# HARRY S. TRUMAN MIDDLE SCHOOL
## *Be Ready, Be Respectful, Be Responsible*

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**Student Name**

# 2025-2026

**DR. KRISTEN SANDLER, PRINCIPAL**
**APRIL COLEN, ASSISTANT PRINCIPAL**
**MICHAEL WUBKER, DEAN OF STUDENT SUPPORTS**
**ALONZO WOOLRIDGE, CLIMATE AND CULTURE COACH**
**DENISE MALDONADO, COUNSELOR (A-L)**
**ELIZABETH JIMENEZ, COUNSELOR (M-Z)**

**Harry S. Truman Middle School**
16224 Mallory Drive, Fontana, CA 92335, (909) 357-5190

# People to Know at Truman

| | |
|---|---|
| Dr. Sandler | Principal |
| Ms. Colen | Assistant Principal |
| Mr. Wubker | Dean of Student Supports |
| Mrs. Maldonado | Counselor (A-L) |
| Mrs. Jimenez | Counselor (M-Z) |
| Mr. Woolridge | Climate and Culture Coach |
| Ms. Banks | Guidance Tech |
| Mrs. Hottinger | Librarian |
| Ms. Ceballos | Discipline Clerk |
| Ms. Rodriguez | Attendance Clerk |
| Ms. McCarty | Principal's Secretary |
| Mrs. Bacani | School Nurse |
| Ms. Gifford | Health Assistant |
| DSO Jeff | Security |
| DSO Vanessa | Security |
| Officer Hernandez | School Police |

# Truman Middle School PBIS Matrix

| | Be Ready | Be Respectful | Be Responsible |
|---|---|---|---|
| Classrooms | • Have supplies<br>• Be in seat ready to learnwhen the bell rings. | • Respect others right to learn<br>• Raise your hand and wait to beacknowledged<br>• Say "please"/"thank you"<br>• Listen when others speak | • Follow classroom expectations<br>• Work on tasks assigned/ask engaging questions<br>• Take care of supplies/equipment<br>• Be safe when participating<br>• Do your share |
| Library | • Enter quietly with a pass<br>• Be prepared<br>• Get started! | • Avoid being disruptive.<br>• Indoor voices<br>• Keep food/drinks outside | • Take care of equipment<br>• Return all materials |
| Counselor's Offices | • Need pass<br>• Avoid meeting during coreacademic classes | • Respect privacy of others<br>• Knock Free Zone<br>• Notice locked door-return later | • Notify adults on campus of emergency situations!<br>• If counselor is not available,return to class immediately |
| Lunch Areas | • Avoid running/pushing!<br>• Line up straight<br>• Sit while eating/drinking | • Avoid throwing anyobjects/food<br>• Follow directions given by theproctors | • Throw trash away immediately<br>• Ensure safety of others: avoid running, pushing, or chasing. |
| Field Trips | • Be on time<br>• Sit quietly on bus<br>• Bring necessities | • Represent yourself/your schoolpositively<br>• Throw trash away<br>• Keep hands to yourself | • Follow directions from adults<br>• Listen carefully to information<br>• Be safe; Avoid running/jumping |
| Bathroom | • Have a pass<br>• Observe the 10/10 rule<br>• Lunch- outside bathrooms | • Keep our restrooms clean<br>• Notify an adult if there is anyblood, vomit, or graffiti | • Avoid ANY type of horseplay<br>• Return to class on time<br>• Wash your hands and flush |
| Hallway | • Walk! Look out for doorway<br>• Off limits at lunch<br>• Keep to the right<br>• Have a pass | • Indoor voice<br>• Use respectful language<br>• Keep your hands/feet to yourself | • Be safe (avoid pushing)<br>• Hallways are monitored oncamera<br>• Walk always to your right |
| Front Office | • Obtain a pass<br>• Observe the 10/10 rule | • Keep your voice low<br>• Wait your turn<br>• Use appropriate language<br>• Be courteous and helpful | • Avoid using office as a hallway<br>• Follow directions |
| P.E. Locker Room | • Dress out in your uniformand appropriate shoes everyday<br>• Be willing to move to thebest of your ability<br>• Be on time | • Keep hands and feet to yourself<br>• Use respectful language<br>• Be a team player<br>• Listen and follow directions | • Avoid horseplay, participatesafely<br>• Take care of equipment and useit correctly<br>• Keep food/drinks/gum out<br>• Keep lotions and sprays out<br>• Lock up your belongings in yourOWN locker |
| Front Gates | • Exit campus promptly whenbell alerts<br>• Pay attention to crosswalksand sidewalks | • Avoid crowding of others<br>• Avoid loitering on the corner<br>• Be courteous to parents, peers,and adults on duty | • Go directly toward your expected designation<br>• Report any incidents involving accidents or injury to office |

# MISSION STATEMENT

Preparing every student for the world of tomorrow, today!

