## Suspension & Expulsion Policies and Procedures

This site adheres to all applicable laws and district policies regarding the suspension or expulsion of students including but not limited to board policy 5144.1 and administrative regulation 5144.1. Prior to suspending a student, the principal or a designee shall review the prior methods of corrective action. Prior to suspension, the school principal or designee shall share with the student a summary of previous corrective actions undertaken.

### Board Policy 5144.1 – Suspension and Expulsion

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

### Suspension

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

### Expulsion

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

### Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Codes 48911, 48915, and 48915.5)

### Supervised Suspension Classroom

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Codes 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

### Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may require that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving the school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified,

or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

### Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

## Teacher Notification of Dangerous Pupils

Pursuant to Education Code 49079 this site is committed to notifying teachers of dangerous pupils. The procedure is as follows:

1. Teachers will be notified at the beginning of each school year that the district is obligated to provide notice to them regarding students that have been suspended or expelled during the school year. Teachers will sign and return the notice indicating that they have received the notice and understand that it is their responsibility to review the suspension report each month during the school year. Their signatures will also acknowledge their understanding that the student suspension/expulsion data is to be kept confidential and not to be disseminated. Regular teachers or long-term substitute teachers entering the school at any time during the school year will be notified as part of their orientation to the site. The notification shall include the procedure for teachers to access the monthly suspension report(s) and, if requested, individual notices of student suspension.
2. Any information received by a teacher pursuant to EC49079 shall be received in confidence for the limited purpose of providing notice to the teacher and shall not be further disseminated.
3. Notices of student suspensions/expulsions will be made available to teachers each month of the school year. Teachers will be responsible for reviewing the monthly suspension notice. The site administrators will notify teachers each month that they should review the monthly suspension report.
4. Monthly notices shall be kept in a locking file cabinet and shall be available to teachers. Monthly suspension reports from the current and previous three years shall be kept in this file.
5. It is the school site's responsibility to establish a procedure to review the cumulative folders of incoming students for notice(s) of suspension and/or expulsion anytime during the current and/or previous three school years. If suspension and/or expulsion notices are found in students' records, the notices may be provided to and recorded by the person responsible for preparing the monthly suspension report on the New Student Suspension Log (attached) and the log shall then be attached to the monthly suspension report. In place of using the New Student Suspension Log, a copy of the notice from the student's cumulative folder may be placed with the monthly suspension report materials.
6. Because EC49079 requires that teachers be provided notice of student suspensions for the previous three years, it will not be necessary to transfer notices of suspension with the cumulative folder when the student transfers to a school outside the district. It is recommended that a copy of the student's discipline/intervention screen be printed and placed in the cumulative file prior to sending the records to the new school district.
7. If a student's behavior warrants (e.g., violent or aggressive behavior), you may provide notice to teachers as soon as possible after a suspension or disciplinary action has occurred.

Questions about this procedure should be directed to the appropriate school's director at the district office.

PART 1

SECTION 9

Search & Seizure

## Search and Seizure Policy

### Board Policy 5145.12 – Search and Seizure

The Governing Board recognizes the benefits to students and staff of a safe educational environment. The Governing Board is fully committed to promoting a safe, caring, and nondiscriminatory school climate and learning environment which is conducive to learning and enables students to feel safe and realize their full potential. To the extent possible, the Governing Board is fully committed to eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation. The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

### Individual Searches

School officials may search any individual student, his/her property, or District property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on District property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or District property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student. Searches of individual students shall be conducted in the presence of at least two District employees. The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

### Searches of Multiple Student Lockers/Desks

All lockers and desks assigned to or used by students are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

### Use of Metal Detectors

The Board believes that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which District students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall recommend the use of metal detectors at District schools as necessary to help

provide a safe learning environment and shall establish procedures that ensure that metal detector searches are conducted in a uniform and consistent manner that minimizes or eliminates arbitrary and capricious enforcement by school officials. Such detection devices shall be utilized only under the direction of the Superintendent in consultation with legal counsel and site administration. Parents/students will be notified annually regarding the use of metal detection devices.

#### Use of Contraband Detection Dogs

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, non aggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on District property or at District-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent.

#### Administrative Regulation 5145.12 – Search and Seizure

##### Use of Metal Detectors

The Superintendent or designee shall ensure that the following safeguards are used when making metal detector scans:

1. Before the walk-through, students shall be asked to empty their pockets and belongings of metallic objects.
2. If an initial metal detector activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry) and to walk through a second time.
3. If a second activation occurs, a hand-held metal detector shall be used.
4. If the activation is not eliminated or explained, staff shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of another District employee.
5. The search shall be limited to the detection of the cause of the activation.

##### Use of Contraband Detection Dogs

Contraband detection dogs shall not be used in classrooms or other District facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual. Prior to conducting an inspection, students shall be asked to leave the room that will be subject to canine sniffing. No student shall be forced to leave personal items behind for inspection unless school officials have reasonable suspicion to search the item. Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts to a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.

##### Notifications

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the district's policies and procedures for searches, including notice regarding:

1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and district properties under a student's control, including lockers or desks.
2. The district's contraband dog detection program – if applicable
3. The use of metal detectors or other weapons detection systems.

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors or other weapon detection systems are to be used notifying that anyone may be scanned by metal detectors or weapons detection systems for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

# PART 2

## SECTION 1

# Emergency Procedures, Training & Drills

## Emergency Response Procedures & Instructional Continuity

This site maintains emergency response procedures to address both likely and possibly emergency incidents whether occurring naturally, due to mechanical failure, or through a criminal act. These emergency response procedures are consistent with best practices identified through the National Safe School Initiative and the California Department of Education and were drafted in collaboration with local Fire and Law Enforcement agencies. All site staff are trained to swiftly enact these procedures. These protocols shall be reviewed by both local Fire and Law Enforcement representatives biennially. Detailed confidential response procedures are available for all staff and are contained within this plan's confidential tactical information section.

### Outside Agency Review:

AGENCY	REPRESENTATIVE NAME & TITLE	DATE
Sac Metro Fire	Supervising Inspector Janae Smith	03/24/24
Sac County Sheriff	Asst. Sheriff LeeAnnedra Marchese	03/24/24
Citrus Heights Police	Commander Wes Herman	03/24/24

### Detailed Emergency Action Procedures Include:

- Active Shooter / Active Threat
- Bomb Threats, Suspicious Packages & Letters
- Chemical or Hazardous Materials
- Earthquakes
- Explosions, Aircraft Crashes or Similar Incident
- Fire
- Flood
- Gas Leaks
- Intruders
- Lockdowns
- Missing or Eloped Students
- Power Outage
- Severe Windstorm & Tornado

Specific response actions and training related to the above emergency procedures is considered confidential and not for public view. Detailed actions and training information can be found in the confidential Tactical Plan section of this document.

### Instructional Continuity Plan:

This site follows the San Juan Unified Instructional Continuity Plan (ICP). In the event of an emergency causing the closure of this campus, information regarding continuing academic instructions will be shared with the staff, students and parent(s) / guardian(s) within (5) five business days. This plan can be viewed at <https://www.sanjuan.edu/icp>

## Safety & Emergency Response Definitions

In the event of a safety incident or emergency, the following actions may be used as a singular strategy or in any combination as necessary. These strategies may be transitioned between as necessary to adjust to a dynamic environment. Additional information and/or confidential instructions related to the below actions may be found in the site's confidential tactical plan.

