



2025-2026



ALDER
MIDDLE SCHOOL

HOME OF THE FALCONS

STUDENT ACADEMIC
PLANNER AND
HANDBOOK

7555 Alder Ave.

Fontana, California 92336

Phone: 909-357-5330

Fax: 909-357-7580

Home - Alder Middle School

Office Hours: 7:00 AM—4:00 PM

Dear Alder Scholars and Families,

Welcome to the 2025–2026 school year! The staff at Alder Middle School is thrilled to begin another exciting year and to get to know our amazing Falcon scholars.

This year, our theme is inspired by a quote from *Winnie the Pooh*:

"You are braver than you believe, stronger than you seem, and smarter than you think."

We believe this message perfectly captures the spirit of resilience, courage, and growth that we aim to foster in every scholar.

This handbook/planner is designed to be a helpful guide throughout the school year. Inside, you'll find important information about Alder's **RISE expectations**—being **Respectful**, showing **Integrity**, being **Safe**, and striving for **Excellence**. It's also a great place to write down homework assignments, keep track of important dates, and stay informed about spirit days and school events.

Alder will continue to implement **Positive Behavior Interventions and Supports (PBIS)**, which encourages, and rewards positive behavior aligned with our RISE values. Our goal is to create a supportive and engaging learning environment where every Falcon scholar can thrive.

Falcon scholars, please take time to review the rules and expectations outlined in this handbook. Let's make this a year full of learning, growth, and success—together!

With Falcon pride,

The Alder Middle Administration Team

Elena Zerbel
Principal



Karla Brewer-Edet
Assistant Principal



Matthew MacCallum
Dean of Students





Administration

Elena Zerbel, Principal

Karla Brewer-Edet, Assistant Principal

Matthew MacCallum, Dean of Student Support

Counselors

Rekha Bakshi (Last Names A-L)

Scott Nielsen (Last Names M-Z)

Climate and Culture Coach

Valene Martinez

Fontana Unified School District Board of Education

Miki R. Inbody – Superintendent

Adam Perez – Board President

Danielle Holley – Vice President

Angel Ramirez – Board Member

Mary Sandoval – Board Member

Marcelino “Mars” Serna – Board Member

FONTANA UNIFIED SCHOOL DISTRICT 2025-2026 SCHOOL CALENDAR

JULY 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	N	PD		
Student Days = 0						

AUGUST 2025						
Su	M	Tu	W	Th	F	Sa
					PD	2
3	MD	MD	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Student Days = 18					

AUGUST
6 First Day of School – All Grades

SEPTEMBER
1 Holiday – Labor Day (No School)

NOVEMBER
11 Holiday – Veterans Day (No School)
24-28 Fall Break (No School)

SEPTEMBER 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Student Days = 21						

OCTOBER 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Student Days = 23						

DECEMBER
22-31 Winter Break (No School)

JANUARY
1-9 Winter Break (No School)
12 Professional Development Day (No School)
19 Holiday – Martin Luther King, Jr. Day (No School)

NOVEMBER 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	Student Days = 14					

DECEMBER 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Student Days = 15						

FEBRUARY
9 Holiday – Lincoln’s Birthday (No School)
16 Holiday – President’s Day (No School)

MARCH
23-27 Spring Break (No School)

MAY
25 Holiday – Memorial Day (No School)
28 Last Day of School – All Grades

JANUARY 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	PD	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Student Days = 13						

FEBRUARY 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
Student Days = 18						

JUNE
19 Holiday – Juneteenth (No School)

ALL SCHOOLS MINIMUM DAYS
Wednesday each week

ELEMENTARY AND MIDDLE SCHOOL CONFERENCES/MINIMUM DAYS
October 20 – 24, 2025

ALL SCHOOLS END OF SEMESTER MINIMUM DAYS
Friday, December 19, 2025 – End Semester 1
Thursday, May 28, 2026 – End Semester 2 – Last Day of School

END OF QUARTER/SEMESTER FOR MIDDLE/HIGH SCHOOLS
Friday, October 10, 2025 – End Quarter 1
Friday, December 19, 2025 – End Semester 1
Friday, March 20, 2026 – End Quarter 3
Thursday, May 28, 2026 – End Semester 2 – Last Day of School

MARCH 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Student Days = 17						

APRIL 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Student Days = 22						

HIGH SCHOOL FINAL EXAMS/MINIMUM DAYS
December 16 – 19, 2025
May 26 – 28, 2026

MAY 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	MD	30
31	Student Days = 19					

JUNE 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Student Days = 0						

	SCHOOL DAYS
	WEEKENDS/VACATIONS
	HOLIDAYS (NO SCHOOL)

	N	NEW TEACHER ORIENTATION
	PD	PROFESSIONAL DEVELOPMENT (Non-Student Attendance Day)
	MD	MEMBER DIRECTED DAY (Non-Student Attendance Day)

Board Approved: 9/25/24

Lost and Found

Lost items should be turned in to the Administration Office or the Multipurpose Room. Students may check for and claim lost items before or after school. To help prevent loss, students are encouraged to clearly label all books and personal belongings with their name and avoid leaving items unattended. Parents and students are financially responsible for any lost items. The school is not responsible for lost, stolen, or damaged personal belongings.

Electronic Device Policy

Students may not use electronic devices while on campus except for school-issued laptops. Cell phones must be silenced and stored in their backpack during school hours. Including but not limited to iPods, AirPods, earbuds, PSPs, Gameboys, Nintendo DS, smart watches, or other electronic devices are NOT allowed at school. If these items are brought to school, they can be confiscated by school personnel and turned into the office.

All confiscated items may be picked up after school in the office before 4:00 p.m.

The following disciplinary actions will be implemented if the Electronic Device Policy is not followed:

- 1st offense: Warning and item is confiscated. Students may pick up electronic devices at the end of the school day.
- All additional offenses require parent/legal guardian to pick-up electronic devices. Multiple offenses may result in other disciplinary action(s).

Telephone Use

Students will only be allowed to use the office telephone in an emergency, such as a missing the school bus, or last-minute change in after-school activity. We ask that students wait 15 minutes before calling. Arrangements for transportation to and from school, rehearsal, practice, detention, field trips, dances. Etc., should be made in advance. Please note, for their safety, students should be picked up promptly after school. We do not have staff on duty for student supervision beyond the end of the day. Remember that on occasion, we follow a minimum daily schedule.

Personal Property

Students assume the responsibility for loss or damage to their clothing, equipment, books, or instruments. The school tries to protect all personal property but is not responsible for loss or damage to any items. Large sums of money and articles of value should not be brought to school. Please ensure that your child comes to school prepared with all necessary items. Please note: All types of toys, finger skateboards, spinners, iPods, headphones/earbuds, AirPods, PSP's, electronic video games, laser pointers, cameras, scooters, etc., and/or other non-educational items, are not allowed on campus. These items will be confiscated, and parents will have to pick them up from the administration office. Confiscated items will only be released to parents/guardians, not emergency contacts.

Unauthorized Sales on Campus

In accordance with Fontana Unified School District Board Policy 5131 (Student Conduct) and Board Policy 1321 (Solicitation of Funds from and by Students), students are prohibited from selling any items on campus unless they are participating in an approved Alder Middle School fundraiser authorized by the principal or designee. This includes, but is not limited to snacks (e.g., chips, candy, beverages), novelties (e.g., toys, trinkets, accessories), any personal or third-party items. Unauthorized sales are disruptive to the school environment and violate district policy. Students who engage in unauthorized sales may be subject to the following consequences:

- Confiscation of items
- Parent/guardian contact or conference
- Disciplinary action

Per Board Policy 1321, all fundraising activities must be approved by school administration to ensure they comply with district guidelines and legal requirements. Unauthorized monetary transactions between students are not permitted, and the school may not assume responsibility for lost or stolen items involved in these transactions.

Visitors and Volunteers

Alder Middle School welcomes volunteers in the classrooms, library, on field trips, etc. Volunteers are required to complete the FUSD Volunteer Authorization Form. Standard volunteers are parents/guardians who observe/visit a student's school regularly and stay more than 15 minutes (under the direct supervision of staff) each time and are not required to have fingerprints.

Volunteers that are on campus more than 16 hours per week, providing tutoring/mentoring outside of the classroom or supervised setting, attending/chaperoning school-sponsored field trips, student observations as part of a credentialing program, or where there is a possibility of unsupervised contact with students require fingerprints and must be approved by the FUSD Board of Education.

Student Deliveries

To minimize classroom disruption and ensure student safety, student deliveries are not encouraged.

Celebratory items such as balloons, flowers and gifts brought to the school for students will be held in the office until dismissal. Student may pick up the item(s) at the end of the day.

Parents visiting the school for the purpose of delivering such items as, but not limited to, lunches, sweaters, umbrellas, etc. will be instructed to leave such item in the front office. Student may come to the office and collect them during non-instructional time. To minimize interruptions of the instructional program office staff will not contact the classroom for item deliveries. Please coordinate with your student before school so they know to check the office for any dropped-off items.

ACADEMIC INFORMATION

Grading Policy

Student grades are based on the following			
70% - Summative assessments		30% - Formative assessments	
Examples of summative assessments: <ul style="list-style-type: none"> Standards Based Tests & Quizzes Large Projects (Summative) Final Draft Essays Lab Reports Mastery Assessments Summative Presentations Demonstrations of Proficiency Portfolios 		Examples of Checking for Understanding formative assessments: <ul style="list-style-type: none"> Short Standards Based Informal Quizzes Small Projects (Formative) Draft re-writes, Re-do assignments Homework Practice Classwork Class Activities Warm-Ups 	
Grading Rubric			
Letter Grade	Proficiency Level	Percentage	Description
A+	Advanced	100%	An <i>A+</i> means the student shows mastery of content above grade level rigor with no mistakes or omissions beyond what is taught in class.
A	Adv/Prof	95%	An <i>A</i> means the student has completed proficient work on all course objectives and mastery work on some objectives.
A-	Proficient	90%	An <i>A-/B+</i> means the student shows ability and knowledge of content at grade level rigor for what was explicitly taught in class.
B	Proficient	80%	A <i>B</i> means the student has completed proficient work on all course objectives at grade level rigor with minor mistakes or some omissions.
C	Basic	70%	A <i>C</i> means the student has completed proficient work on the most important objectives, although not on all objectives, at below grade level rigor of what was explicitly taught in class.
D	Below Basic	65%	A <i>D</i> means the student has completed proficient work on at least half of the course objectives but is missing some important objectives and is at significant risk of failing the next course in the sequence.
D-	Below Basic	60%	A <i>D-</i> means the student shows some recall of basic content with prompting from teacher/aide.
F	Far Below Basic	<59%	An <i>F</i> means the student does not produce any information even with prompting. The student has completed proficient work on fewer than half of the course objectives and cannot successfully complete the next course in the sequence.

Opportunities for Success

Check your grades daily through Q Student Connect and Q Parent Connect:

- a. Q Student Connect: <https://sis.fusd.net/StudentPortal>
- b. Q Parent Connect: <https://sis.fusd.net/ParentPortal>

Retake Tests and Quizzes

Teachers will allow students to retake assessments in accordance with guidelines established by the school's Professional Learning Community (PLC). Please note that final exams are not eligible for retakes, as they occur at the end of the grading period.

For specific details regarding retake procedures for tests and quizzes, students and parents should refer to the teacher's syllabus.

Academic Integrity

FUSD requires all students to demonstrate honesty and to abide by ethical standards in preparing and presenting materials, as well as in testing situations. Grades should reflect the student's own work in the fairest way. Academic dishonesty, cheating, or plagiarism involves an attempt by the student to show possession of a level of knowledge or skill which the student does not possess. It involves any attempt by a student to substitute the product of another, in whole or in part, as the student's own work. This policy covers all school-related tests, quizzes, reports, class assignments, and projects. Academic dishonesty includes but is not limited to, the following:

Cheating:

- Obtaining and/or information from another student during an examination.
- Knowingly allowing another student to copy one's work.
- Using AI as the sole means of generating a finish product.
- Offering another person's work as one's own.
- Using an unauthorized electronic device to solicit, transmit, or search for answers.
- Taking an examination for another student or having someone take an examination for oneself.
- Sharing answers for a take-home examination unless specifically authorized by the teacher.
- Using unauthorized material(s) during an examination.
- Altering a graded examination or assignment and returning it for additional credit, under the pretense that the teacher made an error.
- Having another person or company do the research and/or writing of an assigned paper or report.
- Misreporting or altering the data in laboratory or research projects.

Other Dishonest Conduct:

- Stealing or attempting to steal an examination or answer key and/or change official academic records.
- Intentionally impairing the performance of other students and/or a teacher, for example, by adulterating laboratory samples or reagents, by altering musical or athletic equipment, or by creating a distraction meant to impair performance.
- Alteration of computer and/or gradebook records or forgery of signatures for the purpose of academic advantage.
- Sabotaging and/or destroying the work of others.

Plagiarism:

- Plagiarism is to present the ideas, work, or creative product of another as one's own. Credit must be given to the source for direct quotations, paraphrases, ideas, and facts which are not common knowledge.

Collusion:

- Collusion occurs when any student knowingly and/or intentionally helps another student perform an act of academic dishonesty.
- Collusion is an act of academic dishonesty and will be disciplined in the same manner as the act itself. The Governing Board believes that academic honesty and personal integrity and fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty (BP5131.9). Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school site discipline rules (BP6162.6).