# SCHOOL VISION

Our vision is to prepare **ALL** students for high school, college, and a career while meeting their social and emotional needs to ensure academic success.

# TIMBERWOLF CREED

As a proud member of the Truman student body, I will be **READY** both physically and mentally for school each day, I will be **RESPECTFUL** to all those around me, and I will strive to be a **RESPONSIBLE** member of the school community and a responsible member of society.

## ARRIVAL AT SCHOOL

- Students will be permitted on campus after 7:30 a.m. If students arrive before 7:30 a.m., they are to wait in front of the entrance in an orderly fasion.
- Students must walk their bikes, scooters, and skateboards on campus and lock them up in the bike rack. Student must provide their own lock.
- Students must enter campus through the gates in the front of the school.
- Upon arrival, students are to go directly to the quad and breakfast area.
- Breakfast for students will be served from 7:30 a.m. until 7:50 a.m. in the breakfast area.
- Students must be seated at tables or benches when eating or drinking.

## STUDENT RESPONSIBILITIES

Expectations are designed to allow a school to meet its obligations to educate students and maintain a safe and orderly environment.

To achieve this goal, students are required to follow these expectations:

- Students are to **respect and follow any direction by any staff member** of Truman Middle School.
- Cell phones can only be used to scan the QR code to request to see a Counselor or the Climate and Culture Coach, or if/when your teacher gives permission inside their classroom.
- Students may not use cell phones, ear-buds, cameras, any electronic device on campus, unless otherwise directd by the school staff. **If seen, item(s) can be taken away.**
- Students are to refrain from all Public Displays of Affection (PDA) while on campus or while attending and/or participating in any school-related activity. PDA includes any physical contact that may make others in close proximity uncomfortable or serves as a distraction for themselves as well as innocent onlookers. Some specific examples of PDA include but is not limited to: cuddling, hugging, kissing, fondling, intimate touching, etc. Please refrain from this type of behavior.
- Students shall demonstrate respect for the property and rights of others.
- All students should come to school on time prepared to learn and equipped with proper supplies.
- Students must walk while on campus.
- Students are to follow the “Hands Off” Policy at all times: Keep hands and feet to themselves. Pushing, hitting, shoving, or physical contact of any kind is not allowed. This includes, but is not linmited to, “playfighting”, pulling on backpacks, faking to hit, etc.
- Use appropriate language at all times.
- Bullying is not acceptable and will not be tolerated.
- Chewing gum on campus is not allowed.
- Food and drinks are permitted only in the lunch area. Students need to be seated at the tables or benches if they are eating or drinking.
- Throw all trash away in the trashcans. Respect the environment and our campus.
- Respect the plant life on campus. Shaking trees and pulling branches are harmful to the trees.
- Students must secure all phones, ear-buds, any electronics, etc. The school **IS NOT** responsible for any lost, damaged, or stolen items.
- Students must remain on walkways. Walking in dirt and planter areas is not permitted.
- Dangerous objects of any kind are not allowed.
- If an object does not have an academic purpose, leave it at home.
- Students are to remain on campus from the time of arrival until dismissal unless checked out through the office.
- Students are to arrive on time and remain in all assigned classes except as permitted by school staff by

means of a hall pass.
- Stay in designated areas. Students are not allowed in the parking areas.
- Gang/Graffitti/Tagging of any type will not be tolerated on school or personal property.

## CLASSROOM EXPECTATIONS

Teachers will establish classroom expectations related to generral classroom behavior. Teachers will post the expectations and review them with students regularly. Parents will receive a copy. Students should:

- Be prompt to class. Each passing period lasts five minutes. Five minutes is plenty of time to arrive to class on time.
- Be prepared for class. Bring all necessary materials/supplies such as: pencils, erasers, books, notebooks, paper, etc. Permanent markers are not allowed.
- Follow all directions given. Teachers will establish and post academic and behavior expectations for their classes.
- Complete and turn in all assignments on time.
- Do what you are supposed to do, when you are supposed to do it, and at a high level of quality.
- Always be courteous and respectful. Use appropriate language. "Putdowns", name-calling and threats are unacceptable.