### **Shelter-In-Place**

The lowest level response to a safety concern. Generally used when there is a non-life-threatening safety concern on or directly adjacent to the school campus. This action eliminates all unnecessary outside activities and directs students and staff indoors. All normal classroom and other indoor activities may continue without interruption. Depending on the nature of the safety concern, the site administrator may authorize limited outside activities, access to restrooms and meals in the cafeteria as appropriate and under supervision. During a shelter-in-place campus visitors may be restricted. This action is commonly used, but not limited to, in response to incidents such as:

- Response to a medical incident on campus to allow for the safe arrival of emergency responders.
- Severe weather / poor air quality
- Aggressive animal on campus
- General law enforcement activity near the site

### **Lockdown**

Used when there is immediate or imminent threat of danger on or directly adjacent to the campus placing the students' and staff's physical safety or lives at risk. When implemented all campus and classroom activities are immediately stopped. Students and staff are directed to quickly move to the nearest, safest indoor location and to secure the room. This action is commonly used, but not limited to, in response to dangerous incidents such as:

- Dangerous law enforcement activity on or directly adjacent to the campus involving weapons or violent persons.
- Violent or Aggressive intruders on campus
- Active threat on campus (any person on campus, armed with a weapon and actively engaged in the attempt to harm others)

Confidential instructions related to the initiation, safety actions and release of a school-wide Lockdown are detailed in the CSSP-Tactical Plan.

### **Evacuation**

Used in response to various incidents when there is the need to immediately exit a structure, a specific area of or the entire campus due to dangerous conditions or the threat of physical harm. Evacuations may be initiated school-wide or limited / controlled to specific areas based upon the type and location of the risk or threat. Evacuations are most commonly used, but not limited to, in response to incidents involving:

- Fire / Smoke
- Chemical / Gas leak
- Unsafe structure
- Active threat

## **Duck and Cover**

Duck and Cover may be used in response to various disaster or emergency incidents and is most commonly used when/where a threat of falling objects exist during or after events such as:

- Earthquake
- Explosion
- Active threat

## **Active Threat / RUN-LOCKDOWN -DEFEND**

An Active Threat is defined as an incident involving a violent person on campus, armed with a firearm or other dangerous weapon, and is actively engaged in or attempting to indiscriminately harm others likely resulting in death or great bodily injury.

The safety response to Active Threat scenarios will require decisions based upon individual knowledge of the incident and immediate proximity to the threat. Safety responses include RUN, HIDE (Lockdown) and DEFEND.

\*\* Confidential instructions related to the response to Active Threat Situations are detailed in the CSSP-Tactical Plan.

## **Reunification**

Reunification is the process of reuniting a student with their parent/guardian. In the event school activities are cancelled after the start of school, parent(s) / guardian(s) will be notified to pick up their students as part of the reunification process. Parent(s) / guardian(s) responding to pick up a student will be required to provide proof of identity and be specifically named on the student's emergency contact list. Parent(s) / guardian(s) will receive specific instructions including the location, check in and identification requirements to expedite the process.

Reunification may occur at the school site or at another location should the site be determined unsafe.

\*\*Confidential instructions regarding this site's specific reunification plan may be located in the confidential Tactical Plan section of this document.

## Inclusive School Safety Planning

### **Accommodating Persons with Medical, Functional or Special Assistance Needs**

Pursuant to CA Education Code section 32282(a) all emergency response actions shall be reviewed and adapted to accommodate students, staff or other persons with restrictive / functional disabilities or special assistance needs. This list should include, but not be limited to persons who may be:

- Pregnant
- Have broken bones or other physically limiting injury.
- Have PTS
- Diagnosed with Autism or other social / sensory conditions.
- Use specialized medical equipment – wheelchairs, crutches, braces, etc.
- Are visually or hearing impaired.
- Require access to prescribed critical medication.

Where practicable, individualized safety plans are drafted and contained within specific associated IEP / 504 documents. Staff associated with students meeting above or other special assistance needs shall be made aware of and trained to address these needs in an emergency including adaptation to evacuation routes, procedures, and locations.

A confidential list identifying students and staff with temporary or permanent functional disabilities, medical or other special assistance needs including, but not limited to life-saving medication will be created and will be reviewed and updated throughout the school year as necessary. The identification of persons requiring assistance and their respective assistance needs, including a list of medications, is confidential and shall not be included as a fixed component of this safety plan. The information shall be stored and maintained in a confidential manner by school administration and attached within the school's Tactical Plan.

## Staff Emergency Response & Safety Training

Pursuant to CA Education Code Section 32280, safety and emergency response training is provided to all staff members and volunteers. The site administration will ensure staff have reviewed and become familiar with the Comprehensive School Safety Plan including all emergency response procedures.

Staff that are trained, practiced and confident in fundamental emergency response actions help quickly bring a sense of calm, order and trusted safety in response to an unexpected emergency. It is recommended all staff receive annual refresher training at the beginning of each school year that includes:

- Fundamental Emergency Procedures
- Active Threat Response
- Catapult EMS
- De-escalation / conflict intervention

The principal or designee will be responsible for ensuring all new staff members, including temporary or intermittent staff, review these materials.

In addition to the above, the site safety team should regularly:

- Review delegated roles, responsibilities and assignments
  - Do assigned tasks or duties differ for various emergency types?
- Identify backup or cascade duty personnel to support necessary tasks in the absence of a team member
- Have a refresher Catapult training specific to safety team duties and communication

Safety training should continue throughout the school year taking advantage of quick learning opportunities during PD days, site meetings, or other appropriate events.

Debriefing incidents can be one of the most valuable learning and reinforcement tools. Critical debriefs involving the site safety team and district resources should occur within 24 hours of an event. A sitewide debrief involving all staff should occur within 5 days of the event.

- Candid discussion identify gaps as well as strengths and successes in response practices
- System evaluations and feedback can provide information on the effectiveness of communication pathways and tools such as Catapult, radios, PA alerts, etc.
- Lessons learned from the debrief sessions provide insight regarding necessary future training and equipment needs.

# Student Emergency Response & Drill Preparation Guidelines

These guidelines are particularly focused on lockdown and active threat response, however are beneficial for all drills and are based on the recommendations of the National Association of School Psychologists. Staff may, upon consultation with site administration and safety members, make appropriate modifications and adjustments based on their class or student(s) age and ability in compliance with all federal state and local regulations.

## General Guidance for Administrators and Staff

### Before Drills – all grade levels

- Drills will be announced in advance and never be a surprise.
- Armed assailant drills are not allowed, nor is the use of any role players, props, simulations and/or scare tactics to train students how to respond in an emergency.
  - Exceptions include the use of the fire alarm system as part of the required system testing.
- Accommodating students with disabilities should always be considered in drill planning.
- Prior to a drill, students should be instructed in a calm manner, what will happen and why.
- Affirm that it's OK to feel however they are feeling and remind them the drills are there to help keep them safe.
- Help students identify a favorite coping strategy to use in case they need to self-regulate during the drill.
- Inform families / guardians of upcoming drills so they can partner to help prepare the students.

### During Drills – all grade levels

- Remember to stay calm. Students take cues from trusted adults.
- Monitor students who appear to be in distress and provide additional support as practicable.

### After Drills – all grade levels

- Debrief the drill with students to identify things that went well and areas to improve.
- Allow students to share their feelings about the drill.
- If practicable – consider allowing students free time to complete a non-academic activity to release stress.
- Students may react with behaviors that are atypical. Monitor students for these and consult with a counselor as appropriate.
- Inform parents / guardians if you notice unusual behaviors and collaborate to identify ways to support the student.

## Student Emergency Instruction Considerations & Age Appropriate Focus

### Preschool – Kindergarten

- Drills are focused on listening and following the directions of a trusted adult (i.e., teacher, classroom aide).
- Safety procedures are kept simple and easy to follow.
- Students are taught to recognize the sound of the school's fire alarm system and PA and instructed to immediately look for and follow the directions of the trusted adult.
- Games and/or songs may be incorporated into the procedures to maintain a low-stress and engaging practice.

### Grades 1 – 3:

- In addition to the above, students may learn about the different types of emergencies including intruders and how they can be a helper by following directions.
- Students learn about evacuation and rally locations and where they are on the campus.

#### Grades 4 – 5

- In addition to the above, students may begin to learn about the various response options (RUN / LOCKDOWN) and when / why a trusted adult may direct them to do so.
- Students discuss and examine ways to help to keep them safe during an enhanced lockdown by moving furniture for protection and barricading doors.
- Students are taught to identify evacuation routes and discuss alternative evacuation locations or pathways.