Consequences may include:

- Redoing the assignment for partial credit
- Failure grade on the assignment
- Parent contact
- Administrative referral for repeat offences

Report Cards

Report Cards and Progress Reports will no longer be mailed home. Instead, they will be available online each quarter through Q Parent Connect at <https://sis.fusd.net/ParentPortal>. This platform allows parents/guardians to view their student's academic progress throughout the year. Parents/guardians are encouraged to contact the appropriate teacher with any questions or concerns to support their student's academic success. In classes that use a Credit/No Credit grading system, students must complete at least 50% of the assigned work to receive credit.

Classwork

Students must complete at least 50% of the work to receive credit.

Homework

Homework is an integral part of the school program. Homework helps develop students' responsibility for their own learning, is designed to reinforce classroom learning, supplement class work, and give the students opportunity to practice their skills.

Students may have homework each night in all subjects including language arts, math, social studies, science, and some elective courses. Homework can be assigned in many forms: reading a book for class, working on questions for social science, completing unfinished classwork, or watching a TV program as preparation for a classroom discussion/debate. We encourage students to follow a daily routine for completing homework at a specific time each day. In addition, families should provide a quiet location for students to complete their daily homework. Teachers may post their homework assignments on Q Connect or TEAMS.

Late Work Guidelines

Students may submit late assignments within a reasonable timeframe, as determined by the teacher. For specific guidelines and deadlines related to late work, please refer to the teacher's syllabus. When submitting work when you are absent, on the day you return, ensure you get missing work and turn it in within the allocated amount of day(s) to get full credit. 1 day absent = 1 day to turn in work, 2 days absent = 2 days to turn in work, etc. Work turned in after the allocated amount of day(s) to get full credit will be subject to the late work policy.

Academic Support

Students who need extra academic help can access *Paper*, an online tutoring platform that offers live, one-on-one tutoring in a variety of subjects. *Paper* is available 24/7 and provides visual, interactive support tailored to each student's needs. To get started, simply log into ClassLink and select the Paper Tutor app.

Course Offering and Electives

Our school offers the full range of core academic classes as mandated by the State of California for grades 6–8. In addition to core subjects, students have access to a wide variety of elective and support courses designed to enrich their educational experience.

Elective and support options include:

Band, Orchestra, Choir, Art, Advanced Art, Digital Media, Math Intervention, ELA Intervention, English Language Acquisition Support Classes (ELA and ALD), and three leadership classes: ASB, WEB, and REN.

For physical education, students may also choose to take Dance as their PE class.

Physical Education

The physical education program allows each student the opportunity to participate in a variety of activities at a level of skill that produces a feeling of satisfaction, achievement, and success. The standard physical education uniform includes tennis shoes, socks, black shorts and a gray t-shirt. Sweatpants and sweatshirts may be worn in cold weather only. PE clothes may be purchased through the PE department. The cost for Short/shirt set is \$20.00. Shorts and shirts purchased separately are \$10.00 each. Students are expected to dress out and participate in PE each day. **PE clothes can only be worn during PE class.**

If a student is unable to participate in physical education because of injury, illness, or a disabling condition, parents must write a note requesting a PE exemption. Students needing to be excused more than 3 days must have a physician's statement documenting the specific activity limitation. Students' with asthma need to be aware of what triggers an attack, and what steps need to be taken if an attack is eminent. Students are still required to dress out even when not participating. During periods of high heat or unhealthy smog conditions, physical activity will be limited for all students.

Testing Information

Throughout the school year, students participate in several assessments that help us monitor academic progress and meet state and district requirements.

- **i-Ready Diagnostic (Fall & Winter):**
All students take the i-Ready Diagnostic in reading and math twice a year—in the fall and again in the winter. This adaptive assessment identifies each student’s strengths and areas for growth. Based on their performance, i-Ready automatically creates personalized, weekly assignments designed to support their individual learning needs and help them make progress toward grade-level skills.
- **District Benchmark Assessments (Once Per Semester):**
These assessments are given once per semester in core subject areas. They help measure student progress toward mastering grade-level standards and inform instructional decisions.
- **CAASPP (Spring):**
The California Assessment of Student Performance and Progress (CAASPP) is the state’s standardized test taken in the spring by all students in grades 6–8. It includes assessments in English Language Arts and Mathematics, with science also assessed in 8th grade.
- **ELPAC (Spring):**
Students who are designated as English Language Learners will take the English Language Proficiency Assessments for California (ELPAC) in the spring. This assessment measures progress in English language development and is required by the state.

These assessments are valuable tools that help guide instruction and ensure students receive the support they need to succeed. If you have any questions about testing, please contact the school office or your child’s teacher.

Student Recognition

Alder recognizes students with good attendance and who show academic achievement and superior citizenship throughout the year. The Renaissance class will celebrate students throughout the year. An awards committee comprised of teachers plan a special awards night each semester to honor our Alder Falcons.

Promotion/Retention Guidelines

The Fontana Unified School District (FUSD) establishes the guidelines for student promotion and retention. These guidelines are based on academic performance, assessment data, and other relevant criteria. Decisions are made in collaboration with teachers, administrators, and parents to support student success.

Students and parents/guardians will be notified if the student is at-risk of failing a grade. Students who are notified they may be failing can change their status by earning passing grades in their classes and earning passing marks on the district assessments. It is important that all students take their classes seriously and work to their full potential. If you have any questions about this policy or how your child is doing, please contact the school counselors or teacher.

STUDENT BEHAVIOR

Positive Behavior Intervention and Supports (PBIS)


We are proud to be a PBIS school. PBIS is a proactive, school-wide framework used to promote positive behavior, support student well-being, and create a safe, respectful learning environment for all. At our school, we follow the RISE expectations Respect, Integrity, Safety and Excellence

We expect all students to RISE academically, socially, and behaviorally. These core values are taught, modeled, and reinforced throughout campus to help students make positive choices and contribute to a strong school community.

PBIS Schoolwide Expectation

As part of our commitment to Positive Behavior Interventions and Supports (PBIS), our school uses a schoolwide expectation chart to clearly define what it means to demonstrate Respect, Integrity, Safety, and Excellence (RISE) in all areas of campus life.

Alder's PBIS Schoolwide expectation outlines specific, age-appropriate behaviors that align with our RISE values in common school settings such as classrooms, hallways, restrooms, the cafeteria, and during arrival and dismissal. This helps ensure students understand what is expected of them and supports a consistent, school-wide approach to behavior.



ALDER

MIDDLE SCHOOL

HOME OF THE FALCONS

RISE REWARDS

RISE STORE



SCHOOL SUPPLIES: Pencils, Backpacks, Pens, and Erasers
PASSES: Lunch with a Parent, Eating with the Principal, Front of the Line, PE Run, Helping Teacher for a Period, Morning Announcements, and Homework.
BIG TICKET ITEMS: RISE shirt, bikes, electronics, skateboards, Books, Drones, and Sports Equipment.

MONTHLY INCENTIVE DAYS

LUNCH REWARDS: Snow Cones, Pizza, Ice Cream Party, Nachos, Popcorn, Candy Bar Table, and Staff Pie Face.
FIELDTRIPS: High School Pep Rallies and College fieldtrips.

SCHOOL WIDE EXPECTATIONS			
R	I	S	E
RESPONSIBILITY	INTEGRITY	SAFETY	EXCELLENCE
BE RESPECTFUL TO STAFF, STUDENTS & PROPERTY	BE HONEST AND ADMIT MISTAKES	TAKE CARE OF FACILITIES	ACCOUNTABILITY
BE PREPARED	SCHOOL APPROPRIATE LANGUAGE IN ALL AREAS	KEEP HANDS AND FEET TO YOURSELF	TAKE PRIDE IN SCHOOL
CELL PHONES IN BACKPACKS AT ALL TIMES	RESPOND TO ALL ADULTS RESPECTFULLY	REPORT CONFLICTS	MAKE GOOD CHOICES

CLASSROOM EXPECTATIONS			
R	I	S	E
RESPONSIBILITY	INTEGRITY	SAFETY	EXCELLENCE
Raise your hand to communicate	Be Academically Honest	Sit properly in assigned seat	Try your best
Be Prepared to learn	Be Positive and Respectful	Hands and feet to yourself	Complete High Quality Work
Stay on Task	Admit Mistakes	Listen to and follow directions	Follow all School-Wide Expectations

Minor and Major Behavior Matrix

As a PBIS school, we use a Minor and Major Behavior Matrix to consistently respond to student behavior and provide appropriate interventions and supports. This chart helps distinguish between behaviors that can be managed in the classroom (minor) and those that require administrative involvement (major). Alder’s Minor and Major Behavior Matrix is provided below.



DEFIANCE			
MINOR BEHAVIORS (Classroom Managed)		MINOR-MODERATE (Counseling Center Managed)	MAJOR BEHAVIORS (Office Managed)
<ul style="list-style-type: none"> Refusal to follow directions Refusal to work Uncooperative Gum chewing Refusing to take hood off Not on task Not following instructions Not doing homework Excessive talking after asking student to stop 	<ul style="list-style-type: none"> Side talking Dishonesty Calling out Leaving before being dismissed Making noises Cheating Out of assigned seat Cell phone use 	<ul style="list-style-type: none"> Refusal to give teacher item Repetitive minor Using profanity Not showing up for detention 	<ul style="list-style-type: none"> Eloping Vandalism Profanity towards others Truancy
PHYSICAL CONTACT/AGGRESSION			
MINOR BEHAVIORS (Classroom Managed)		MINOR-MODERATE (Counseling Center Managed)	MAJOR BEHAVIORS (Office Managed)
<ul style="list-style-type: none"> Public Displays of Affection Spitting on the ground 	<ul style="list-style-type: none"> Throwing Objects Horseplay 	<ul style="list-style-type: none"> Tripping someone Pulling backpack Pulling hair Playing tag Hitting others on neck 	<ul style="list-style-type: none"> Pushing Slapping Punching Sexual Harassment Fighting Throwing objects at a teacher Threatening teacher Spitting at someone Harmful Threats Causing Injury Bra Snapping Cup Checking Inappropriate touching/sexual conduct Cyberbullying Verbal bullying
DISRUPTION			
MINOR BEHAVIORS (Classroom Managed)		MINOR-MODERATE (Counseling Center Managed)	MAJOR BEHAVIORS (Office Managed)
<ul style="list-style-type: none"> Getting out of chair without permission Rolling around on floor Teasing Throwing things Tapping on desk Taking others' backpacks Refusal to do work 	<ul style="list-style-type: none"> Late to class Loitering Profanity Speaking out of turn Shouting out 	<ul style="list-style-type: none"> Making inappropriate sexual noises Banging on doors Excessive talking 	<ul style="list-style-type: none"> Cussing at teacher Theft of major items Threatening verbal or physical Racial/Discriminatory Remarks Pulling the fire alarm Fighting Theft Blatant Disrespect (Continuous disrespect in a vulgar or offensive manner)
RECOMMENDED CLASSROOM OMOCS			
<ul style="list-style-type: none"> Change seat Send a note home Phone call home Redirection 	<ul style="list-style-type: none"> Conference with parent Closer proximity 	<ul style="list-style-type: none"> Take away privilege Impromptu conversation 	<ul style="list-style-type: none"> Reflection sheet Counseling by teacher Review RISE expectations
<p>Send students to Climate and Culture Coach or Counselors after unsuccessful classroom interventions Do not send students to the office without appropriate pass/ forms (i.e.: Purple Pass/ Referrals or Class Suspension) For major behaviors, students will be sent immediately to the office for administrative discipline accompanied by a referral. For minor behaviors, teachers are responsible for completing 4 OMOCS before administrative discipline will be assigned. Please visit PBISWORLD.COM for more Tier 1 interventions</p>			

Disciplinary Intervention

Parent Shadowing: A parent may be asked to shadow a student for part of or the whole school day. This arrangement is made at the discretion of administrators only.

Alternative to Suspension Contract: Students with continual behavioral problems may be asked to enter an Alternative to Suspension Contract with a teacher, and/or administrator, and their parent/guardian. These contracts direct specific requirements for that student. The point of these contracts is to modify behavior while limiting suspensions. However, failure to fulfill the requirements of a contract will result in suspension.

Suspension: Suspension is the removal of a student from ongoing instruction at Alder Middle School. During suspension, classes or activities may not be attended. Students are not allowed on any school campus in California. If suspended students enter school grounds, they will be subject to further disciplinary actions.

Student Behavior Contract: Students with continual or serious behavioral problems may be asked to enter into a Behavior Contract with a teacher, and/or administrator, and their parent/guardian. Behavior Contracts direct specific requirements for that student. Failure to fulfill the requirements of a contract shall result in further disciplinary action, such as suspension or appearance before an Administrative Review Panel to determine whether procedures should be initiated to expel the student.

Citations: Citations may be issued to students by the Fontana Unified School District School Police Department or the Fontana City Police Department for the following penal code violation such as: Fighting, Vandalism/Tagging/Graffiti, Truancy, Possession of a Weapon, Possession of Tobacco, Possession of Marijuana/Drugs, Possession of/and consuming Alcohol. This list is not all inclusive of the infractions for student citation.