## BREAKFAST/LUNCH TIME EXPECTATIONS

- Line up as directed. Cutting in line is unacceptable.
- Eat breakfast, lunch, and snacks in the designated areas.
- Stay within the boundaries to avoid interrupting classes still in session.
- Everyone must be seated at a table or bench with any food or drinks in hand.
- Standing around tables under the awning area is unacceptable. Everyone must be seated.
- Be courteous to staff and mind your table manners.
- Clean up after eating and throw away all trash in trash cans.
- Bring or buy your own food. Begging or forcing others to give/buy you food isn't acceptable.

## AFTERSCHOOL EXPECTATIONS

- After School, students are expected to leave the campus within 15 minutes unless they are in the after- school program, sports program, tutoring, after school club, or detention.
- Exit the school site from the designated areas.
- Safely cross all streets, using the crosswalks. Darting in and out of traffic is dangerous and not permissible.
- Always walk when on campus.
- Students are to walk bikes, scooters, and skateboards on campus and helmets **must** always be worn and strapped.

## FIELD TRIP EXPECTATIONS

- Always maintain outstanding behavior.
- Represent Truman Middle School with pride.
- Observe bus and school rules.
- Follow directions given by supervising adults.
- Students who go on the field trip with the school must return with the school.

## POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Truman Middle School has embraced a proactive approach to school-wide discipline known as Positive Behavioral Interventions and Supports (PBIS). The program is meant to reinforce the positive behaviors of students who meet behavior expectations and instill those behaviors in students who need extra support to reach school-wide expectations of being ready, being respectful, and being responsible. Students will earn rewards and special privileges when they exhibit positive behavior. Likewise, students will be redirected and provided other means of correction (OMOC) when they do not live up to the school's behavioral expectations.

Behavioral Expectation Assemblies are held once a month, facilitated by Administrators, Counselors, and Climate and Culture Coach who share information and discuss school policies with all our students. Topics include: School wide expectations, Education Code violations (bullying, sexual harassment, drugs, fights, etc.) and other important issues. Each student is provided with a student handbook that also contains the school code of conduct, academic expectations, behavior expectations, and safety policies.

## STUDENT RECOGNITION PROGRAM ACADEMIC ACHIEVEMENT RECOGNITION

Truman Middle School provides opportunities for students to challenge themselves to do their personal best. Academic Achievement Recognition encourages students to foster pride and reach their highest potential. Students who make outstanding achievements in this area will be recognized throughout the year. Daily, students are caught being good. Weekly, students who are "Caught Being Good"are recognized publicly. Monthly, Timberwolves of the Month, as well as, students with Perfect Attendance receive certificates and recognition.

## CAUGHT BEING GOOD RECOGNITION

Students are recognized daily for "caught being good"and displaying "being ready, being respectful, or being responsible." Any staff member can issue caught Being Good slips. Names are drawn on a weekly basis.

## PERFECT ATTENDANCE

Students can be recognized for "PERFECT ATTENDANCE" awards for being in school daily and for being on time to every class period, every single day. If a student is taken out of school for any time for an appointment such as doctor, dentist, etc. then the student does not qualify for having perfect attendance.

## HONOR ROLL

Students are recognized at the end of each semester for their hard work and achievement for maintaining a certain GPA throughout each semester. We have 3 different HONOR Roll categories: The Highest is 3.8 GPA to 4.0 GPA, the High is 3.5 GPA to a 3.7 GPA, and Honors is 3.0 GPA to 3.4 GPA.

## AWARD CEREMONIES/CELEBRATIONS

At the end of each semester, student may be recognized at an awards ceremony for academic excellence, attendance, and citizenship.

## TIMBERWOLF OF THE MONTH

Every student can be recognized for outstanding academic efforts and for good citizenship. One student from each grade level is selected from a pool of nominations made by the Truman Staff to be Timberwolf of the Month. These students are recognized for being ready, being respectful, and being responsible daily. Students receiving the Timberwolf of the Month award will have their pictures on the school's website and marquee, posted in the administration office, and will be recognized during the morning announcements.

## TIMBERWOLF OF THE YEAR

An 8th grade student will be chosen for Timberwolf of the Year. The student is chosen by the Truman Staff. The award recipient will receive a special certificate along with being recognized during the 8th grade promotion ceremony.

## ACADEMIC STANDARDS

Truman is committed to academic excellence for all students. Students are regularly assessed, and common core state standards are taught in each class.