#### Grades 6 – 8

- Building upon the concepts learned in previous grades, teachers can discuss enhanced lockdown procedures such as creating complex barricades by stacking furniture.
- Students may learn about distraction techniques that encourage using available classroom items and loud noises to distract an intruder trying to enter their classroom.
- Students may learn about advanced evacuation strategies including escaping through windows and the location of off-campus rally points.

#### Grades 9 – 12

- Building upon the concepts learned in previous grades, teachers can discuss advanced escape strategies including how to safely break a window and evacuate safely.
- Students are empowered when outdoors to take immediate action, without delay to evacuate and get away from the danger.
- Students are instructed how to check in and update their location post-evacuation.

Note – Students are not encouraged nor instructed to try to disarm or otherwise control an active assailant. Students are taught to get as far away from the conflict as possible to a safe location.

## Safety and Emergency Drill Requirements

All San Juan Unified school sites shall comply with the emergency drill requirements as identified in CA EC 32280.

Teachers will review appropriate expectations with students when responding to an emergency or safety action such as lockdown procedures, shelter-in-place procedures, active threat incidents, as well as fires and general evacuations in an age & grade appropriate manner at the start of each school year.

The following safety and emergency drills will be conducted as required:

- Schools will conduct the minimum number of drills as outlined here. Additional drills are encouraged and can be scheduled by the principal as appropriate.
- **Fire evacuation drills will be held:**
  - Elementary & K8 school sites – One (1) each month
  - Intermediate (Middle) school sites - Four (4) each year (two per semester)
  - Secondary (High) school sites – Two (2) each year (one per semester)
- **Earthquake drop and cover drills will be held:**
  - Elementary & K8 school sites - Four (4) times each year (once per quarter)
  - Intermediate (Middle) & Secondary (High) school sites - Two (2) times each school year (once per semester)
- **Lockdown drills will be held two (2) times per year at all school sites.**
  - The first drill must be held within the first 30 days of the first day of the school year.
  - The second drill must be held within 30 days of the first day of school in January.
- Post-drill review and debrief sessions are recommended and should include all appropriate stakeholders after each drill.

Drills should be conducted following the 3 P's -Planning, Purpose, and Participation.

- **Planning** - Drills should be planned in advance with the dates of drills shared with staff; no surprises. Planning includes preparing staff including providing any necessary related training materials, procedures, communication expectations, and support to prepare their students and share behavior expectations.
- **Purpose** - Each drill should have a clear objective. What is being tested? What are the goals or expectations of the staff participating? How is success measured or gaps identified?
- **Participation** - Participation is more than being present; it is an acceptance of responsibility to demonstrate an understanding of procedures and emergency practices within an assigned role to enhance staff, student and overall site safety. Participation is active and done with intent. Participation is required.

## Use of the California Standardized Emergency Management System (SEMS)

As appropriate and when required, San Juan Unified will institute components of the Incident Command System (ICS) as required by the CA Standardized Emergency Management System.

San Juan Unified Schools has incorporated protocols of California's Standardized Emergency Management System (SEMS). The California Code of Regulations, Title 19, Division 2, Chapter 1, Sections 2400-2450 outlines the requirements of all special districts. These regulations establish the CA Standardized Emergency Management System (SEMS) and subsequent Incident Command System (ICS). SEMS is intended to standardize response organization, communication and authority in emergencies that are complex or involve multiple responding agencies. SEMS is intended to be flexible and adaptable to the needs of all emergency responders in California.

SEMS requires that emergency response agencies use basic principles and components of emergency management including.

- ICS (Incident Command System) - Organizational Leadership, Area of Responsibility, Accountability and Communication
- Multi-agency or inter-agency coordination – Unified Command
- Operational area concept, and
- Established mutual aid systems.

State agencies must use SEMS. Local governments and Local Education Administrations (LEA's) must use SEMS by December 1, 1996, in order to be eligible for state funding of response-related personnel costs pursuant to activities identified in California Code of Regulations, Title 19, §2920, §2925, and §2930.

Executive Order S-2-05 issued by the Governor of California directs the California Office of Emergency Services and Office of Homeland Security, in cooperation with the Standardized Emergency Management System Advisory Board, to develop a program to integrate the National Incident Management System, to the extent appropriate, into the state's emergency management system.

### Incident Command System :

When utilized, the Incident Command System allows for a scalable / expandable leadership response to manage an incident. Use of ICS clarifies decision making and communication pathways. Roles including specified positions such as the Incident Commander, Operations Coordinator, Logistics Coordinator, Planning Coordinator & Information / Communications Coordinator are clearly defined and identified as points of contact. Appropriate management organization allows for a delegation of work effort, minimizes unnecessary communication with the Incident Commander allowing for increased strategic decision effectiveness.

## Use of the National Incident Management Systems (NIMS)

As appropriate and when required, San Juan Unified Schools will comply with all requirements of the National Incident Management Systems.

In 2004, the Department of Homeland Security released the National Incident Management System (NIMS) as required by Homeland Security Presidential Directive (HSPD) - Management of Domestic Incidents and HSPD-8 Preparedness. While most emergency situations are handled locally, when there's a major incident, help may be needed from other jurisdictions, the state, and the federal government. NIMS was developed so responders from different jurisdictions and disciplines can better work together to respond to natural disasters and emergencies, including acts of terrorism. NIMS benefits include a unified approach to incident management; standard command and management structures; and emphasis on preparedness, mutual aid, and resource management.

HSPD-5 established and designated the NIMS Integration Center (NIC) as the lead federal entity to coordinate NIMS compliance. Its primary function is to ensure that NIMS remains an accurate and effective management tool through refining and adapting compliance requirements to address ongoing preparedness needs.

To accomplish this, the Compliance and Technical Assistance Branch relies on input from federal, state, local, tribal, multi-discipline, and private sector stakeholders to assure continuity and accuracy of ongoing implementation efforts. In this collaborative role, the NIC has worked with these partners to refine and implement improvements to NIMS, including the development of performance measurement systems for state, territorial, tribal, and local governments, based on lessons learned and best practices from across the nation.

NIMS plans include.

- Use of standardized terminology,
- Standardized organizational structures (ICS),
- Interoperable communications,
- Consolidated action plans,
- Unified command structures, when applicable,
- Uniform personnel qualifications standards,
- Uniform planning, training, and exercises,
- Comprehensive resource management, and
- Designated incident facilities.

## Use of the Campus as a Community Shelter

During a local or regional emergency, it may become necessary for the school campus to be used as an emergency shelter, operational center for first responders, or staging area for emergency services or first responder equipment.

To meet the needs of the community and non-government volunteer organizations such as the Red Cross, the San Juan Unified School District will work collaboratively with law enforcement, fire and other community or charitable emergency responders to support and provide locations for emergency operations.

All requests for the use of this facility will be forwarded to the Safe Schools office at (916) 971-7911. Safe Schools will coordinate with the district facilities team for approval and determination of appropriate site access and security needs.

## Catapult EMS – Use & Training

San Juan Unified has adopted CatapultEMS (Emergency Management System) as its incident management, communication and accountability tool to assist sites during emergencies and other general safety incidents. All staff shall be trained how to access and use Catapult EMS to effectively receive and respond to safety and emergency alerts.

All San Juan Unified staff have access to CatapultEMS via their district email account. CatapultEMS is accessible via any web browser capable device (desktop computer, laptop computer, tablet, smartphone) at [www.catapultems.com](http://www.catapultems.com) or via the district's portal.

In the event of a safety incident or emergency; site administration, site safety team members and district staff will use CatapultEMS to:

- Manage safety incidents.
- Share safety information with site, district, and safety staff
- Communicate emergency actions such as evacuation or lockdown directives.
- Account for staff and student location and wellbeing.
- Prioritize emergency response efforts to those most vulnerable or in critical need of care.

The site principal is responsible for ensuring all staff assigned, whether permanent or temporary, have received training in and access to CatapultEMS.