Other Means of Correction: The following are additional disciplinary consequences. This list is not exhaustive and other OMOC's may be utilized: Counsel and warn student, Contact parent by phone, In-person parent conference, Behavior Contract, Office referral, Lunch detention (after Reflection Form), ASWP (After School Work Program), Classroom Suspension, Time out in office (complete Reflection Form), Home visit, No Fight Contract, Shortened Day, Refer to Counselor or Climate and Culture Coach, Schedule change, Conference with DSO/ SRO.

Exclusion List: Students not meeting the RISE expectations may be placed on the Exclusion List and will be ineligible to participate in extracurricular activities and/or any other school sponsored activities on or off school grounds. Examples of, but not limited to, school activities include all intramural sports, clubs (administration/advisor's discretion), dances, field trips (recreational), PBIS activity days, celebratory ceremony, and sporting events

Discipline Guidelines

Students are Expected to Refrain from:

- Fighting: Including horseplay, play fighting, and promoting a fight between other students. Consequences for violation of this rule may include referral, suspension and/or citation by the school police, and recommendation for expulsion. Penal Code 415 and/or 415.5 (a) (1), states that each fighter may be cited and referred to juvenile traffic court in San Bernardino.
- Harassing or intimidating others, verbally and/or physically, including rumor spreading, exclusion from groups, name calling, etc. Bullying will not be tolerated.
- Gambling, cheating, or falsifying information.
- Bringing visitors to campus.
- Eating outside of the designated lunch areas and/or not disposing of trash in bins or littering.
- Jumping and running through the planters, hallways, benches, tables, etc.
- Bringing unsafe and/or inappropriate items/toys to school that interfere with the educational process and/or are of no educational value or use to the pupil at school.
- Bringing any type of weapon (cap or BB guns, pocketknives, pepper spray, stink bombs, matches, lighters, firecrackers, poppers, etc.) to school.
- Displaying disrespectful and/or disruptive behavior(s).
- Throwing of any objects.
- Being truant from class and/or school may be subject to citation by school police (per city ordinance FCC 15-16).
- Leaving school without permission.
- Using profanity, vulgar, or obscene language.
- Selling any items/products other than those permitted by school authorities.
- Engaging in inappropriate displays of affection (kissing, hugging, handholding, etc.).
- Activating fire alarms, except in case of fire.
- Drawing graffiti and/or tearing out pages from student planners.
- Bringing markers, white-out, paint pens, aerosol cans/paints, etc. to school.
 - Any student in possession of a permanent marker (Sharpie) marker may be cited and/or suspended.
 - Any student who possesses aerosol cans/paint containers and/or felt tip markers with the intent to commit vandalism is guilty of a misdemeanor.

California Education Code Discipline Policies

According to the Education Code, the behaviors listed below will result in one or more of the following:

- Loss of school privileges and/or extracurricular activities
- Suspension and/or
- Recommendation for Expulsion

Education Code Sections 48900:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal of the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined by Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (r) Engaged in the act of bullying. For purposes of this subdivision, the following terms have the following meanings: (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed

toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (1) Placing a reasonable pupil or pupils in fear or harm to that pupil's or those pupils' person or property.
- (2) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (3) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (4) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web Site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment to conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil may not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

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

(t) A pupil who aids or abets, as defined by Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Education Code 48900.2-Sexual Harassment (Definition Education Code 212.5)

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the

individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Education Code 48900.3-Act of Hate Violence

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any grades 4 to 12 inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Education Code 48900.4-Harassment, Intimidation, etc.

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupil, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Education Code 48900.7-Terroristic Threats Against School Officials, School Property or Both

In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. (b) For the purposes of this section, "terroristic threat shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Education Code 48915 (a)

Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the circumstance:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance.
4. Robbery or extortion.
5. Assault or battery, upon any school employee.

Education Code 48915 (b)

Upon recommendation by the principal, superintendent, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Education Code 48915 (c)

The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds.

1. Possession, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

Education Code 48915 (d)

The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

1. Is appropriately prepared to accommodate students who exhibit discipline problems.
2. Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
3. Is not housed at the school site attended by the pupil at the time of suspension.

Education Code 48915 (e)

Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated subdivision (f), (g), (h), (i), (j), (k), (l), (m) of Section 48900 or Section 48900.2, 48900.3, or 48900.4, and either of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Education Code 48915 (f)

The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school or at an elementary school.

Education Code 48915 (g&h)

As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Dress Code

The Governing Board of the Fontana Unified School District believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students’ clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. (Board Policy 5132)

Students, while at school or any school-related activity, are to follow the AMS Dress Code. The following regulations set limits on what is permissible:

- Shoes must be worn at all times. Sandals must have heel straps. Thongs/Flip-Flops, slippers, house shoes, backless shoes or sandals are not acceptable.
- Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, gang related or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice. **Sagging will not be tolerated and “loaners” may be given to that student, and/or student’s parent may be called to bring new pants.**
 - **Hats, beanies and hoodies are not allowed on campus unless permitted by administration.**
 - Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter- tops, off-the-shoulder or low-cut tops, bare midriffs, spaghetti straps, jogging shorts and skirts shorter than mid- thigh are prohibited.
 - Gym shorts may not be worn in classes other than physical education.
 - Hair shall be clean and neatly groomed. Any coloring that would drip when wet may not spray hair.
 - Chains, spiked belts and/or bracelets are prohibited.
 - **NO GUM ON CAMPUS**

Dress should be appropriate for normal school activities; it should reflect pride and respect. Just as overall attitude and competency contribute to a productive learning and work environment, so does appropriate dress and grooming. Health and safety are guides to acceptable school attire. Garments should meet acceptable standard and be appropriate and in good repair. The administration retains the sole discretion

to determine if the garment meets this standard. In case of questionable dress (not covered in the rules listed above), the site administrator will make the final decision.

The purpose of these basic dress guidelines is not to infringe on any individual student's rights to freedom of expression but rather to encourage students to "dress for success" and come to school properly prepared for participating in the educational process.

- **1st violation: warned and removal/change of dress code violation/ parent communication**
- **2nd violation: removal/change of dress code violation/ parent communication**
- **3rd + violation: removal/change of dress code violation/ parent conference/ ASW**

Restorative Practices and Behavior Support

Our school utilizes restorative practices as needed to help build a positive school climate and support healthy relationships among students. Students may seek support from the Climate and Culture Coach to help resolve peer conflicts. This support **is** not punitive—the goal is to restore fractured relationships, promote understanding, and establish healthy boundaries. In some cases, administrators may also use restorative practices as an "Other Means of Correction" (OMOC) to address behavioral issues in a constructive and supportive way.

Technology Use and Digital Citizenship

All students are expected to use technology responsibly and in alignment with the Fontana Unified School District (FUSD) Technology Use Agreement. District-issued devices and internet access are provided for educational purposes only. Students must use these tools in a safe, respectful, and appropriate manner—both on campus and at home. Key expectations include:

- Use technology only for school-related activities.
- Do not access, share, or create inappropriate content.
- Respect the privacy and work of others.
- Take proper care of school-issued devices and report any damage or technical issues promptly.
- Never share passwords or attempt to bypass security settings or filters.

Violation of the technology agreement may result in disciplinary action, restricted access to devices, or loss of technology privileges. Parents and students are required to review and sign the FUSD Technology Use Agreement each year.

STUDENT SUPPORT SERVICES

Counseling Services

Alder Middle School is proud to have two academic counselors who support students with their academic progress, college and career readiness, and social development within the school setting. While our counselors do not provide therapeutic or long-term mental health services, they offer classroom lessons on topics such as bullying prevention, career exploration, study skills, and how to seek help when feeling unsafe.

Students are allowed to meet with their counselor during school hours for academic and school-related concerns. If you believe your child would benefit from meeting with their counselor, please contact the Counseling Office to connect with your student's assigned counselor.

Mental Health Services

Some students may qualify for on-campus therapeutic services if they meet specific eligibility requirements. These services are provided by licensed mental health professionals and are designed to support students with moderate needs.

If you believe your child may benefit from therapeutic support, please contact the school office for more information on the referral and eligibility process.

Wellness Room

Alder Middle School offers a Wellness Room—a safe, supportive space where students can take a short break to manage emotions, reset, and return to class ready to learn. The Wellness Room is designed to promote emotional well-being and self-regulation in a calm, supervised environment.

Additionally, the wellness room is open daily during lunch for any student who needs time to reflect, decompress, or access support.

RISE Panel

Students who are placed on the No-Go List and are ineligible from participating in extracurricular activities for not meeting school-wide expectations for success in academics, attendance, and/or behavior may voluntarily apply to see the RISE Panel. The RISE Panel is composed of student mentors and staff personnel to support students in aligning their behaviors to successful practices. When students volunteer to see the panel, they are given an opportunity to explain their mistakes/choices, receive feedback including ideas for how to improve and/or correct them, and work towards earning back school privileges and making positive choices through assigned restorative tasks. Students are only eligible to apply to see the RISE Panel two times throughout the school year.

Tier II and Tier III supports:

Alder Middle School is committed to providing our students with a rigorous academic program. All students are exposed to our Common Core State Standards-aligned curriculum as well as a myriad of daily supports. We do understand that some students will need additional supports to assist them in achieving high academic standards. For this reason, we have established several programs to support students; these additional supports fall under the umbrella of Tier II and Tier III supports.

The additional supports will be in the form of small group meetings, one-on-one meetings with school personnel, and/or daily/weekly check-in/check-out monitoring. Once again, these systems are intended to ensure that students are meeting high academic standards.

ATTENDANCE AND ENROLLMENT

Attendance Policy

Maintaining good attendance is important to your student's academic success. California Compulsory Attendance Law specific qualification for excused and unexcused absences. The following are examples of an excused absence.

- Student illness or injury
- Emergency medical or dental treatment
- Death in the immediate family
- Student court appearance

Students are required by California law to attend school regularly and promptly. If a student is absent from school, it is the parent's responsibility to notify the attendance clerk at 357-5330. Excuse notes are to be turned in during first period upon student's return. Please try to schedule all medical/dental appointments after school.

Ten (10) excused absences are considered to be excessive. Education Code Sec. 48260- Any pupil subject to full- time education or to compulsory education who is absent from school without valid excuse more than three days or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance administrator or superintendent of the school district. School starts at 8:00 AM and all students are to be in their seats ready to learn before the tardy bell rings at 8:00 AM Students who are not in their seats will be considered tardy. Frequent tardies will result in disciplinary action. Parents/guardians can be issued a citation for truancy, requiring an appearance in court. Truants from school may be picked up and ticketed by police officers resulting in fines and possible court intervention.

Tardy/ Attendance Policy (what happens if you don't meet the expectation)

Regular attendance and punctuality are essential to student success. At Alder Middle School, we follow a progressive discipline approach that aligns with our Positive Behavioral Interventions and Supports (PBIS) framework to address attendance and tardiness concerns.

Students who do not meet attendance expectations will be supported through a tiered system that may include goal setting, attendance contracts, progress monitoring, and appropriate disciplinary action when necessary. Our goal is to help students build consistent attendance habits through positive reinforcement and individualized support.

In cases of ongoing attendance or tardy concerns, parents/guardians may be invited to meet with Alder staff and/or district office personnel to collaboratively address the issue and develop a plan for improvement.

Independent Study

If your student(s) will be absent more than 3 days, they should make arrangements with the Independent Study Coordinator to get work for them while they are out. The Coordinator must be notified a week prior to the first day of the absence.

Reporting Absences

If your student is absent, please notify the school on the first day of absence. You can report the absence by calling (909) 357-5330 or via the Q Parent Portal. If parents/guardians are unable to call the school regarding an absence, send your student bring a with a signed note that include the students full and last name, date and reason of the absence to the attendance clerk in the main office.

Any absence without a valid excuse within 3 days may be recorded as truancy. Students can clear excused absences only by attending Saturday School when available. Please contact the school office at (909) 357-5330 in advance for any long-term, unavoidable absence to arrange for an Independent Study Contract

Saturday School

Students may recover absences during Saturday School sessions from 8:00 am to 12:15 pm. Students must have a full day's excused absence to receive credit and must complete the entire session. Students will be under the supervision of a certificated staff member. Students must follow the school-wide expectations including behavior and dress code. Students not meeting school-wide expectations may be sent home and the absence will not be cleared.

Truancy

Education Code Section 48260 states that: "Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse more than 3 full days in one school year, or tardy or absent more than any 30 minute period during the school day without a valid excuse on 3 occasions in 1 school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district."

Students with excessive absences, truanicies, or disciplinary referrals for attendance may be prohibited from participating in any and/or all school extracurricular activities including but not limited to sports, dances, fieldtrips, etc.

Early Check-out

If you need to pick up your student early from school, please try to avoid arriving during lunch (see appendix for daily schedule). Parents arriving during lunch may be asked to wait until the conclusion of the lunch period before their student is released. Furthermore, we ask you to avoid picking up your student the last 30 minutes of the school day.

We understand that urgent situations may require early pick-up, and we are here to accommodate your needs. If you encounter the need for early pick-up that conflicts with our request, please notify the school office in advance and provide the time you expect to arrive.