## ACADEMIC/BEHAVIOR STANDARDS FOR PARTICIPATION

All students are encouraged to participate in all school activities, including band, choir, drama, intramurals, ASB, etc. In order to participate, students must meet the following academic and behavior requirements:

- **GRADES:** Students **must earn a 2.0 GPA with no more than 1 F.**
- **CITIZENSHIP:** A student will be ineligible if he/she has an Unsatisfactory (U) in Citizenship on his/her grading reports.
- **ATTENDANCE:** A student will be ineligible if he/she has been Truant during the semester.
- **SUSPENSION:** A student will be ineligible if he/she has been suspended from school during the semester.
- **ADMINISTRATIVE APPROVAL**

Students who fail to meet the above requirements maybe excluded from activities including sports, dances, assemblies, field trips, end of the year activities, etc.

## ACADEMIC COMPETITION

Truman Middle School encourages students to participate in academic competitions. Students will have the opportunity to participate in District, County, and State competitions.
**NOTE:** The school does not pay out-of-state transportation expenses.

## HOMEWORK

Homework is an embedded portion of schoolwork. Homework gives the students the opportunity to independently practice the skills that were learned in class. Homework is designed to ensure that students will:

Develop regular study habits, responsibility and self-discipline.

1. Designate a quiet place to study and do work at home.
2. Have opportunities to reinforce, extend or enrich classroom learning.
3. Learn to budget time effectively.

Students should write their homework assignments in their planners daily. Assignments may take different forms: writing, reading, math problems, vocabulary, independent research, etc.

Students should spend an average of 30 minutes per subject each day on homework. Higher-level classes will have heavier homework loads. Students should plan on spending some time each day with each subject. They should, at least, review what has been covered in each class. It is the student's responsibility to complete all assignments on time.

Homework assignments will be part of the student's grade. Students who do not complete and turn in their homework are not fulfilling the requirements of the course and their grades will be affected.

In cases of absences, students will be given the opportunity to make up missed work. Teacher policies will vary, but generally students

will have the same amount of time to make up their missed work as they were absent. If the work is completed within a reasonable length of time, students should receive full credit for completed assignments.

If a student will be absent for more than three days, contact the office to get work for the student to do in advance of their return to school. Students suspended from school will be allowed to complete all missed assignments that can reasonably be made up. Parents are encouraged to provide a regular study time at home and monitor their child's homework completion.

## PROGRESS /GRADE REPORTS

Progress reports are distributed each quarter. Parents can request a progress report more frequently by contacting the office. The student will take the report to each teacher. It is the student's responsibility to make sure each teacher completes the report. It is the parents' responsibility to hold their child accountable to have the report filled out and brought home. If there is a concern about the student's grade, a parent conference should be arranged with teachers.

## Q PARENT CONNECTION

This useful tool allows parents to access their child's academic progress by viewing each teacher's gradebook and provides the most accurate view of student progress. A PIN and temporary password are sent by the district with a student's report card if the parent has never logged into Q. Parents can access the site at: https://sis.fusd.net/ParentPortal

## Q STUDENT CONNECTION

Students can access their own class assignments, academic history, assessment scores, report cards,etc. Students who wish to use this system must have a computer account which is provided once parents sign an Acceptable Use Policy (AUP).

Students can access Q Student Connection at: https://sis.fusd.net/StudentPortal

## TRUMAN INFORMATION ONLINE

To access a school events calendar, important announcement educational links, and more students and parents can visit Truman Middle School online at: https://www.fusd.net/Domain/41

## INTERNET USE POLICY

**Students:** The Acceptable Use Policy will allow you to use the Internet in the Fontana Unified School District. Your signature is required on the document to insure you have read and understand its content.

**Parents:** The document has been provided to make you aware of the different aspects and situations that the Internet includes. Your signature is required as confirmation that you and your child fully understand the guidelines and rules of the policy.

The Student Internet Acceptable Use Policy is signed by every student and parent at the beginning of each school year.

Additionally, students who are notified they may be failing a grade may be assigned additional help in reading, writing and math. This extra help may be held after school. It is important that all students take their classes seriously and work to their full potential.

## ATTENDANCE POLICY

California State Law requires students to attend school regularly and promptly. According to State Law, it is the obligation of all parents to ensure that every school-aged child under their care and supervision receives adequate education and training and attends school.

Regular school attendance is a very important part of a successful school experience. Poor attendance is the most frequent cause of unsatisfactory achievement. A student who is frequently absent places himself/herself at a serious

disadvantage because he/she misses out on valuable instruction. We expect students to attend school each day and attend all classes.