- Site principals should specifically train the 'site safety team' members in the use of the Catapult EMS to include:
  - Pre-planned roles / assignments
  - How to create and update emergency incidents or initiate actions such as Evacuations, Shelter-in-Place, Lockdowns
  - How to communicate within the system directly with other site safety team members, general staff, specific staff members
  - How to share general safety and situational awareness messages

Staff rosters within CatapultEMS must be updated at the beginning of each school year and periodically throughout to ensure system accuracy and accountability.

To add new staff to the system or access online training, contact the site's assigned Community Safety Specialist or the Director of Safe Schools.

**SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**AGENDA ITEM:** J.3

**MEETING DATE:** 02/24/2026

**SUBJECT: Resolution Reducing or Discontinuing Certain Classified Services (Henry) - 8:00 p.m.**

**DEPARTMENT:** Human Resources

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board adopt Resolution No. 4245, reducing or discontinuing certain classified positions effective June 30, 2026, because of lack of work and/or lack of funds. Discussed: 02/10/2026.

**RATIONALE/BACKGROUND:**

As a result of the need to align district programs and services with available funding, certain kinds of services rendered by classified employees have been identified to be reduced or discontinued because of lack of work or lack of funds as identified in Exhibit "A" attached.

**ATTACHMENT(S):**

1. [Resolution No. 4245](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/02/2026, 02/09/2026

Board of Education: 02/10/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Daniel Thigpen, Chief of Human Resources

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

**SAN JUAN UNIFIED SCHOOL DISTRICT  
RESOLUTION NO. 4245**

**RESOLUTION REDUCING OR DISCONTINUING CERTAIN CLASSIFIED  
SERVICES BEFORE THE GOVERNING BOARD OF THE  
SAN JUAN UNIFIED SCHOOL DISTRICT**

WHEREAS the governing board of the San Juan Unified School District has decided to reduce or discontinue certain classified services of the district as of June 30, 2026, and

WHEREAS, as a result of said reduction or discontinuation of classified services, it will be necessary to decrease the number of classified employees in the district:

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the foregoing recitals is true and correct.
2. All of those positions listed in Exhibit "A" which is attached and incorporated herein by reference shall be reduced or discontinued effective June 30, 2026, in the amounts as set forth in Exhibit "A."
3. The Chief of Human Resources or designee is authorized to send notices to affected classified employees that due to lack of work or lack of funds, certain services now being provided by the district will be reduced or discontinued to the extent as set forth in Exhibit "A."

PASSED AND ADOPTED by the governing board of the San Juan Unified School District this \_\_\_\_day of \_\_\_\_\_, 2026, by the following votes:

AYES:

NAYS:

ABSTAIN:

ABSENT:

---

Tanya Kravchuk, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Nick Bloise, Clerk of the governing board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the \_\_\_\_\_ day of \_\_\_\_\_, 2026.

\_\_\_\_\_  
Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

RESOLUTION REDUCING AND DISCONTINUING  
PARTICULAR KINDS OF SERVICES  
EXHIBIT A - CLASSIFIED

Classified Management	FTE Reduced
Behavior Support Specialist	3
<b>Subtotals</b>	3

Classified Non-Management	FTE Reduced
Adm&Fam Services Technician	1
Bilingual Translator, Pashto	1
Bilingual Translator, Ukranian	1
Campus Representative	1.625
Campus Safety Monitor	8.0625
Cert Occupational Therapy Asst	0.2
Child Development Assist-ITPre	0.75
Clerk	2
Fiscal Technician II	1
HR Analyst, Position Control	1
IA-Orthopedic/Visual Impaired	0.125
Inst Asst/Bil-Dari	1.5
Inst Asst/Bil-Farsi	1
Inst Asst/Bil-Pashto	1.625
Inst Asst/Bil-Russian	3.75
Inst Asst/Bil-Spanish	3
Inst Asst/Bil-Ukranian	0.75
Inst Asst/Mul Sev Hndcp	0.90625
Instructional Assistant I	124.21875
Instructional Assistant II	0.8125
Instructional Assistant III	1.59375
Intermed Clerk Typist (218D)	1
NISA (PM, No Thursdays)	0.4375
Non-Inst School Aide on Cal 52	0.875
Non-Instr Supp Aide 199 Days	1.3125
Payroll Specialist	1
Sch/Com Intrv Sp I 205 Days	0.4
Sch/Com Intrv Sp I 206 Days	1
Sch/Com Intrv Sp I 218 Days	5
Sch/Comm Interv Asst 205 Days	4
Sch/Comm Interv Asst 206 Days	1
Sch/Comm Interv Asst 218 Days	1
Sch/Comm Interv Asst 260 Days	1
Sch/Comm Refugee Specialist	1
Sch/Comm Resource Asst Arabic	1
Sch/Comm Resource Asst Dari	1
Sch/Comm Resource Asst Pashto	1
Sch/Comm Resource Asst Spanish	3

RESOLUTION REDUCING AND DISCONTINUING  
PARTICULAR KINDS OF SERVICES  
EXHIBIT A - CLASSIFIED

School Community Specialist	1.75
School Playground Rec Aide	4.5975
School/Community Wrkr 240 Days	2
Youth/Adlt Emp Tech I 240 Days	1
<b>Subtotals</b>	191.29125

<b>Total</b>	194.29125
--------------	-----------

**SUBJECT: Resolution Reducing or Discontinuing Particular Kinds of Services - TK-12 Certificated (Henry) - 8:05 p.m.**

**DEPARTMENT:** Human Resources

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board adopt:

1. Resolution No, 4246, reducing or discontinuing particular kinds of services, and the corresponding amount of certificated staffing that will be reduced as a result.
2. Resolution No. 4247, establishing criteria to apply to break a tie in seniority for certificated staff affected by program reductions and who have the same date of hire.

Discussed: 02/10/2026.

**RATIONALE/BACKGROUND:**

Each year through a comprehensive student needs assessment, all school sites participate in a process to align student needs to site and program budget allocations. As the needs evolve, enrollment fluctuates, or funding sources change or expire, staffing also changes. School sites engage staff, students, parents, and educational partners in various ways to determine what positions need to be eliminated, retained, or shifted. The potential elimination of particular kinds of service (PKS) determines the PKS list.

The district is committed to building a sustainable budget that aligns resources with the Strategic Plan and Local Control and Accountability Plan (LCAP). To best meet the needs of San Juan Unified School District students, changes to the delivery model for certain services have been recommended for the 2026-27 school year.

As a result of the need to make changes, certain kinds of services rendered by certificated employees have been identified to be eliminated or reduced. In order to meet statutory notice requirements for potential reassignments or layoffs, the board needs to adopt the two resolutions specified above.

**ATTACHMENT(S):**

1. [Resolutions No. 4246 and No. 4247](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/02/2026, 02/09/2026

Board of Education: 02/10/2026 (discussion)

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Daniel Thigpen, Chief of Human Resources

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

**SAN JUAN UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 4246**

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution reducing or discontinuing particular kinds of services)

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or discontinue certain services of the district beginning no later than the commencement of the 2026-2027 school year, and

WHEREAS, as a result of said reduction or discontinuation of services, it will be necessary to decrease the number of certificated employees in the district, and

WHEREAS, California Education Code section 44955 states in part, “the services of no permanent employee may be terminated under the provisions of this section while any probationary employee, or any other employee with less seniority, is retained to render a service which said permanent employee is certificated and competent to render.”

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the foregoing recitals is true and correct.
2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and her designees are directed and authorized to negotiate and sign layoff agreements with any employee in order to implement this resolution.
3. All services listed on Exhibit “A” which is attached and incorporated herein by reference, shall be reduced or discontinued not later than the beginning of the 2026-2027 school year in the amounts set forth in Exhibit “A”.
4. Teachers are deemed to be “certificated and competent” to teach any Regional Occupational Program (ROP)/Career Technical Education (CTE) class if the teacher meets BOTH criteria listed below.
  - a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught, and
  - b. Has taught the course(s) for at least one semester in the current school year or any of the five preceding school years.
5. Teachers are deemed to be “certificated and competent” to teach any class that is not a Regional Occupational Program (ROP)/Career Technical Education (CTE) class if the teacher meets EITHER criteria listed below.
  - a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught, or
  - b. If there is no credential issued by the State of California associated with the course(s) being taught, holds a valid multiple or single subject credential and

has taught the specific course(s) for at least one semester in the current school year or any of the five preceding school years.