Alder is a closed campus; students may not leave the grounds at any time during the day without permission from the office. If a student is to leave during the day, a note from the parent should be brought to the attendance office before the school day begins. Only parents may sign a student out in the attendance office. Every time a child is checked out early, the adult must present their picture ID. We ask that parents do not check students out after 2:12 p.m. Monday, Tuesday, Thursday, and Friday. 12:30 p.m. on Wednesday. (30 minutes before the bell rings)

Withdrawal Process

Before a student is dropped from Alder Middle School and transfers to another school, their parent/guardian must come to the administration office and complete the student drop request card. At this time, all textbooks, library books, laptops must be returned, and any outstanding school fines paid. This process takes one school day; notification should be made in time to complete procedures.

Custody Documents

To ensure compliance with court guidelines and to support accurate student records, families are required to submit current custody documentation to the school. Please provide all necessary documents to the main office as soon as possible. If you have questions about what is required, contact the office for assistance.

HEALTH AND SAFETY

School Nurse and Health Services

Parents/Guardians are to notify the health office about serious health concerns and regularly prescribed medication. (See health office for PE exclusion forms, inhaler permission slips, etc.) Students are to notify the teacher or staff member immediately if an injury occurs. In case of serious injury/illness the student's parent/ guardian will be contacted if the student needs to go home or if medical attention is required. It is vitally important that we have updated emergency numbers on file so we can reach parents/guardians in an emergency. The health assistant's office hours are from 7:30 a.m. to 2:00 p.m. Monday – Friday.

Medication Policy

All medications taken at school, a physician or dentist must prescribe including over the counter medications. The school is required to have a written statement from the prescribing physician and written authorization from the parent or legal guardian before a student may take medication at school. These statements must be renewed.

Medication must be provided to the school in the container in which it was purchased. The health office accepts medications only one week at a time. Students may not transport medication to and from school or carry it with them while they are on campus. Under no circumstances will school personnel provide aspirin or any other

medicine or nostrum to students (AR 5141.21). Medication will be accepted by the Health Assistant between the hours of 7:30 a.m. and 2:00 p.m. Monday – Friday.

Immunization Requirements

Note: By law, students who do not have proof of receiving the Tdap booster show will not be able to start 7th grade or allowed to participate in any sport program or other sponsored school events.

Food Allergies and Nutrition Guidelines


If your student has any food allergies or doctor-provided nutritional guidelines, please contact the Health Office as soon as possible. Sharing this information helps us ensure your child receives meals that are safe and meet their specific dietary needs.

Use of Drug-Detection Dogs:

To keep our schools free of drugs, the district may use specially trained non-aggressive dogs to sniff and alert staff to the presence of substances prohibited by law and Board policy. The dogs may sniff the air around lockers, desks, bags, items, or vehicles on district property or at district-sponsored events. Drug-detection dogs are not allowed to directly sniff any students.

EXTRACURRICULARS, SCHOOL EVENTS, AND LEADERSHIP

Alder Middle School offers a variety of opportunities for students to get involved, take on leadership roles, contribute to decision-making, serve as role models, and make a positive impact on the school community.

Schoolwide Events	Clubs and Athletics:	Leadership Opportunities	8 th Grade Events
Rallies Dances Fundraisers Fieldtrips RISE/PBIS Activities Renaissance Activities WEB Activities ASB Activities AVID Activities	Volleyball Basketball Soccer *Clubs and sports may be added based on student interest and advisor availability.	ASB Renaissance WEB School Site Council Rep. RISE Panel	Promotion Bestie Awards Yearbook distribution Movie Day 8 th Grade Dance Knott’s Berry Farm Trip 

Athletic Information/Intramural Sports

Fontana Unified School District (FUSD) has partnered with the City of Fontana to offer an Intramural Sports Program for FUSD students. This program provides students with the opportunity to participate in organized sports while promoting teamwork, school spirit, and physical fitness.

We currently offer Volleyball, Basketball, and Soccer. All students who meet the minimum academic and behavior requirements are welcome to try out. These expectations must be maintained throughout the season in order to remain eligible to participate.

Please note: Making the team does not guarantee playing time. Coaches will make decisions based on effort, attitude, teamwork, and skill development.

Eligibility Requirements

All students who meet the following criteria are eligible to participate in extracurricular activities, join clubs, and pursue leadership opportunities.

- 2.0 GPA or above during the most recent quarter
- Failing no more than 2 classes
- Maintain 90% or higher attendance
- Maintain less than 10% tardiness
- No suspensions
- Minimal office referrals
- Meeting all RISE expectations

Associated Student Body (ASB)

ASB is the Associated Student Body; also known as Student Council or the Student Government on campus. This club is an elective during the regular school day and is responsible for raising school spirit and representing the needs and wishes of all the students who attend Alder Middle School. While learning about school culture, connectivity, budgets, meetings, fundraisers, approvals, and event planning, students who are enrolled in this club will also enhance their leadership skills. All student body activities will be planned and executed through the students and adviser of ASB.

August 26 – World’s Finest Chocolate Fundraiser

December 8 – 12 - Selling Dance Tickets/Advertise if you are on the Court

September 12 – All School Pep Rally – Winnie the Pooh Theme

December 12 – Winter Formal 5:00pm-7:30pm. Final Winners announced

September 17 – Begins School Color’s Wednesday – Wear School Colors or Club T-shirts

January 30 – 2nd Semester Pep Rally “Friendship”

September 18 – Begins College/AVID/Trade School Day – Wear a T-shirt that represents one of these

February 2-6 – 8th Grade “Best Of” Voting

September 19 – Begins SPIRIT DAY FRIDAY’S

March 2 - 4 - Advertise for Winter Court

October 15-17 – Pink Days

March 5 - 6 - Vote for the Winter Court. Nominated Winners announced 6th period Friday.

October 24 – Fall Festival (Evening)

March 9 – 13 Selling Dance Tickets/Advertise if you are on the Court

October 27-31 - Red Ribbon Week and SPIRIT WEEK

March 13 – Winter Formal 5:00pm-7:30pm. Final Winners Announced

December 1-3 - Advertise for Winter Court

March 31 – 8th Grade Panoramic Picture

Where Everybody Belongs (WEB)

WEB is to ensure that every student knows they are valued and that they belong.

WEB is a peer mentoring program designed to support 6th grade students as they transition into middle school. We provide social and emotional support through monthly lessons and quarterly check-ins.

Our goal is to help every student feel happy, safe, and ready to do their best!

Monthly Schedule

August	Orientation, WEB Lesson
September	Check Ins, WEB Lesson
October	WEB Lesson
November	Check Ins, WEB Lesson
December	Check Ins, WEB Lesson
January	WEB Lesson
February	Check Ins, WEB Lesson
March	WEB Lesson
April	WEB Surprise
May	WEB Lesson

Renaissance

Alder's Renaissance Formula

- RESPECT for all**
- RECOGNIZE hard work**
- REWARD achievements**
- + REINFORCE positive behavior**
- RESULTS**

Our mission is to promote a healthy and strong school climate and culture. We recognize that it takes every member of the staff and faculty, our staffulty, to help our students succeed.

Renaissance recognition starts with a REN card. Cards are earned based on students' GPAs. REN card levels are as follows:

Falcon Card starter card for incoming students

Bronze Card 2.5 to 2.99 GPA

Silver Card 3.0 to 3.49 GPA

Gold Card 3.5 to 3.99 GPA

Platinum Card 4.0 GPA

Each card will have specific rewards/perks depending on the level achieved with more rewards going to those that achieve the higher levels. Rewards/perks may include, but are not limited to:

- Front of the line pass
- Early release to lunch
- Homework pass
- PE loaner pass
- Surprises (movie day, snow cone, and more)
- VIP seating (assemblies, rallies, etc)
- Discount to school dances/activities
- Teacher choice
- More to be determined throughout the year

Card distribution will be available for five days each quarter. Renaissance students will announce and promote card distribution days at the beginning of each quarter. It is the responsibility of each student to pick up his/her card at the designated times and places. If a student fails to get his/her card on the assigned day, said student will have to wait until the following quarter to get his/her card. Some rewards will be announced; however, some will be surprises. Students are responsible for their REN cards, lost cards will not be reissued. Rewards cannot be redeemed if students do not have their card on the day a reward is offered.

Renaissance conducts several activities throughout the year in recognition and support of our students and staff.

Renaissance is here to help all students and staffulty **RISE**.



Communication Platform

Parents can sign up for Q Parent Connect in person at the administration office. Please bring your picture ID when making this request. This useful tool allows parents to access their child's academic progress by viewing each teacher's grade book and it also provides the most accurate view of student progress. Parents can access the site at <https://sis.fusd.net/ParentPortal>.

Parent-Teacher Conferences

Parent conferences will be held during October 2025. Publication regarding day and time of conference will be posted on Parent Square, Parent Q Connect, and other social media platforms. You may also arrange a parent conference with teachers, school counselors, and/or administrators at any time by calling the school at (909) 357-5330 or emailing your student's teacher. Parents may call with any questions and/or concerns regarding their child.

Volunteering Opportunities

We welcome and value parent and community volunteers at Alder Middle School! Volunteers are needed throughout the year to support a variety of school events, activities, and programs. If you are interested in becoming a volunteer, please contact the school office for more information on how to get started.

How to get involved in Decision-Making (School Site Council and ELAC, Etc.)

The SSC and ELAC are comprised of Alder's parents, students, principal, and/or other school staff members. Officers are elected and members of the SSC and ELAC have voting responsibilities. The SSC and ELAC meeting times will be announced via Parent Square, website, social media platforms, and/or posted in the front office. The purpose of SSC and ELAC is to ensure the interest of parent groups are represented in school planning and decisions-making. Visitors are welcome at meetings.

Handbook Disclaimer

While every effort is made to provide accurate and current information, Alder Middle School reserves the right to change, without notice, statements in the Student Handbook concerning rules, policies, fees, curricula, calendar, and other matters. Such changes take effect whenever Alder Middle School administration deem necessary. Alder's rules, policies, and other matters stated in this edition of the Student/Parent Handbook and Academic Planner supersede all prior rules, policies, procedures, terms, conditions, guidelines, and services. If a conflict exists between Alder's policies and regulations and a student generated document, Alder's policies, rules, guidelines, regulations, terms, and conditions shall govern.



Falcon Pride Since 1959 Fontana Unified School District

DISTRICT'S NONDISCRIMINATION STATEMENT: The Fontana Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on a person's actual or perceived ancestry, color, disability, race, ethnicity, religion, gender, gender expression, gender identity, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer: Craig Baker, Associate Superintendent, Student Services at 9680 Citrus Avenue, Fontana CA 92335 (909) 357-5000 extension 29194 TitleIX@fUSD.net; Title IX Coordinator: Caroline Labonte, Director, Certificated Human Resources, at 9680 Citrus Avenue, Fontana CA 92335 (909) 357-5000 extension 29045 TitleIX@fUSD.net; and 504 Coordinator: Lauri Martin, Director, Online Learning and Alternative Programs, at 9680 Citrus Avenue, Fontana, CA 92335 (909) 357-5000, extension 29077 504Coordinator@fUSD.net.

El Distrito Escolar Unificado de Fontana prohíbe la discriminación, la intimidación, el acoso (incluyendo el acoso sexual) o acoso escolar basado en lo actual o percibido de una persona como; la ascendencia, el color, la discapacidad, la raza, la etnia, la religión, el género, la expresión de género, la identidad de género, el estado migratorio, el origen nacional, el sexo, la orientación sexual o la asociación con una persona o grupo con una o más de estas características reales o percibidas. Para preguntas o quejas, comuníquese con el Oficial de Cumplimiento de Equidad: Craig Baker, Superintendente Asociado de Servicios Estudiantiles en 9680 Citrus Avenue, Fontana CA 92335, (909) 357-5000, EXT 29194, TitleIX@fUSD.net y la Coordinadora del Título IX: Caroline Labonté, Directora de Recursos Humanos Certificadas, en 9680 Citrus Avenue, Fontana CA 92335, (909) 357-5000, EXT 29045, TitleIX@fUSD.net; y Coordinador de la Sección 504: Lauri Martin, Directora, Programas en Línea y Alternativos, en 9680 Citrus Avenue, Fontana, CA 92335 (909) 357-5000, extensión 504Coordinator@fUSD.net.



FONTANA UNIFIED SCHOOL DISTRICT

Legal Notice for Pupils and Parents/Guardians

Bullying and Harassment



The Fontana Unified School District prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics of a person's disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within a District school.

Bullying is defined as any *severe or pervasive* physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicted to have the effect of causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health, academic performance, or ability to participate in school activities.



REPORT IT

Any person that has been a victim of, or witnessed bullying or harassment on school grounds, during school activities, or going to and coming from school is highly encouraged to report the incident immediately to an administrator, teacher, or other adult personnel on campus. Students have an option of reporting the incident anonymously through the Bullying/Harassment Complaint form located at the school, or through the We Tip Hotline at 1-855-86Bully (1-855-862-8559).

INVESTIGATION

The principal or designee shall promptly investigate all complaints of bullying or sexual harassment. The student who filed the complaint shall have an opportunity to describe the incident, present witnesses and other evidence of the bullying or harassment, and put his/her complaint in writing. The school administration shall investigate the accusation and shall determine appropriate action.



TRANSFER REQUEST

A child that has been reported as the victim of a violent offense or bullying as defined by state law is entitled to transfer to another school within or outside the District, under California Education Code 46600 (b). Placement at a requested school is contingent upon space availability. Transfer requests can be obtained at any school site, or the Office of Child Welfare and Attendance located at 9680 Citrus Avenue, Building #B Fontana, CA 92335.