6. Teachers will not be subject to layoff if they meet one or more of the following criteria.
  - a. Hold a valid credential authorizing special education service.
  - b. Hold a valid multiple subject credential AND a valid BCLAD (Bilingual Cross-cultural Language and Academic Development) in Spanish AND currently teach in a Dual-Immersion classroom;
  - c. Have experience teaching in a Montessori classroom for at least one semester in the current school year or any of the five preceding school years OR have Montessori training in the current school year or any of the five preceding school years. Such training must lead to certification by a program accredited by the Montessori Accreditation Council for Teacher Education (MACTE). On line Montessori training does not meet this criteria.
7. Certificated employees must have filed documents with Human Resources by February 3, 2026, evidencing credentials, certifications, authorizations, advanced degrees, or challenges to seniority in order for the information to be considered for these layoff proceedings.
8. The Chief of Human Resources or designee is directed to send notices to certificated employees that their services will not be required for the 2026-2027 school year and that said notices should be sent to the appropriate number of certificated employees in order to effectuate a reduction of the certificated staff in an amount equal to 118.05 full-time equivalent positions.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this \_\_\_\_\_ day of \_\_\_\_\_, 2026, by the following votes:

AYES:

NOES:

ABSTAIN:

ABSENT:

---

Tanya Kravchuk, President, Governing Board of the San Juan Unified School District

CLERK’S CERTIFICATE

I, Nick Bloise, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the \_\_\_\_ day of \_\_\_\_\_, 2026.

\_\_\_\_\_  
Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

RESOLUTION REDUCING AND DISCONTINUING  
PARTICULAR KINDS OF SERVICES  
EXHIBIT A - CERTIFICATED

<b>Certificated Management</b>	<b>FTE Reduced</b>
Admin on Special Assignment	1
Program Manager ECE	1
Vice Principal, Elementary	.5
Vice Principal, High School	2
<b>Subtotal</b>	<b>4.5</b>

<b>Certificated Non-Management</b>	<b>FTE Reduced</b>
Counselor K/6	4.7
Counselor Spec Program 186 Days	1
Counselor Spec Program 195 Days	3.5
Counselor-7/8	0.5
Counselor-9/12	2.9
District Res Teacher 190 Days	2
Nurse School 218 Days	1
School Social Worker	5.6
Tch-Academy	0.4
Tch-Alternative Education	0.5
Tch-Elem Specialist-Art	1.35
Tch-Elem Specialist-Music	1.4
Tch-Elem Specialist-Other	1.8
Tch-Elem Specialist-PE	0.2
Tch-English Language Dev	13.31
Tch-Grad 6-12	0.5
Tch-Grad 7/8	6.2
Tch-Grad 9/12	24.71
Tch-Independent Study	0.5
Tch-Site Resource: Elem Intervention	12.65
Tch-Site Resource-Elem	6.5
Tch-Site Resource-HS	1.6
Tch-Voc Educ/ROP 9/12	1.33
Teacher Elementary K-8	5.2

RESOLUTION REDUCING AND DISCONTINUING  
PARTICULAR KINDS OF SERVICES  
EXHIBIT A - CERTIFICATED

Teacher Grade 6 (Middle School)	0.2
Teacher Grade TK - 6	14
<b>Subtotal</b>	<b>113.55</b>

<b>TOTAL</b>	<b>118.05</b>
--------------	---------------

# SAN JUAN UNIFIED SCHOOL DISTRICT

## RESOLUTION NO. 4247

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution specifying criteria used in determining the order of termination of certificated employees who first rendered paid service as a probationary teacher on the same date)

WHEREAS, the board anticipates that it will be necessary to terminate the services of certificated employees effective at the close of this school year: and,

WHEREAS, this board has determined that as between certificated employees who first rendered paid service as a probationary teacher to the district on the same date, certain criteria should be used in determining the order of termination based upon the needs of the district and the students thereof.

NOW, THEREFORE, BE IT FOUND, ORDERED, AND RESOLVED AS FOLLOWS:

1. Each and all of the foregoing recitals are true and correct.
2. The criteria used to determine the order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date, and the weight to be given to such criteria, shall be the following:
  - a. Category I – Certifications and Experience

Need: To retain teachers with: greatest flexibility of assignment based on California credentials held; National Board Certification; and/or experience teaching at schools identified as District Designated Title I school.

Criteria	Points
Each full K-12 base credential (e.g., multiple subject, single subject, pupil personnel services, school nurse, librarian, school social worker)	4
Each foundational level base credential (If a full base credential is held, it must be a different subject area)	3
Each active intern credential (If a base credential is held, must be a different subject area)	2
Each supplemental authorization	2
Other services credential (administration)	2
National Board Certification (active)	2
Taught at a District Designated Title I School during the 2023-24 school year	1
Each Board Resolution, GELAP, SELAP, PIP, STSP or Waiver	0

If there is still a tie after applying the above criteria, then Category II will be utilized.

b. Category II – District Teaching Experience

Need: To recognize certificated experience in the San Juan Unified School District under contract which is not reflected by the employee’s seniority date.

Experience	Value
Each year or portion of a year of in-district experience as a certificated employee under contract prior to the employee’s seniority date	Percentage of school year(s) served

If there is still a tie after applying Category II criteria, then Category III will be utilized.

c. Category III - Lottery

If any two or more certificated employees who first rendered paid service as a probationary employee on the same date still have the same number of points after application of points provided above, the ranking of such employees shall be determined by a lottery conducted by the Chief of Human Resources or designee.

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.
4. Notwithstanding any other provision of this resolution to the contrary, a certificated employee shall be retained to render any service for which there is no certificated employee retained in the district with a higher number of points, as determined by the procedure set forth above, or with more seniority, who is certificated and competent to render such service.
5. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees as part of a layoff of certificated employees effective at the end of the 2025-2026 school year. This resolution shall not be effective for any other purposes, including, but not limited to, order of reemployment offers or any subsequent layoffs of certificated employees.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this

\_\_\_\_\_ day of \_\_\_\_\_, 2026, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

---

Tanya Kravchuk, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Nick Bloise, clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the \_\_\_\_ day of \_\_\_\_\_, 2026.

---

Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

**SUBJECT: Resolution Reducing or Discontinuing Particular Kinds of Services - Early Childhood Education (Henry) - 8:10 p.m.**

**DEPARTMENT:** Human Resources

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board adopt:

1. Resolution No. 4248, reducing or discontinuing certain certificated positions in the Early Childhood Education program effective June 30, 2026, because of lack of work and/or lack of funds.
2. Resolution No. 4249, establishing criteria to apply to break a tie in seniority for Early Childhood Education certificated staff affected by program reductions and who have the same date of hire.

Discussed: 02/10/2026.

**RATIONALE/BACKGROUND:**

The district is committed to building a sustainable budget that aligns resources with the Strategic Plan and Local Control and Accountability Plan (LCAP). As the needs evolve, enrollment fluctuates, or funding sources change or expire, staffing also changes. To best meet the needs of San Juan Unified School District early childhood education students, changes to the delivery model for certain services have been recommended for the 2026-2027 school year.

The positions being reduced or discontinued by this Resolution are certificated positions. By Education Code section 8366, a district is able to layoff ECE employees at any time during the school year for lack of work or lack of funds. Notices will be sent to affected Early Childhood Education teachers and layoffs will be effective on June 30, 2026.

**ATTACHMENT(S):**

1. [Resolutions No. 4248 and No. 4249](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/02/2026, 02/09/2026

Board of Education: 02/10/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Daniel Thigpen, Chief of Human Resources

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

**SAN JUAN UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 4248**

**BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT**

(Resolution regarding reducing or discontinuing certain certificated services in the Early Childhood Education program)

**WHEREAS** the Governing Board of the San Juan Unified School District has decided to reduce or eliminate certain certificated services in the Early Childhood Education Program of the District as of June 30, 2026, due to a lack of work or a lack of funds, and

**WHEREAS**, the California Education Code, section 8366 applies to positions “requiring a child development permit for the supervision and instruction of children ...”, and

**WHEREAS**, the California Education Code, section 8366 also states, “A district may lay off an employee required to have such a permit at any time during the school year for lack of work or lack of funds ...”, and

**WHEREAS**, as a result of said reduction or elimination of certificated services in the Early Childhood Education Program due to lack of work or lack of funds, it will be necessary to decrease the number of certificated employees in the District:

**NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:**

1. That each of the foregoing recitals is true and correct.
2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and her designees are directed and authorized to negotiate and sign layoff agreements with any employees in order to implement this resolution.
3. All services listed on Exhibit “A” which is attached and incorporated herein by reference, shall be reduced or discontinued not later than June 30, 2026 in the amounts set forth in Exhibit “A”.
4. The Chief of Human Resources or designee is directed to send notices to affected certificated employees that due to lack of work or lack of funds certain services now being provided by the District be reduced or discontinued to the extent as set forth in #3 above.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this \_\_\_\_ day of \_\_, 2026, by the following votes:

AYES:

NOES:

ABSTAIN:

ABSENT:

CLERK'S CERTIFICATE

I, Nick Bloise, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the \_\_\_\_ day of \_\_\_\_\_, 2026.

---

Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

RESOLUTION REDUCING OR DISCONTINUING  
PARTICULAR KINDS OF SERVICES  
EXHIBIT A - ECE

Attachment 1

ECE Non-Management	FTE Reduced
TCH-CDPT 234 Days	1
Totals	1

**SAN JUAN UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 4249**

**BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT**

(Resolution specifying criteria used in determining the order of termination of certificated Early Childhood Education employees who first rendered paid service as a probationary teacher on the same date)

WHEREAS, the board anticipates that it will be necessary to terminate the services of certificated employees within the Early Childhood Education programs effective at the close of this school year: and

WHEREAS, this board has determined that as between such certificated employees who first rendered paid service as a probationary teacher to the district on the same date, certain criteria should be used in determining the order of termination based upon the needs of the district and the students thereof.

NOW, THEREFORE, BE IT FOUND, ORDERED, AND RESOLVED AS FOLLOWS:

1. Each and all of the foregoing recitals are true and correct.
2. The criteria used to determine the order of termination of such certificated employees who first rendered paid service as a probationary teacher to the district on the same date, and the weight to be given to such criteria, shall be the following:

- a. Category I – Certifications and College/University Units

Need: To retain teachers with: greatest flexibility of assignment based on California credentials/permits held; and/or college/university units in infant/toddler classes.

<b>Criteria</b>	<b>Points</b>
Bachelor’s degree or higher with either a K-12 Multiple Subject Teaching Credential or Child Development Program Director Permit or Child Development Site Supervisor Permit	4
Three or more infant/toddler units	3
Child Development Teacher or Master Teacher Permit	2
Child Development Associate Teacher Permit	1

If there is still a tie after applying the above criteria, then Category II will be utilized.

- b. Category II – District Teaching Experience

Need: To recognize certificated experience in the San Juan Unified School District under contract which is not reflected by the employee’s seniority date.

Experience	Value
Each year or portion of a year of in-district experience as a certificated employee in the Early Childhood Education programs under contract prior to the employee’s seniority date	Percentage of School year(s) served

If there is still a tie after applying Category II criteria, then Category III will be utilized.

c. Category III – District Experience as a Classified Employee

Need: To recognize classified ECE experience in the San Juan Unified School District.

Experience	Value
Each year or portion of a year of in-district experience as a Child Development Assistant in the Early Childhood Education programs	Percentage of School year(s) served

If there is still a tie after applying Category III criteria, then Category IV will be utilized.

d. Category IV - Lottery

If any two or more certificated employees who first rendered paid service as a probationary employee on the same date still have the same number of points after application of points provided above, the ranking of such employees shall be determined by a lottery conducted by the Chief of Human Resources or designee.

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.
4. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees within the Early Childhood Education programs as part of a layoff effective at the end of the 2025-2026 school year. This resolution shall not be effective for any other purposes.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this \_\_\_\_\_ day of \_\_\_\_\_, 2026, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

\_\_\_\_\_  
Tanya Kravchuk, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Nick Bloise, clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the \_\_\_\_day of \_\_\_\_\_, 2026.

\_\_\_\_\_  
Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

**SUBJECT:** Resolution Reducing or Discontinuing Particular Kinds of Services - Adult Education (Henry) - 8:15 p.m.

**DEPARTMENT:** Human Resources

**ACTION REQUESTED:**

Action: The superintendent is recommending that the board adopt:

1. Resolution No. 4250, reducing or discontinuing particular kinds of services, and the corresponding amount of adult education certificated staffing that will be reduced as a result.
2. Resolution No. 4251, establishing criteria to apply to break a tie in seniority for adult education certificated staff affected by program reductions and who have the same date of hire.

Discussed: 02/10/2026.

**RATIONALE/BACKGROUND:**

The district is committed to building a sustainable budget that aligns resources with the Strategic Plan and Local Control and Accountability Plan (LCAP). As the needs evolve, enrollment fluctuates, or funding sources change or expire, staffing also changes. To best meet the needs of San Juan Unified School District adult education students, changes to the delivery model for certain services have been recommended for the 2026-2027 school year.

As a result of the need to make changes, certain kinds of services rendered by certificated employees have been identified to be eliminated or reduced. In order to meet statutory notice requirements for potential reassignments or layoffs, the board needs to adopt the two resolutions specified above.

**ATTACHMENT(S):**

1. [Resolutions No. 4250 and No. 4251](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/02/2026, 02/09/2026

Board of Education: 02/10/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Daniel Thigpen, Chief of Human Resources

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools

**SAN JUAN UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 4250**

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution reducing or discontinuing particular kinds of services)

WHEREAS the Governing Board of the San Juan Unified School District has decided to reduce or discontinue certain services of the district beginning no later than the commencement of the 2026-2027 school year, and

WHEREAS, as a result of said reduction or discontinuation of services, it will be necessary to decrease the number of certificated employees in the district, and

WHEREAS, California Education Code section 44955 states in part, “the services of no permanent employee may be terminated under the provisions of this section while any probationary employee, or any other employee with less seniority, is retained to render a service which said permanent employee is certificated and competent to render”, and

WHEREAS, California Education Code section 44929.26 states in part, “service in the evening school shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee in the day school...”

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the foregoing recitals is true and correct.
2. The Superintendent is directed to take all appropriate action to implement this resolution. The Superintendent and her designees are directed and authorized to negotiate and sign layoff agreements with any employees in order to implement this resolution.
3. All services listed on Exhibit “A” which is attached and incorporated herein by reference, shall be reduced or discontinued not later than the beginning of the 2026-2027 school year in the amounts set forth in Exhibit “A”.
4. Teachers are deemed to be “certificated and competent” to teach any class in the Adult Education program if the teacher meets EITHER criteria listed below.
  - a. Holds a valid credential issued by the State of California which is associated with the course(s) being taught or
  - b. If there is no credential issued by the State of California associated with the course(s) being taught, has taught the specific course(s) for at least one semester in the current school year or any of the five preceding school years.