REV. 11/5/2015



Fontana Unified School District

Every Student Successful | Engaging Schools | Empowered Communities

9680 Citrus Avenue • P. O. Box 5090 • Fontana • California 92334-5090 • (909) 357-5000 • www.fusd.net

Nondiscrimination Statement

The Fontana Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on a person's actual or perceived ancestry, color, disability, race, ethnicity, religion, gender, gender expression, gender identity, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer: Craig Baker, Associate Superintendent, Student Services at 9680 Citrus Avenue, Fontana CA 92335 (909) 357-5000 extension 29194 TitleIX@fusd.net; Title IX Coordinator: Caroline Labonte, Director, Certificated Human Resources, at 9680 Citrus Avenue, Fontana CA 92335 (909) 357-5000 extension 29045 TitleIX@fusd.net; and 504 Coordinator: Lauri Martin, Director, Online Learning and Alternative Programs, at 9680 Citrus Avenue, Fontana, CA 92335 (909) 357-5000, extension 29077 504Coordinator@fusd.net.

BOARD OF EDUCATION

Danielle Holley
Adam P. Perez
Angel Ramirez
Mary B. Sandoval
Marcelino "Mars" Serna

SUPERINTENDENT

Miki R. Inbody

Telecommunications Device for the Deaf (909) 357-5018



FONTANA UNIFIED SCHOOL DISTRICT

Williams Complaint Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.
Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
3. Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
4. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.fusd.net. You may also download a copy of the California Department of Education complaint form in English and in other languages from the following Web site:
<http://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Regulation 5145.71: Title IX Sexual Harassment Complaint Procedures

Status: ADOPTED

Original Adopted Date: 08/16/2022 | **Last Reviewed Date:** 08/16/2022

Administrative Regulation Title IX Sexual Harassment Complaint Procedures

AR 5145.71

Students

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 – Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 – Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education

program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's right under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 – Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decisionmaker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for all parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the “preponderance of the evidence” standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process.
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district’s code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district’s educational program or activity will be provided by the district to the complainant.
6. The district’s procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district’s decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the Section "Supportive Measures," until the complaint procedure has been completed and a determination responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom.

2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances
3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

UNIFORM COMPLAINT PROCEDURES (UCP)

ANNUAL NOTICE

2025-2026

For stakeholders including students, employees, parents/guardians of its pupils, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The Fontana Unified School District (FUSD) has the primary responsibility for compliance with federal and state laws and regulations. The District has established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees, and the non-compliance of our Local Control and Accountability Plan (LCAP).

The UCP Annual Notice is also available on our website at www.fusd.net.

The district requires that school personnel take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation, or bullying. The District will investigate all allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Education Code Sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the District, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: Accommodations for Pregnant and Parent Pupils

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs • Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability (LCAP)
- Migrant Education

- Physical Education Instructional Materials
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs exempt from licensing.

Additionally, any other state or federal education program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the district.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of FUSD

Fontana Unified School District will post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, and pupils formerly in Juvenile Court now enrolled in the school district.

We advise complainants of the opportunity to appeal an Investigation Report regarding programs within the scope of the UCP to the California Department of Education (CDE).

We advise complainants of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state and federal discrimination, harassment, intimidation, or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California Health and Safety Code (HSC)

In order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California *Health and Safety Code (HSC)* a notice shall be posted in each California state preschool program classroom operated in any school in FUSD.

The notice is in addition to this UCP annual notice and addresses parents, guardians, students, and teachers of (1) health and safety requirements under Title 5 of the California *Code of Regulations (5 CCR)* that apply to California state preschool programs pursuant to Section 1596.7925 of the *HSC*, and (2) the location at which to obtain a form to file a complaint.

Contact Information

Complaints within the scope of the Uniform Complaint Procedures are to be filed with the person responsible for processing complaints:

Equity Office

Associate Superintendent, Student Services

9680 Citrus Avenue

Fontana, CA 92335

(909) 357-5000, ext. 29194

TITLEIX@fusd.net

Title IX Officer

Director, Certificated Human Resources

9680 Citrus Avenue

Fontana, CA 92335

(909) 357-5000, ext. 29194

TITLEIX@fusd.net

The above contacts are knowledgeable about the laws and programs they are assigned to investigate in Fontana Unified School District.

A copy of the District's UCP policies and procedures is available free of charge at the District Office or on the District website: www.fusd.net.

**NOTICE OF PROCEDURAL RIGHTS AND SAFEGUARDS FOR PARENT AND STUDENT RIGHTS
UNDER SECTION 504, THE REHABILITATION ACT OF 1973**

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

An eligible student under Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, selfcare, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have many specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA.

The enabling regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or students with the following rights:

1. You have a right to be informed by the school district of your rights under Section 504. (The purpose of this Notice form is to advise you of those rights) 34 CFR 104.32.
2. Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of no disabled students are met. 34 CFR 104.33
3. Your child has the right to free educational services except for those fees that are imposed on nondisabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
4. Your child has a right to placement in the least restrictive environment. 34 CFR 104.34.
5. Your child has a right to facilities, services, and activities that are comparable to those provided for nondisabled students. 34 CFR 104.34.
6. Your child has a right to an evaluation prior to an initial Section 504 placement and any

subsequent significant change in placement. 34 CFR 104.35.

7. Testing and other evaluation procedures must conform with the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc., The district shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, anecdotal reports, and MAPS/CAASPP scores. 34 CFR 104.35

8. Placement decisions must be made by a group of persons (i.e., the Section 504 Committee), including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. 34 CFR 104.35.

10. You have the right to notice prior to any action by the district regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

11. You have the right to examine relevant records. 34 CFR 104.36.

12. You have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.

13. If you wish to challenge the actions of the district's Section 504 Committee regarding your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district's Section 504 Coordinator (Coordinator of Alternative Education, 9680 Citrus Avenue, Building B, Fontana, CA (909) 357-5000 Ext. 29077) within ten (10) calendar days from the time you received written notice of the Section 504 Committee's action(s). A hearing will be scheduled before an impartial hearing officer, and you will be notified in writing of the date, time, and place for the hearing.

14. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. 34 CFR 104.36.

15. On Section 504 matters other than your child's identification, evaluation, and placement, you have a right to file a complaint with the district's Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint to reach a prompt and equitable resolution.

16. You also have a right to file a complaint with the Office of Civil Rights. The address of the Regional Office which covers California is:

United States Department of Education
Office for Civil Rights, Region IX Old Federal Building
50 United Nations Plaza, Room 239 San Francisco, California 94102

Protocol: Addressing Racial Slurs and Hate Speech on Campus

Objective: Ensure all school leaders are equipped to respond effectively to racial slurs and hate speech, aligning with the California Education Code, district policies, and legal protections. It aligns with the commitment to ensuring a respectful, legally compliant, and inclusive school environment

We address racial slurs and/or hate speech because:

- Racial slurs harm students and create a hostile learning environment where students do not feel safe.
- A proactive approach fosters inclusivity and prevents escalation.
- Administrators have a legal and ethical duty to intervene and ensure student safety.

FUSD is committed to protecting, nurturing, and celebrating the diversity of its community. We are committed to fostering inclusivity, promoting mutual respect, and deepening understanding among individuals and groups within our school community.

Every student has the right to a safe and inclusive environment, free from hate-motivated behavior. Any actions or statements that demean an individual based on race, ethnicity, culture, heritage, language, gender, gender identity or expression, sexual orientation, physical or mental attributes, or religious beliefs or practices will not be tolerated and may be classified as hate-motivated speech or behavior.

Connected Policies

California Education Code:

- Ed Code § 200-220: Prohibits discrimination, harassment, and bullying.
- Ed Code § 233 & 48900(r): Mandates protections against hate-motivated behaviors.
- Ed Code § 48900.3: Allows suspension/expulsion for hate violence.

Fontana USD Policies:

- Board Policy 5137: Positive School Climate
- Board Policy 5145.3: Nondiscrimination and Harassment Policy
- Board Policy 5145.9: Hate-Motivated Behavior Policy
- Board Policy 5144: Discipline
- Student Code of Conduct: Outlines Consequences and Interventions
- Matrix for Student Suspension and Expulsion Recommendation
- FUSD Discipline Guidelines

Immediate Response Protocol for all K-12 Students

1. Intervene Immediately
 - a. Take reports of racial slurs and hate speech seriously.
 - b. Stop the behavior and ensure student safety.
 - c. Before determining a response, consider the following: Was someone harmed?
2. Investigate
 - a. Gather statements from students and staff.
 - b. Assess intent and impact
3. Apply Consequences & Interventions
 - a. Consequence or intervention should be considered based on the infraction, harm, and intent.
 - b. Be firm, but fair.
 - c. Align with district policy (warnings, discipline, or restorative practices).
4. Support the Victim
 - a. Provide counseling/emotional support
 - b. Mediation, only if the victim is willing and feels safe.
5. Document & Report
 - a. Ensure compliance with legal and district guidelines.
 - b. Document as “racial slur” and/or “hate speech”.
6. Consequences & Interventions
 - a. Disciplinary Actions – Warnings, suspension, or expulsion per Ed Code.
 - b. Restorative Justice – Conflict resolution, mediation, and education.
 - c. Refer to Matrix for Student Suspension and Expulsion Recommendation and FUSD Discipline Guidelines
7. Ongoing Monitoring – Ensure follow-up to prevent recurrence.
8. Consistent Enforcement - Apply policies fairly and equitably across all student demographics.

A tiered approach ensures that responses to racial slurs and hate speech are appropriate to the severity of the incident while maintaining a focus on accountability, education, and prevention. In addition to the FUSD Discipline Guidelines and Matrix for Student Suspension and Expulsion Recommendation, tiered strategies to address racial slurs and hate speech may include, but are not limited to:

Tier I: First-Time, Low-Impact Incidents	Tier II: Repeated Incidents or Moderate Impact	Tier III: Severe/Targeted Incidents (Hate Speech, Threats, or Harassment)
<ul style="list-style-type: none"> • Restorative Questions and Conversations • Written Reflection • Parent Contact • Parent Letter • Research Paper 	Same as tier 1 and: <ul style="list-style-type: none"> • Restorative Conflict Mediation • Refer to Counselor • Parent Conference 	Same as tiers 1-2 and: <ul style="list-style-type: none"> • Referral to Outside Counseling or Mental Health • Suspension or Expulsion

<ul style="list-style-type: none"> Record “Behavior – Staff Managed” in Q Visit 	<ul style="list-style-type: none"> Follow District protocol for reporting bullying and harassment Suspension 	<ul style="list-style-type: none"> Document as “Racial Slur” and/or “Hate Speech”
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Note: Not all of these responses will be used at once. Tiers 2-3 should depend on the gravity of the situation and number of offenses.

Fostering a Positive School Climate

- Staff Training –Ensure all staff recognize and appropriately respond to racial slurs/hate speech. Train school staff on intervention and reporting procedures.
- Student Engagement – Culturally responsive curriculum and peer-led programs.
- Community & Parent Involvement – Strengthen school culture through proactive initiatives. Offer resources, such as educational workshops and partnerships.

Resources

- [Matrix for Student Suspension and Expulsion Recommendation](#)
- [FUSD Discipline Guidelines](#)
- [Restorative Question Ideas.docx](#)
- Sample Presentation for Staff (coming soon)
- Sample Lesson Ideas for Students: [Group Activity - Student Scenarios for Addressing Racial Slurs and Hate Speech.docx](#)
- [Sample Letter to Parent/Family](#)
- [Sample Statements for Q Visit](#)

The resources should be used thoughtfully and with discretion as you consider your context, school culture and campus climate. Please consider your needs and use the resources in their totality or in sections that are relevant to your context.

For further guidance or reporting concerns, contact Student Services.



DISTRITO ESCOLAR UNIFICADO DE FONTANA

Aviso Legal para Alumnos y Padres/Tutores

Abuso y Acoso



El Distrito Escolar Unificado de Fontana prohíbe discriminación, acoso, intimidación, y abuso en base a características reales o percibidas de incapacidad de una persona, género, identidad de género, expresión de género, nacionalidad, raza or grupo étnico, religión, orientación sexual, o asociación con una persona o grupo con una o más de estas características reales o percibidas. Esta política se aplica a todo acto relacionado con actividades escolares o asistencia escolar que ocurra en un Distrito Escolar.

El abuso está definido como cualquier conducta física o verbal *severa o persistente*, incluyendo comunicaciones hechas por escrito o por medio de un acto electrónico, e incluyendo uno o más actos cometidos por un alumno o grupo de alumnos dirigido hacia uno o más estudiantes, que tenga o puede tener razonablemente el efecto predecido de causar a un alumno razonable que experimente un efecto perjudicial sustancial a la salud física o mental del alumno, desempeño académico, o capacidad de participar en actividades escolares.



REPORTALO

Es de suma importancia que cualquier persona que ha sido víctima de, o fue testigo de abuso o acoso en terrenos de la escuela, durante actividades escolares, o al ir y venir de la escuela que reporte el incidente inmediatamente a un administrador, maestro, u otro adulto del personal del plantel. Los estudiantes tienen una opción de reportar el incidente anónimamente por medio del formulario de queja localizado en la escuela llamada en inglés

Bullying/Harassment Complaint form o por medio de We Tip Hotline al 1-855-86-Bully (1-855-862-8559).