- 5. Certificated employees must have filed documents with Human Resources by February 3, 2026, evidencing credentials, certifications, authorizations, advanced degrees, or challenges to seniority in order for the information to be considered for these layoff proceedings.
- 6. The Chief of Human Resources or designee is directed to send notices to certificated employees that their services will not be required for the 2026-2027 school year and that said notices should be sent to the appropriate number of certificated employees in order to effectuate a reduction of the certificated staff in an amount equal to 6.93332 full-time equivalent positions.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this

\_\_\_\_\_ day of \_\_\_\_\_, 2026, by the following votes:

AYES:

NOES:

ABSENT:

\_\_\_\_\_  
Tanya Kravchuk, President, Governing Board of the San Juan Unified School District

CLERK’S CERTIFICATE

I, Nick Bloise, Clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the \_\_\_\_day of \_\_\_\_\_, 2026.

---

Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

RESOLUTION REDUCTING OR DISCONTINUING  
PARTICULAR KINDS OF SERVICES  
EXHIBIT A - ADULT EDUCATION

Adult Ed. Non-Management	FTE Reduced
A/E Counselor	0.4
A/E ESL	4.98332
A/E H.S. Completion	1.55
Totals	6.93332

## SAN JUAN UNIFIED SCHOOL DISTRICT

### RESOLUTION NO. 4251

BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

(Resolution specifying criteria used in determining the order of termination of adult education certificated employees who first rendered paid service as a probationary teacher on the same date)

WHEREAS, the board anticipates that it will be necessary to terminate the services of certificated employees effective at the close of this school year: and

WHEREAS, this board has determined that as between certificated employees who first rendered paid service as a probationary teacher to the district on the same date, certain criteria should be used in determining the order of termination based upon the needs of the district and the students thereof.

NOW, THEREFORE, BE IT FOUND, ORDERED, AND RESOLVED AS FOLLOWS:

1. Each and all of the foregoing recitals are true and correct.
2. The criteria used to determine the order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date, and the weight to be given to such criteria, shall be the following:

a. Category I – Certifications and Experience

Need: To retain teachers with: greatest flexibility of assignment based on California credentials held.

Criteria	Points
Each full base credential (e.g., designated subject, multiple subject, single subject, pupil personnel services)	4
Each supplemental authorization	2
Other services credential (administration)	2

If there is still a tie after applying the above criteria, then Category II will be utilized.

b. Category II – District Teaching Experience

Need: To recognize certificated experience in the San Juan Unified School District under contract which is not reflected by the employee's seniority date.

Experience	Value
Each year or portion of a year of in-district experience as a certificated employee under contract prior to the employee’s seniority date.	Percentage of school year(s) served

If there is still a tie after applying Category II criteria, then Category III will be utilized.

c. Category III - Lottery

If any two or more certificated employees who first rendered paid service as a probationary employee on the same date still have the same number of points after application of points provided above, the ranking of such employees shall be determined by a lottery conducted by the Chief of Human Resources or designee.

3. The order of termination of certificated employees who first rendered paid service as a probationary teacher to the district on the same date as set forth above is based solely on the needs of this district and its students.
4. Notwithstanding any other provision of this resolution to the contrary, a certificated employee shall be retained to render any service for which there is no certificated employee retained in the district with a higher number of points, as determined by the procedure set forth above, or with more seniority, who is certificated and competent to render such service.
5. This resolution shall be for the purpose of determining the relative order of termination of certain certificated employees as part of a layoff of certificated employees effective at the end of the 2025-2026 school year. This resolution shall not be effective for any other purposes, including, but not limited to, any subsequent layoffs of certificated employees.

PASSED AND ADOPTED by the Governing Board of the San Juan Unified School District this

\_\_\_\_\_ day of \_\_\_\_\_, 2026, by the following vote:

AYES:

NOES:

ABSENT:

\_\_\_\_\_  
Tanya Kravchuk, President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Nick Bloise, clerk of the Governing Board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true, and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the \_\_\_\_ day of \_\_\_\_\_, 2026.

---

Nick Bloise, Clerk, Governing Board of the San Juan Unified School District

**SAN JUAN UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

**AGENDA ITEM:** J.7

**MEETING DATE:** 02/24/2026

**SUBJECT: California School Boards Association (CSBA) Delegate Assembly Election (Board) - 8:20 p.m.**

**DEPARTMENT:** Administration

**ACTION REQUESTED:**

Action: The board may wish to vote for no more than two (2) candidates for subregion 6-B of the CSBA Delegate Assembly.

**RATIONALE/BACKGROUND:**

Every year CSBA asks districts to elect representatives to the CSBA Delegate Assembly for their designated region. This year, subregion 6-B (Sacramento County) has two vacancies.

**ATTACHMENT(S):**

1. [CSBA Delegate Assembly Ballot Packet](#)

**BOARD COMMITTEE ACTION/COMMENT:**

N/A

**PREVIOUS STAFF/BOARD ACTION:**

Superintendent's Cabinet: 02/09/2026

**FISCAL IMPACT:**

N/A

**PREPARED BY:** Stephanie Cunningham, Administrative Assistant, Board of Education

**APPROVED BY:** Melissa Bassanelli, Superintendent of Schools



**REQUIRES BOARD ACTION**

January 31, 2026

**MEMORANDUM**

To: CSBA Member Boards and Even-numbered County Board Presidents and Superintendents  
From: Dr. Debra Schade, CSBA President  
Re: 2026 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Mon. March 16**

---

*CSBA is transitioning to an all-electronic voting process, beginning with an electronic “option” this year and moving to all-electronic voting in 2027. For those wishing to submit an electronic ballot this year, an email with the unique link to your ballot is sent to the primary contact on file with CSBA for your district or county office on February 1, 2026. Electronic ballot submissions still require board action as described in this memo, however no mailing is required. If both a paper ballot and electronic ballot are submitted, only the electronic ballot will be counted.*

Enclosed is the ballot material for election to CSBA’s Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA if your district or county board chooses to submit a paper ballot. Ballots must be submitted electronically or postmarked by the U.S. Post Office on or before Monday, March 16, 2026.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The paper ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s or county office’s stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2026.

**For County Boards of Education Only:**

*County boards of education may receive up to two emails with unique links for electronic voting: one for their subregion ballot and one for their regional county Delegate ballot, if applicable.*

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA if your county board chooses to submit a paper ballot. Like the ballot on red paper for the other Delegate seats in your region, it must be submitted electronically or postmarked by the U.S. Post Office on or before Monday, March 16, 2026.**

The paper ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by April 30. The results for the county board seat in each region will also be published by May 11, 2026.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2026 – March 31, 2028. The next meeting of the Delegate Assembly takes place on Saturday, May 16 and Sunday, May 17, 2026. Please do not hesitate to contact the Executive Office at [nominations@csba.org](mailto:nominations@csba.org) should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper  
Ballot on green paper and watermarked "copy" of ballot on white paper  
List of all current Delegates on reverse side of ballot  
Candidate(s)' required Biographical Sketch Forms and optional resumes  
CSBA-addressed envelope to send back ballots

**REQUIRES BOARD ACTION**

This complete, **CORRECTED** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 16, 2026**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2026 DELEGATE ASSEMBLY **CORRECTED** BALLOT  
SUBREGION 6-B  
(Sacramento County)

Number of seats: 2 (Vote for no more than 2 candidates)

---

*Delegates will serve two-year terms beginning April 1, 2026 - March 31, 2028*

*\*denotes incumbent*

Sumiti Mehta (Natomas USD)

Not enough nominations were received for a second candidate, however your board may vote to write in the name of a board member to fill this seat.