INVESTIGACION

El director o representante investigará inmediatamente todas las quejas de abuso o acoso sexual. Los estudiantes que presentan una queja deberán tener una oportunidad de describir el incidente, presentar testigos y otra evidencia o acoso, y hacer su queja por escrito. La administración de la escuela investigará la acusación y determinará la acción apropiada



SOLICITUD DE TRANSFERENCIA

Un alumno/a que ha sido reportado como víctima de una ofensa violenta o abuso como lo define la ley del estado tiene derecho a cambiarse a otra escuela en o fuera del Distrito, bajo el Código de Educación de California 46600 (b). La ubicación en la escuela solicitada dependerá del espacio disponible. Las solicitudes de transferencia pueden obtenerse en cualquier escuela o en la Oficina de Bienestar y Asistencia Estudiantil localizada en 9680 Citrus Avenue, Edificio #B, Fontana, CA 92335.

Rev. 11/6/2015

La Mesa Directiva está comprometida a mantener un ambiente escolar seguro que esté libre de acoso y discriminación. La Junta prohíbe, en la escuela o en actividades patrocinadas por la escuela o relacionadas con la escuela, el acoso sexual dirigido a cualquier estudiante por cualquier persona. La Junta también prohíbe el comportamiento o la acción de represalia contra cualquier persona que denuncie, presente una queja o testifique, o de otra manera apoye a un denunciante en alegaciones de acoso sexual.

El distrito alienta enfáticamente a los estudiantes que sienten que están siendo o han sido acosados sexualmente en los terrenos de la escuela o en una actividad patrocinada o relacionada con la escuela por parte de otro estudiante o un adulto, o que han sufrido acoso sexual fuera del campus que tiene un efecto continuo. efecto en el campus, para comunicarse inmediatamente con su maestro, el director, el Coordinador del Título IX del distrito o cualquier otro empleado escolar disponible. Cualquier empleado que reciba un informe u observe un incidente de acoso sexual deberá notificar al Coordinador del Título IX.

Una vez notificado, el Coordinador del Título IX se asegurará de que la denuncia se aborde a través de los procedimientos de denuncia del Título IX o los procedimientos de denuncia uniforme, según corresponda, y ofrecerá medidas de apoyo al denunciante.

El Superintendente o la persona designada informará a los estudiantes y padres/tutores sobre la política de acoso sexual del distrito difundiéndola a través de notificaciones para padres/tutores, publicándola en el sitio web del distrito e incluyéndola en los manuales para estudiantes y personal. Todo el personal del distrito deberá recibir capacitación sobre la política.

Instrucción/Información

El Superintendente o la persona designada se asegurará de que todos los estudiantes del distrito reciban información apropiada para su edad sobre el acoso sexual. Dicha instrucción e información incluirán:

1. Qué actos y comportamientos constituyen acoso sexual, incluido el hecho de que el acoso sexual podría ocurrir entre personas del mismo sexo y podría implicar violencia sexual
2. Un mensaje claro de que los estudiantes no tienen que soportar el acoso sexual bajo ninguna circunstancia
3. Estímulo para denunciar los casos observados de acoso sexual, incluso cuando la presunta víctima del acoso no se haya quejado.
4. Un mensaje claro de que la seguridad de los estudiantes es la principal preocupación del distrito, y que cualquier violación de la regla por separado que involucre a una presunta víctima o a cualquier otra persona que denuncie un incidente de acoso sexual se abordará por separado y no afectará la forma en que se recibirá, investigará o resolverá la queja de acoso sexual.
5. Un mensaje claro de que, independientemente del incumplimiento por parte del denunciante de la escritura, el cronograma u otros requisitos formales de presentación, toda acusación de acoso sexual que involucre a un estudiante, ya sea como denunciante, demandado o víctima del acoso, se investigará y se tomarán medidas. tomarse para responder al acoso, prevenir la recurrencia y abordar cualquier efecto continuo en los estudiantes
6. Información sobre los procedimientos del distrito para investigar quejas y la(s) persona(s) a quien(es) se debe hacer un informe de acoso sexual
7. Información sobre los derechos de los estudiantes y padres/tutores a presentar una denuncia civil o penal, según corresponda, incluido el derecho a presentar una denuncia civil o penal mientras continúa la investigación del distrito sobre una denuncia de acoso sexual.

8. Un mensaje claro de que, cuando sea necesario, el distrito implementará medidas de apoyo para garantizar un ambiente escolar seguro para un estudiante que es denunciante o víctima de acoso sexual y/u otros estudiantes durante una investigación.

Acciones Disciplinarias

Una vez completada la investigación de una denuncia de acoso sexual, cualquier estudiante que se descubra que ha participado en acoso sexual o violencia sexual en violación de esta política y estará sujeto a medidas disciplinarias. Para los estudiantes en los grados 4-12, la acción disciplinaria puede incluir suspensión y/o expulsión, siempre que, al imponer tal disciplina, se tengan en cuenta todas las circunstancias del incidente. Tras la investigación de una denuncia de acoso sexual, cualquier empleado que se descubra que ha participado en acoso sexual o violencia sexual hacia cualquier estudiante estará sujeto a medidas disciplinarias, que pueden incluir el despido, de conformidad con la ley y el convenio colectivo aplicable.

Mantenimiento de registros De acuerdo con la ley, el Superintendente o su designado mantendrán un registro de todos los casos denunciados de acoso sexual para permitir que el distrito controle, aborde y prevenga el comportamiento de acoso repetitivo en las escuelas del distrito.

Regulación 5145.71: Título IX Procedimientos de denuncia de acoso sexual

Estado: ADOPTADO

Fecha de adopción original: 16/08/2022|Fecha de última revisión: 16/08/2022

Reglamento Administrativo

Título IX Procedimientos de Quejas de Acoso Sexual

AR 5145.71

Estudiantes

Los procedimientos de quejas descritos en este reglamento administrativo se utilizarán para abordar cualquier queja registrada por el Título IX de las Enmiendas Educativas de 1972 alegando que un estudiante, mientras se encuentra en un programa educativo o actividad en la cual una escuela del distrito ejerce un control sustancial sobre el contexto y el encuestado, fue objeto de una o más de las siguientes formas de acoso sexual: (34 CFR 106.30, 106.44)

1. Un empleado del distrito que condiciona la provisión de una ayuda, beneficio o servicio del distrito a la participación del estudiante en una conducta sexual no deseada
2. Conducta no deseada determinada por una persona razonable como tan grave, generalizada y objetivamente ofensiva que niega efectivamente a un estudiante el acceso equitativo al programa o actividad educativa del distrito.
3. Agresión sexual, violencia en el noviazgo, violencia doméstica o acecho según se define en 20 USC 1092 o 34 USC 12291

Todas las demás quejas o alegaciones de acoso sexual presentadas por o en nombre de los estudiantes se investigarán y resolverán de acuerdo con BP/AR 1312.3 – Procedimientos Uniformes de Quejas. La determinación de si las alegaciones cumplen con la definición de acoso sexual bajo el Título IX será hecha por el Coordinador del Título IX del distrito.

Debido a que el denunciante tiene derecho a presentar una denuncia conforme a BP/AR 1312.3 por cualquier alegación que se desestime o niegue conforme al procedimiento de denuncia del Título IX, el Coordinador del Título IX se asegurará de que todos los requisitos y plazos para BP/AR 1312.3 se cumplan simultáneamente mientras implementa el procedimiento del Título IX.

Informe de denuncias/Presentación de una queja formal

Un estudiante que es la presunta víctima de acoso sexual o el padre/tutor del estudiante puede presentar un informe de acoso sexual al Coordinador del Título IX del distrito utilizando la información de contacto que figura en AR 5145.7 - Acoso sexual o a cualquier otro empleado escolar disponible, quien deberá enviar el informe al Coordinador del Título IX dentro de un día de haber recibido el informe.

Al recibir dicho informe, el Coordinador del Título IX informará al denunciante sobre el derecho a presentar una denuncia formal y el proceso para presentar una denuncia formal. (34 CFR 106.44) Se puede presentar una queja formal, con la firma física o digital del denunciante, ante el Coordinador del Título IX en persona, por correo, por correo electrónico o por cualquier otro método autorizado por el distrito. (34 CFR 106.30)

Incluso si la presunta víctima elige no presentar una denuncia formal, el Coordinador del Título IX presentará una denuncia formal en situaciones en las que exista una amenaza a la seguridad. Además, el Coordinador del Título IX puede presentar una queja formal en otras situaciones según lo permitido por las reglamentaciones del Título IX, incluso como parte de la obligación del distrito de no ser deliberadamente indiferente a las denuncias conocidas de acoso sexual. En tales casos, el Coordinador del Título IX deberá proporcionar a la presunta víctima avisos según lo exigen las reglamentaciones del Título IX en puntos específicos del proceso de denuncia.

El Coordinador del Título IX, el investigador, el responsable de la toma de decisiones o el facilitador de un proceso de resolución informal no deberá tener un conflicto de intereses o parcialidad a favor o en contra de los denunciantes o demandados en general o de un denunciante o demandado individual. Dichas personas deberán recibir capacitación de acuerdo con 34 CFR 106.45. (34 CFR 106.45)

Medidas de apoyo

Al recibir un informe de acoso sexual del Título IX, el Coordinador del Título IX se comunicará de inmediato con el denunciante para analizar la disponibilidad de medidas de apoyo y considerará los deseos del denunciante con respecto a las medidas de apoyo implementadas. Se ofrecerán medidas de apoyo según corresponda, según estén razonablemente disponibles y sin cargo para el denunciante o el demandado antes o después de la presentación de una denuncia formal o cuando no se haya presentado ninguna denuncia formal. Dichas medidas serán no disciplinarias, no punitivas y diseñadas para restaurar o preservar la igualdad de acceso al programa o actividad educativa del distrito sin sobrecargar injustificadamente a la otra parte, incluidas las medidas diseñadas para proteger la seguridad de todas las partes o el entorno educativo del distrito o para disuadir el acoso sexual. . Las medidas de apoyo pueden incluir, entre otras, asesoramiento, ajustes relacionados con el curso, modificaciones de los horarios de clases, restricciones mutuas de contacto, mayor seguridad y vigilancia de ciertas áreas del campus. (34 CFR 106.30, 106.44)

El distrito mantendrá confidencial cualquier medida de apoyo brindada al denunciante o al demandado, en la medida en que mantener dicha confidencialidad no perjudique la capacidad del distrito para proporcionar las medidas de apoyo. (34 CFR 106.30)

Retiro de emergencia de la escuela

Un estudiante no será disciplinado por presunto acoso sexual bajo el Título IX hasta que se haya completado la investigación. Sin embargo, en caso de emergencia, el distrito puede retirar a un estudiante del programa o actividad educativa del distrito, siempre que el distrito realice un análisis individualizado de seguridad y riesgo, determine

que la remoción está justificada debido a una amenaza inmediata a la salud o seguridad física de cualquier estudiante u otra persona que surja de las alegaciones, y proporciona al estudiante un aviso y la oportunidad de impugnar la decisión inmediatamente después de la expulsión. Esta autoridad para remover a un estudiante no modifica el derecho del estudiante bajo la Ley de Educación para Individuos con Discapacidades o la Sección 504 de la Ley de Rehabilitación de 1973. (34 CFR 106.44)

Si un empleado del distrito es el demandado, el empleado puede ser puesto en licencia administrativa durante la tramitación del proceso de queja formal. (34 CFR 106.44)

Desestimación de la denuncia

El Coordinador del Título IX desestimará una queja formal si la supuesta conducta no constituiría acoso sexual según se define en 34 CFR 106.30, incluso si se prueba. El Coordinador del Título IX también deberá desestimar cualquier queja en la que la supuesta conducta no ocurrió en el programa o actividad educativa del distrito o no ocurrió contra una persona en los Estados Unidos, y puede desestimar una queja formal si el denunciante notifica al distrito por escrito. que al denunciante le gustaría retirar la denuncia o cualquier alegato en la denuncia, el demandado ya no está inscrito o empleado por el distrito, o circunstancias suficientes impiden que el distrito reúna pruebas suficientes para llegar a una determinación con respecto a la denuncia. (34 CFR 106.45)

Al momento de la desestimación, el Coordinador del Título IX enviará de inmediato notificación por escrito de la desestimación y las razones de la desestimación simultáneamente a las partes, y les informará de su derecho a apelar la desestimación de una denuncia formal o cualquier alegato en la denuncia de conformidad con los procedimientos de apelación descritos en la sección "Apelaciones" a continuación. (34 CFR 106.45)

Si se desestima una queja, la conducta aún puede abordarse de conformidad con BP/AR 1312.3 - Procedimientos Uniformes de Quejas, según corresponda.

Proceso de resolución informal

Cuando se presenta una denuncia formal de acoso sexual, el distrito puede ofrecer un proceso de resolución informal, como la mediación, en cualquier momento antes de llegar a una determinación con respecto a la responsabilidad. El distrito no requerirá que una parte participe en el proceso de resolución informal o que renuncie al derecho a una investigación y adjudicación de una queja formal. (34 CFR 106.45)

El distrito puede facilitar un proceso de resolución informal siempre que el distrito: (34 CFR 106.45)

1. Proporcione a las partes un aviso por escrito que revela las alegaciones, los requisitos del proceso de resolución informal, el derecho a retirarse del proceso informal y reanudar el proceso de queja formal, y cualquier consecuencia que resulte de participar en el proceso de resolución informal, incluido que los registros serán mantenidos o podrían ser compartidos.
2. Obtenga el consentimiento voluntario por escrito de las partes para el proceso de resolución informal
3. No ofrezca ni facilite un proceso de resolución informal para resolver acusaciones de que un empleado acosó sexualmente a un estudiante

Aviso por escrito

Si se presenta una queja formal, el Coordinador del Título IX proporcionará a las partes conocidas un aviso por escrito de lo siguiente: (34 CFR 106.45)

1. El proceso de quejas del distrito, incluido cualquier proceso de resolución informal
2. Las acusaciones que potencialmente constituyen acoso sexual con suficientes detalles conocidos en ese momento, incluida la identidad de las partes involucradas en el incidente, si se conocen, la conducta que supuestamente constituye acoso sexual y la fecha y el lugar del presunto incidente, si se conocen. Dicha notificación se proporcionará con tiempo suficiente para que las partes preparen una respuesta antes de cualquier entrevista inicial.

Si, durante el curso de la investigación, surgen nuevas alegaciones del Título IX sobre el denunciante o el demandado que no están incluidas en el aviso inicial, el Coordinador del Título IX notificará las alegaciones adicionales a las partes.

3. Una declaración de que se presume que el demandado no es responsable de la conducta alegada y que se toma una determinación con respecto a la responsabilidad al concluir el proceso de denuncia.
4. La oportunidad para las partes de tener un asesor de su elección que puede ser, pero no está obligado a ser, un abogado, y la capacidad de inspeccionar y revisar la evidencia.
5. La prohibición de hacer declaraciones falsas a sabiendas o presentar información falsa a sabiendas durante el proceso de queja

El aviso anterior también incluirá el nombre del investigador, facilitador de un proceso informal y responsable de la toma de decisiones, y deberá informar a las partes que, si en algún momento una de las partes tiene inquietudes sobre un conflicto de intereses o parcialidad con respecto a cualquiera de estas personas, la parte debe notificar inmediatamente al Coordinador del título IX.

Procedimientos de investigación

Durante el proceso de investigación, el investigador designado por el distrito deberá: (34 CFR 106.45)

1. Proporcionar igualdad de oportunidades para que todas las partes presenten testigos, incluidos testigos de hechos y expertos, y otras pruebas inculpatorias y exculpatorias.
2. No restringir la capacidad de cualquiera de las partes para discutir las acusaciones bajo investigación o para recopilar y presentar evidencia relevante
3. Brindar a las partes las mismas oportunidades de tener a otros presentes durante cualquier procedimiento de queja, incluida la oportunidad de estar acompañados a cualquier reunión o procedimiento relacionado por el asesor de su elección, que puede ser, pero no está obligado a ser, un abogado.
4. No limitar la elección o presencia de un asesor para el denunciante o el demandado en cualquier reunión o procedimiento de queja, aunque el distrito puede establecer restricciones con respecto a la medida en que el asesor puede participar en los procedimientos, siempre que las restricciones se apliquen por igual a ambas partes.
5. Proporcionar, a una parte cuya participación se invita o se espera, notificación por escrito de la fecha, hora, lugar, participantes y propósito de todas las entrevistas de investigación u otras reuniones, con tiempo suficiente para que la parte se prepare para participar.
6. Enviar en formato electrónico o en papel a ambas partes y a sus asesores, si los hubiere, las pruebas obtenidas como parte de la investigación que tengan relación directa con los alegatos planteados en la denuncia, y otorgar a las partes por lo menos 10 días para que presenten un escrito. respuesta para que el investigador la considere antes de completar el informe de investigación
7. Evaluar objetivamente todas las pruebas pertinentes, incluidas las pruebas inculpatorias y exculpatorias, y determinar la credibilidad de una manera que no se base en el estado de una persona como denunciante, demandado o testigo.
8. Crear un informe de investigación que resuma de manera justa la evidencia relevante y, por lo menos 10 días antes de la determinación de la responsabilidad, enviar a las partes y sus asesores, si los hubiere, el informe de investigación en formato electrónico o en copia impresa, para su revisión y por escrito. respuesta

Las preguntas y las pruebas sobre la predisposición sexual o el comportamiento sexual anterior del denunciante no son pertinentes, a menos que dichas preguntas y pruebas se ofrezcan para probar que alguien que no sea el demandado cometió la conducta alegada por el denunciante o si las preguntas y las pruebas se refieren a incidentes específicos de la conducta del denunciante. comportamiento sexual previo con respecto al encuestado y se ofrecen para probar el consentimiento. (34 CFR 106.45)

Los derechos de privacidad de todas las partes de la queja se mantendrán de acuerdo con las leyes estatales y federales aplicables.

Si la denuncia es contra un empleado, se aplicarán los derechos conferidos en virtud de un convenio colectivo aplicable en la medida en que no entren en conflicto con los requisitos del Título IX.

Decisión escrita

El Superintendente designará a un empleado como responsable de la toma de decisiones para determinar la responsabilidad por la supuesta conducta, que no podrá ser el Coordinador del Título IX ni una persona involucrada en la investigación del asunto. (34 CFR 106.45)

Después de que se haya enviado el informe de investigación a las partes, pero antes de llegar a una determinación con respecto a la responsabilidad, la persona que toma la decisión le dará a cada parte la oportunidad de presentar por escrito las preguntas pertinentes que la parte quiera que se le hagan a cualquier parte o testigo. proporcionar a cada parte las respuestas y permitir preguntas de seguimiento adicionales y limitadas de cada parte.

La persona que toma la decisión deberá emitir, y proporcionar simultáneamente a ambas partes, una decisión por escrito sobre si el demandado es responsable de la conducta alegada. (34 CFR 106.45)

La decisión por escrito se emitirá dentro de los 60 días naturales siguientes a la recepción de la denuncia.

El plazo puede extenderse temporalmente por una buena causa con notificación por escrito al denunciante y al demandado de la extensión y las razones de la acción. (34 CFR 106.45)

Al tomar esta determinación, quien toma la decisión deberá usar el estándar de “preponderancia de la evidencia” para todas las denuncias formales de acoso sexual. Se utilizará el mismo estándar de evidencia para las quejas formales contra los estudiantes que para las quejas contra los empleados. (34 CFR 106.45)

La decisión escrita deberá incluir lo siguiente: (34 CFR 106.45)

1. Identificación de las acusaciones que potencialmente constituyen acoso sexual según se define en 34 CFR 106.30
2. Una descripción de los pasos procesales tomados desde la recepción de la queja formal hasta la decisión por escrito, incluidas las notificaciones a las partes, las entrevistas con las partes y los testigos, las visitas al sitio, los métodos utilizados para recopilar otras pruebas y las audiencias celebradas si el distrito incluye audiencias como parte del proceso de queja
3. Hallazgos de hecho que respaldan la determinación

4. Conclusiones sobre la aplicación del código de conducta o políticas del distrito a los hechos
5. Una declaración y justificación del resultado de cada alegación, incluida una decisión con respecto a la responsabilidad, cualquier sanción disciplinaria que el distrito imponga al demandado y si se aplicarán remedios diseñados para restaurar o preservar la igualdad de acceso al programa o actividad educativa del distrito. proporcionado por el distrito al denunciante
6. Los procedimientos del distrito y las bases permitidas para que el denunciante y el demandado apelen

Apelaciones

Cualquiera de las partes puede apelar la decisión del distrito o la desestimación de una queja formal o cualquier alegato en la queja, si la parte cree que una irregularidad procesal afectó el resultado, hay nueva evidencia disponible que podría afectar el resultado, o un conflicto de interés o parcialidad. por el Coordinador del Título IX, los investigadores o los responsables de la toma de decisiones afectaron el resultado. Si se presenta una apelación, el distrito deberá: (34 CFR 106.45)

1. Notificar a la otra parte por escrito cuando se presenta una apelación e implementar procedimientos de apelación por igual para ambas partes
2. Asegúrese de que las personas encargadas de tomar decisiones para la apelación estén capacitadas de acuerdo con 34 CFR 106.45 y no sean las mismas personas que tomaron decisiones que llegaron a la determinación con respecto a la responsabilidad o el despido, los investigadores o el Título IX.
Coordinador
3. Brinde a ambas partes una oportunidad razonable e igualitaria para presentar una declaración por escrito en apoyo o impugnación del resultado.
4. Emitir una decisión por escrito que describa el resultado de la apelación y la justificación del resultado
5. Proporcionar la decisión por escrito simultáneamente a ambas partes.

El recurso debe interponerse por escrito dentro de los 10 días naturales siguientes a la recepción de la notificación de la decisión o desestimación, expresando los motivos del recurso e incluyendo cualquier documentación pertinente que sustente el recurso. Las apelaciones presentadas después de este plazo no son oportunas y no serán consideradas.

Se proporcionará una decisión por escrito a las partes dentro de los 20 días calendario a partir de la recepción de la apelación.

La decisión del distrito puede apelarse ante el Departamento de Educación de California dentro de los 30 días posteriores a la decisión por escrito de acuerdo con BP/AR 1312.3.

Cualquiera de las partes tiene derecho a presentar una queja ante la Oficina de Derechos Civiles del Departamento de Educación de EE. UU. dentro de los 180 días posteriores a la fecha de la supuesta mala conducta más reciente.

Se informará al denunciante sobre cualquier recurso de derecho civil, incluidos, entre otros, interdictos, órdenes de restricción u otros recursos u órdenes que puedan estar disponibles en virtud de las leyes antidiscriminatorias estatales o federales, si corresponde.

Remedios

Cuando se haya hecho una determinación de responsabilidad por acoso sexual contra el demandado, el distrito proporcionará remedios al denunciante. Dichos recursos pueden incluir los mismos servicios individualizados

descritos anteriormente en la sección "Medidas de apoyo", pero no es necesario que no sean disciplinarios ni punitivos, y no es necesario que eviten una carga para el demandado. (34 CFR 106.45)

Acciones correctivas/disciplinarias

El distrito no impondrá sanciones disciplinarias u otras acciones contra un demandado, aparte de las medidas de apoyo descritas anteriormente en la Sección "Medidas de apoyo", hasta que se haya completado el procedimiento de queja y se haya hecho una determinación de responsabilidad. (34 CFR 106.44)

Para estudiantes en los grados 4-12, la disciplina por acoso sexual puede incluir suspensión y/o expulsión. Después de completar el procedimiento de denuncia, si se determina que un estudiante en cualquier nivel de grado ha cometido agresión sexual o agresión sexual en la escuela o en una actividad escolar fuera de la escuela, el director o el superintendente suspenderá inmediatamente al estudiante y recomendará la expulsión. . (Código de Educación 48900.2, 48915)

Otras acciones que se pueden tomar con un estudiante que se determina que es responsable de acoso sexual incluyen, pero no se limitan a:

1. Transferencia de una clase o escuela según lo permita la ley
2. Conferencia de padres/tutores
3. Educación del estudiante sobre el impacto de la conducta en los demás.
4. Apoyo al comportamiento positivo
5. Remisión del estudiante a un equipo de éxito estudiantil
6. Denegación de participación en actividades extracurriculares o cocurriculares u otros privilegios permitidos por la ley

Cuando se determina que un empleado ha cometido acoso sexual o represalias, el distrito tomará las medidas disciplinarias correspondientes, que pueden incluir el despido, de conformidad con la ley aplicable y el convenio colectivo de trabajo.

Mantenimiento de Registros

El Superintendente o su designado deberá mantener, por un período de siete años: (34 CFR 106.45)

1. Un registro de todos los casos denunciados e investigaciones del Título IX de acoso sexual, cualquier determinación de responsabilidad, cualquier grabación y transcripción de audio o audiovisual, si corresponde, cualquier sanción disciplinaria impuesta, cualquier recurso proporcionado al denunciante, y cualquier apelación o resolución informal y los resultados. de eso
2. Un registro de cualquier acción, incluidas las medidas de apoyo, tomadas en respuesta a un informe o queja formal de acoso sexual, incluida la base del distrito para su conclusión de que su respuesta no fue deliberadamente indiferente, las medidas tomadas que fueron diseñadas para restaurar o preservar la igualdad de acceso al programa o actividad educativa y, si no se proporcionaron medidas de apoyo al denunciante, las razones por las que tal respuesta no fue irrazonable a la luz de las circunstancias conocidas
3. Todos los materiales utilizados para capacitar al Coordinador del Título IX, a los investigadores, a los responsables de la toma de decisiones y a cualquier persona que facilite un proceso de resolución informal. El distrito pondrá dichos materiales de capacitación a disposición del público en su sitio web o, si el distrito no mantiene un sitio web, estará disponible a pedido de los miembros del público.