---

*Provision for Write-in Candidate Name*

---

*School District*

---

*Signature of Superintendent or Board Clerk*

---

*Title*

---

*School District Name*

---

*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*

## **REGION 6 – 18 Delegates (11 elected/7 appointed0)**

**Director: Vacant**

**Below is a list of all elected or appointed Delegates from this Region.**

### **Subregion 6-A (Yolo)**

Deborah Bautista Zavala (Woodland Joint USD), 2026

### **Subregion 6-B (Sacramento)**

Ben Avey (San Juan USD)\*, 2027

Michael Baker (Twin Rivers USD), 2027

Ken Barnes (Robla ESD), 2026

Susan Davis (Elk Grove USD)\*, 2027

Craig DeLuz (Robla ESD), 2027

Tara Jeane (Sacramento City USD)\*, 2026

Christine Jefferson (Twin Rivers USD), 2026

Tanya Kravchuk (San Juan USD)\*, 2026

Annette Kunze (Galt Joint Union ESD), 2027

Kara Lofthouse (Folsom-Cordova USD), 2027

Noel Mora (Natomas USD), 2027

Chinua Rhodes (Sacramento City USD)\*, 2027

## **Counties**

Yolo (Subregion A)

Sacramento (Subregion B)

Alpine (Subregion C)

El Dorado (Subregion C)

Mono (Subregion C)

## View results

Respondent

57

Anonymous

92:46

Time to complete

1. I have been... \*

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected \*

Sumiti

3. Full name \*

Sumiti Mehta

4. Region/subregion \*

6B



5. Name of District or COE \*

Natomas Unified School District

6. Years on board \*

1

7. Profession

School Board Trustee / Stay at Home Mom

8. Contact number \*

9167189340

9. Primary email address \*

sumitimehta@gmail.com

10. Are you an incumbent Delegate? \*

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. \*

I am interested in becoming a CSBA Delegate because effective school governance requires strong collaboration between local boards, communities, and statewide leadership. Serving as a Delegate would allow me to represent my district's viewpoints and contribute meaningfully to discussions shaping public education policy across California. My experience in communications, community advocacy, and cross-sector leadership qualifies me to address complex governance challenges, including fiscal pressures and community polarization, effectively.

I bring a combination of school board governance experience, community advocacy, and cross-sector leadership. As a school board member, long-time education advocate, and parent, I understand the importance of student-centered decision-making grounded in equity, transparency, and collaboration. My professional background in communications and public relations enables me to communicate complex issues and build agreement among diverse stakeholders clearly. Additionally, as a Youth, Parks, and Community Enrichment Commissioner for the City of Sacramento, I have gained valuable experience working across departments and agencies to expand access to enrichment, recreation, and safe spaces for youth insights that strongly inform my approach to student well-being and expanded learning opportunities.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. \*

As a school Board Trustee, I actively participate in governance discussions on academic achievement, student wellness, fiscal accountability, and workforce support. I prioritize partnership with educators, classified staff, administrators, and families, and I consistently advocate for inclusive, transparent decision-making.

In the broader community, I have volunteered in schools and youth-serving organizations for over a decade. My role as a City of Sacramento Youth, Parks, and Community Enrichment Commissioner has further strengthened my understanding of how city-school partnerships can support after-school programs, youth development, and safe, engaging environments for students beyond the school day. I believe CSBA can facilitate stronger partnerships by providing resources and platforms for shared learning and collaboration among local boards and community organizations.

I am and will remain engaged with CSBA by participating in trainings, conferences, and governance workshops, and I value CSBA's role in supporting effective board leadership statewide.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? \*

One of the biggest challenges facing governing boards today is navigating increasingly complex expectations, including academic recovery, student mental health, staff retention, fiscal pressures, and elevated community polarization, while maintaining public trust and a clear focus on student success. I am aware of these issues and believe CSBA can help by offering targeted training, policy guidance, and peer learning opportunities that empower boards to lead with clarity and empathy in these areas.

CSBA can help address this challenge by continuing to provide strong governance training, clear policy guidance, and opportunities for collaboration and peer learning. By equipping board members with tools to lead with clarity, empathy, and data-informed decision-making, CSBA strengthens local governance. CSBA also plays a vital role in elevating local board voices at the state level and ensuring policies reflect the diverse needs of California's school communities.

**SAN JUAN UNIFIED SCHOOL DISTRICT  
TENTATIVE BOARD AGENDA ITEMS  
2025-2026**

L  
02/24/2026

**MARCH 10**

Recognition: 2026 Classified Employees of the Year – A	Thigpen
New High School Courses – D	Dale
Second Interim Budget Report – R	Ryan
E-Bikes/E-Scooters – D	Allen
Public Hearing No. 2: Alexander Twilight Secondary Academy Renewal Petition – PH/A [Discussed 12/16/25]	Oaxaca
Public Hearing No. 2: Alexander Twilight College Prep Academy Renewal Petition – PH/A [Discussed 12/16/25]	Oaxaca
*Resolution: District School Board Election Order – A	Board

**MARCH 24**

Recognition: Week of the Young Child (Apr. 11-17) – A	Townsend-Snider
Recognition: School Library Month (April) – A	Dale
Resolution: Issuance and Sale of Measure P General Obligation Bonds – A	Ryan
Technology Update – R	Skibitzki
Public Hearing No. 1: Sunshine Charter School Petition – PH/D	Oaxaca
*New High School Courses – A [Discussed 03/10/26]	Dale
*Head Start and Early Head Start Grant Application 2026-2027 – A	Townsend-Snider

**APRIL 14**

Recognition: School Bus Driver Appreciation Day (Apr. 28) – A	Thigpen
Instructional Materials Adoptions – D	Dale
Strategic Plan Update – R	Allen
Proposed Board Meeting Dates for 2026-2027 – A	Board
*Audit Reports for Measures J, N, P and S – A	Ryan

**APRIL 28**

Recognition: National Nurses Week (May 6-12) and National School Nurse Day (May 6) – A	Oaxaca
Recognition: California Day of the Teacher (May 13) – A	Thigpen
San Juan Youth Voice Advocates – R	Oaxaca
Instructional Technology – R	Dale
Williams Complaint Report – R	Gaddis
*Instructional Materials Adoptions – A [Discussed 04/14/26]	Dale

**MAY 12**

Recognition: Classified School Employee Week (May 17-23) – A	Thigpen
Recognition: National Speech Pathologist Day (May 18) – A	Dale
Citrus Heights Schools Update – R	Townsend-Snider
Hearing Officer’s Recommendation-2026 RIF (if applicable) – A	Gaddis
*Approval of CTE 2026 Advisory Committee Roster – A	Schnepf
*Head Start/Early Head Start COLA Funding Allocation 2026-2027 – A	Townsend-Snider
*Head Start/Early Head Start SETA Grant Resolution 2026-2027 – A	Townsend-Snider
*Adult Education Course Approval – A	Schnepf

**MAY 26**

Recognition: National Science Bowl (if applicable) – A	Schnepf
Recognition: Science Olympiad (if applicable) – A	Schnepf
Recognition: Academic Decathlon (if applicable) – A	Schnepf
District TK-12 Mathematics Update – R	Dale
Restorative Practices/Student Discipline – R	Oaxaca
Public Hearing: SELPA Local Plan Annual Update – A	Dale
Public Hearing No. 2: Sunshine Charter School Petition – A [PH/Discussed 03/24/26]	Oaxaca
*Facility Lease Amendments – A	Camarda

**JUNE 9**

Public Hearing: LCAP – D	Oaxaca
Public Hearing: LCAP/Choices Charter School – D	Oaxaca
Public Hearing: Adoption of the 2026-2027 Budget – D	Ryan
Temporary Interfund Borrowing of Cash – A	Ryan
*CIF Superintendent Designation of Representatives 2026-2027 – A	Schnepf
*ECE Program Self-Evaluation for CDE – A	Townsend-Snider

**JUNE 23**

California School Dashboard Local Indicators – R	Oaxaca
LCAP – A [Public Hearing 06/09/26]	Oaxaca
Choices Charter School California School Dashboard Local Indicators – R	Oaxaca
LCAP Choices Charter School – A [Public Hearing 06/09/26]	Oaxaca
Adoption of the 2026-2027 Budget – A [Public Hearing 06/09/26]	Ryan
*2025-2026 Actuarial Report OPEB – A	Ryan
*Charter School 2024-2025 Audit Reports (AAT, CMP, GIS, GV, OFY, VIE) – A	Ryan
*School Plan for Student Achievement (SPSA) – A	Oaxaca

D=discussion; A=action; \*=consent; R=report; PC=public comment