Para las partes interesadas las cuales incluyen a los estudiantes, empleados, padres/tutores legales de los alumnos, comités asesores del distrito, comités asesores de las escuelas, funcionarios o representantes de escuelas particulares y otros grupos de interés

La responsabilidad primordial del Distrito Escolar Unificado de Fontana es el cumplimiento de la leyes y regulaciones federales y estatales. El Distrito ha establecido los Procedimientos Uniformes de Quejas (UCP, por sus siglas en inglés) a fin de abordar alegaciones de discriminación ilegal, hostigamiento, intimidación y acoso escolar y quejas que aleguen el quebrantamiento de las leyes federales o estatales que rigen sobre los programas educativos, el cobro ilegal de cuotas estudiantiles y el incumplimiento de nuestro Plan de Responsabilidad de Control Local (LCAP, por sus siglas en inglés).

La Notificación Anual sobre el UCP se encuentra disponible en nuestra página web www.fusd.net.

El Distrito requiere que el personal de la escuela tome medidas inmediatas para intervenir, cuando sea seguro hacerlo, cuando él o ella presencie un acto de discriminación, hostigamiento, intimidación o de acoso escolar. El Distrito investigará toda alegación de discriminación ilegal, hostigamiento, intimidación o de acoso escolar contra cualquier grupo protegido identificado en la sección 200 y 220 del Código de Educación y en la sección 11135 del Código del Gobierno, incluso cualquier característica, ya sea real o percibida, según lo establecido en la sección 422.55 del Código Penal o en base a la asociación de una persona con una persona o grupo con una o más de estas características, ya sean reales o percibidas, dentro de cualquier programa o actividad dirigida por el Distrito, el cual está financiado de manera directa por o que recibe o se beneficia de cualquier asistencia financiera del estado.

Programas y actividades a los que se aplica el UCP:

- Adaptaciones para las alumnas embarazadas y con hijos
- Educación para adultos
- Educación y seguridad después del horario de clases
- Educación vocacional técnica agrícola
- Educación vocacional técnica y programas de capacitación vocacional técnica
- Cuidado y desarrollo infantil
- Educación compensatoria
- Programas de ayuda categórica consolidados
- Períodos lectivo sin contenido educativo
- La discriminación, el hostigamiento, la intimidación o el acoso contra cualquier grupo protegido según se identifica en las secciones 200, 220 y la Sección 11135 del Código de Gobierno, que incluye cualquier característica
- Requisitos educativos y para la graduación de alumnos en hogares de acogida temporal, alumnos sin vivienda, alumnos que provienen de familias militares, alumnos que anteriormente estuvieron en Correccional de menores y que actualmente están inscritos en el distrito escolar
- Ley cada estudiante triunfa
- Planes de rendición de cuentas con control local
- Educación para alumnos migratorios
- Minutos de instrucción dedicados a la educación física
- Pagos que realizan los alumnos
- Adaptaciones razonables para alumnas en período de lactancia
- Centros y programas regionales ocupacionales
- Planes escolares para el rendimiento estudiantil
- Planes concernientes a la seguridad escolar real o percibida según se establece en la Sección 422.55 del Código Penal, o sobre la base de la asociación de una persona con otro individuo o grupo que tiene una o más de estas características reales o percibidas, en cualquier programa o actividad conducida por una institución educativa, como se define en la Sección 210.3; y que es financiada en forma directa por el Estado, o que recibe o se beneficia de cualquier asistencia financiera estatal.
- Consejos escolares de cada plantel
- Establecimientos preescolares públicos estatales Asuntos relacionados con la seguridad y la salud en los establecimientos preescolares públicos estatales de las LEA, exentos de licencias

Y cualquier otro programa educativo estatal o federal que el Superintendente de instrucción pública del estado (State Superintendent of Public Instruction [SSPI], por sus siglas en inglés) del Departamento de Educación de California (California Department of Education [CDE], por sus siglas en inglés) o su funcionario designado considere apropiado.

Presentación de una queja conforme al UCP

Una queja conforme al UCP deberá presentarse a más tardar un año después de la fecha en que ocurrió la presunta transgresión.

Para las quejas relacionadas con los Planes de rendición de cuentas con control local (Local Control and Accountability Plans [LCAP], por sus siglas en inglés), la fecha de la supuesta transgresión es la fecha en que la autoridad revisora aprueba el LCAP o la fecha de la actualización anual que fue adoptada por nuestra agencia.

Un alumno inscrito en cualquiera de nuestras escuelas públicas no deberá pagar costo alguno por participar en una actividad educativa.

Se puede presentar una queja ante el director de una escuela o ante nuestro superintendente o su funcionario designado en relación con los pagos que realizan los alumnos.

Se puede presentar de forma anónima una queja en relación con los pagos que realizan los alumnos o sobre el LCAP, es decir, sin una firma de identificación, si el reclamante proporciona prueba o información que conduce a la evidencia que respalda una alegación de incumplimiento.

Responsabilidades de FUSD

Publicaremos una notificación estandarizada, además de esta notificación, con los requisitos educativos y de graduación para los alumnos en acogida temporal, alumnos sin vivienda, alumnos que provienen de familias militares, alumnos que estuvieron previamente en el tribunal de menores y actualmente están inscritos en el distrito escolar.

Informamos a los reclamantes sobre la posibilidad de apelar un Informe de Investigación de quejas sobre programas dentro del alcance del UCP ante el Departamento de Educación (Department of Education [CDE], por sus siglas en inglés).

Informamos a los reclamantes sobre los recursos conforme al Derecho Civil, que incluyen mandatos judiciales, órdenes de restricción u otras soluciones y órdenes que pueden estar disponibles bajo las leyes estatales o federales de discriminación, hostigamiento, intimidación o acoso escolar, si corresponden.

Las copias de nuestros procedimientos UCP estarán disponibles gratuitamente.

En cuanto a quejas conforme al UCP relacionadas con problemas de la salud y la seguridad en establecimientos preescolares públicos estatales, de acuerdo con la Sección 1596.7925 del Código de Salud y Seguridad de California (*California Health and Safety Code* [HSC], por sus siglas en inglés)

Con el fin de identificar temas apropiados sobre la salud y la seguridad en establecimientos preescolares públicos estatales de conformidad con la Sección 1596.7925 del *Código de Salud y Seguridad de California* (*California Health and Safety Code* [HSC], por sus siglas en inglés), se colocará un aviso en cada salón de clases de los programas preescolares estatales de California en cada escuela de nuestra agencia.

El aviso es adicional a esta notificación anual sobre el UCP e informa a los padres, tutores, alumnos y maestros sobre (1) los requisitos de salud y seguridad bajo el Título 5 del *Código Procesal de California* (*California Code of Regulations* [5 CCR], por sus siglas en inglés) que se aplican a los programas preescolares públicos del Estado de California, de conformidad con la Sección 1596.7925 del HSC; y (2) la ubicación en la que se puede obtener un formulario para presentar una queja.

Información del contacto

Las quejas dentro del ámbito del UCP deben presentarse ante la persona responsable de procesar las quejas:

Cumplimiento de Equidad

Superintendente Asociado, Servicios Estudiantiles

9680 Citrus Avenue

Fontana, CA 92335

(909) 357-5000, ext. 29194

TITLEIX@fusd.net

Oficina de Título IX

Director de Recursos Humanos Certificado

9680 Citrus Avenue

Fontana, CA 92335

(909) 357-5000, ext. 29194

TITLEIX@fusd.net

El contacto anterior conoce las leyes y los programas que se le asignan para investigar en el Distrito Escolar Unificado de Fontana.

Copias de las políticas y procedimientos del UCP del Distrito están disponibles, sin costo alguno, en las oficinas administrativas del Distrito o en el sitio web del Distrito: www.fusd.net

AVISO SOBRE LOS DERECHOS Y GARANTÍAS PROCESALES DE LOS PADRES Y LOS DERECHOS DEL

ESTUDIANTE BAJO LA SECCIÓN 504, LA LEY DE REHABILITACIÓN DE 1973

La Ley de Rehabilitación de 1973, comúnmente conocida como la "Sección 504", es un estatuto de no discriminación promulgado por el Congreso de los Estados Unidos. El propósito de la ley es prohibir la discriminación y asegurar que los estudiantes con discapacidades tengan oportunidades y beneficios educativos como los que se les proporcionan a los estudiantes sin discapacidad.

Un estudiante que califica bajo la Sección 504 es un estudiante que (a) tiene, (b) tiene un historial de o (c) se le considera que tiene, un impedimento físico o mental el cual limita considerablemente una actividad importante de la vida diaria como el aprendizaje, cuidado personal, caminar, ver, escuchar, hablar, respirar, trabajar y el poder hacer tareas manuales.

Doble elegibilidad: Varios estudiantes calificarán para los servicios educativos bajo ambas categorías, la Sección 504 y la Ley para Personas con Discapacidad (IDEA). Los estudiantes que califican bajo la ley IDEA tienen varios derechos específicos que no están disponibles para los estudiantes que solamente califican bajo la Sección 504. El propósito de este aviso es presentar los derechos que la Sección 504 garantiza para aquellos estudiantes con discapacidad que no califican bajo la ley IDEA.

Los reglamentos habilitantes de la Sección 504 tal y como se presentan en 34 CFR parte 104, le proporcionan a los padres y/o a los estudiantes los siguientes derechos:

1. Usted tiene el derecho a que el distrito escolar le informe sobre sus derechos bajo la Sección 504. (El propósito de este aviso es informarle de esos derechos) 34 CFR 104.32.
2. Su hijo tiene el derecho a una educación apropiada diseñada para el cumplimiento de sus necesidades educativas individuales de manera adecuada tal y como se cumplen las necesidades de estudiantes sin discapacidad. 34 CFR 104.33
3. Su hijo tiene el derecho a servicios educativos gratuitos, salvo aquellos gastos que se les imponen a los estudiantes sin discapacidad o a sus padres. Las aseguradoras y terceras partes semejantes no están exentas de obligaciones que de otra manera sean válidas para proporcionar o pagar por servicios que se le proporcionen a un estudiante con discapacidad. 34 CFR 104.33.
4. Su hijo tiene el derecho a una colocación dentro del entorno menos restrictivo. 34 CFR 104.34.
5. Su hijo tiene el derecho a instalaciones, servicios y actividades que sean comparables a las que se les proporcionan a los estudiantes sin discapacidad. 34 CFR 104.34.
6. Su hijo tiene el derecho a una evaluación antes de una colocación inicial de la Sección 504 o cualquier cambio subsiguiente significativo en la colocación. 34 CFR 104.35.
7. Los exámenes y otros procedimientos de evaluación deben cumplir con los requisitos de 34 CFR 104.35 en cuanto a la autenticación, administración, áreas de evaluación, etc., El distrito deberá considerar información proveniente de diversas fuentes, incluyendo exámenes de aptitud y rendimiento, recomendaciones de los maestros, estado físico, antecedentes sociales y culturales, comportamiento adaptativo, informes físicos o médicos, calificaciones del estudiante, informes de progreso, observaciones del padre de familia, informes anecdóticos y resultados de las pruebas MAPS/CAASPP. 34 CFR 104.35.
8. Las decisiones con respecto a la colocación se deben tomar por un grupo de personas (i.e., el Comité de la Sección 504), que incluya personas con conocimiento de su hijo, del significado de los datos de las evaluaciones, de las opciones en cuanto a las colocaciones y de los requisitos legales con respecto a los entornos menos restrictivos e instalaciones comparables. 34 CFR 104.35.
9. Si su hijo califica bajo la Sección 504, él o ella tiene el derecho a reevaluaciones periódicas, por lo general cada tres años. 34 CFR 104.35.
10. Usted tiene el derecho a tener un aviso antes de que el distrito tome cualquier acción con

respecto a la identificación, evaluación o colocación de su hijo. 34 CFR104.36.

11. Usted tiene el derecho a revisar los registros relevantes. 34 CFR 104.36.

12. Usted tiene el derecho a una audiencia imparcial con respecto a las acciones del distrito con relación a la identificación, evaluación o colocación educativa de su hijo, con la oportunidad para la participación de los padres en la audiencia y de ser representado por un abogado. 34CFR 104.36.

13. Si usted desea impugnar las acciones del Comité de la Sección 504 del distrito con relación a la identificación, evaluación o colocación educativa de su hijo, deberá presentar una apelación por escrito con el coordinador de la Sección 504 del distrito (coordinador de Educación Alternativa, 9680 Citrus Avenue, Edificio B, Fontana, CA (909) 357-5000 Ext. 29077) dentro de un plazo de diez (10) días calendario después de haber recibido su notificación por escrito sobre la(s) acción(es) del Comité de la Sección 504. Se programará una audiencia ante un funcionario de audiencias imparcial y se le notificará por escrito la fecha, hora y lugar en que se celebrará la audiencia.

14. Si usted no está de acuerdo con la decisión del funcionario de audiencias imparcial, usted tiene el derecho a que esa decisión se revise por un tribunal con jurisdicción competente. 34 CFR104.36.

15. Con respecto a asuntos de la Sección 504 aparte de la identificación, evaluación y colocación de su hijo, usted tiene el derecho a presentar una queja con el coordinador de la Sección 504 del distrito (o persona designada), que investigará las acusaciones hasta donde se le permite de acuerdo a la índole de la queja para lograr una resolución rápida y equitativa.

16. Usted también tiene el derecho a presentar una queja con la Oficina de Derechos Civiles. La dirección de la oficina regional a cargo de California es:

United States Department of Education
Office for Civil Rights, Region IX Old Federal Building
50 United Nations Plaza, Room 239 San Francisco, California 9410