**NO STUDENT PICK UP 30 MINUTES BEFORE THE END OF SCHOOL.**

**ANY UNEXCUSED ABSENCE OR TARDY VIOLATES THE STATE LAW AND MAY BE CATEGORIZED AS A TRUANCY.**

## ABSENCES

If a student is to be absent from school, it is the parent's responsibility to call the attendance office at 357-5190, ext. 35214, and notify the attendance clerk of the absence. Notes should be turned in during first period. An accurate record is kept of all absences and tardies. Please try to schedule all medical/dental appointments after school.

Excessive tardies and absences will result in a parent conference and/or a School Attendance Review Board (SARB) referral for administrative action. Tardies and absences accumulate for the year. Students may be cited for truancies.

## MAKE UP WORK FOR ABSENCES

We encourage students to select a "Study Buddy" for each class and exchange contact information. When students are absent, it is their responsibility to contact their "Study Buddy"and get the homework for the day.

## TARDIES

Students are expected to be in class on time. Random tardy sweeps will be conducted frequently. Consequences will be given for students who are not present in class.

## THE 10-10 RULE

Students will not be given a pass for any reason from any class during the first 10 minutes of each class period or the last 10 minutes of each class period.

## STUDENT DRESS POLICY

Truman Middle School is proud of its high Academic Standards. To maintain these standards, we must hold students to an appropriate dress code to reinforce students' focus on learning. Dress should be appropriate for normal school activities. It should reflect pride, respect, and decency. Health, safety, and modesty are guides to acceptable school attire. So that there will be no disruption of school activities, students are **REQUIRED** to adhere to the following guidelines while at school, or any school-related activity:

1. Bandanas, hairnets, or nylon stockings are not allowed. Beanies, caps, hats,hoods (without logos) are allowed **OUTSIDE** only.
2. Clothing must cover all undergarments (muscle shirts, underwear, bra, etc.)
3. Gang related attire is not allowed.
4. Shorts/skirts must be of sufficient length to cover the buttocks and underwear when standing, walking, bending over, or sitting. The length must be appropriate for school.
5. Shirts may not be low cut or show off the mid-section.
6. Excessively baggy pants are not allowed.
7. Shoes or sandals with a heel strap must be worn at all times. Bedroom slippers, flip flops, and open-toe shoes are **not** acceptable.
8. Costumes, ridiculous hats, etc., (except on school dress-up days) are prohibited.

9. P.E. uniforms may not be worn outside of P.E. class.
10. Clothing, headwear, backpacks, and jewelry shall be free of inappropriate writing, pictures,or any other insignias, symbols, or emblems.
11. Any article of clothing that advocates racial, ethnic, religious, or sexual prejudice, the use of drugs, tobacco, or alcohol is prohibited.
12. Any article of clothing, headwear, or jewelry that can be construed to have a "double meaning" is prohibited.
13. Clothing considered sleepwear or swimwear are not allowed.

In case of questionable dress, **(not covered in the dress code listed above),** a site administrator will make the final decision. Appropriate action will be taken at that time, and when necessary, home contact will be made seeking parental cooperation and assistance. If parents are unable to be contacted to bring an appropriate clothing item for their child, a loaner shirt will be provided to the student to wear for the remainder of the school day.

**Clothing trends change frequently. When this occurs, this dress code may be modified to ensure a safe school setting for students.**

## CONFISCATED ITEMS PROCEDURE

If an electronic device or other item has been confiscated, it will be held in the office. **Teachers may have additional classroom consequences.**

**1st offense:** Students may pick up the item at the end of the day.

**2nd offense:** Students may pick up the item after the Office holds item 5 school days, unless picked up by parent/guardian.

**3rd offense and beyond:** Students may pick up the item after the Office holds item 20 school days unless picked up by parent/guardian.

## P.E. UNIFORMS

Students must dress in P.E. clothes and participate in P.E. activities every day. A non-dress hierarch of consequences will be fully implemented. P.E. clothes may be purchased from the student store. To eliminate lost or stolen items, students are encouraged not to loan clothes to others or leave them in a friend's locker. Student's name will be printed on the uniforms.

## P.E. LOCKERS

Students are assigned a locker during P.E. class. Lockers are to be used for storing P.E. clothes only. Locks may be purchased through the student store (ASB room). Students assume responsibility for loss or damage to their belongings. To avoid problems, students are advised not to give locker combinations to each other or put their belongings in another student's locker.

## BUS TRANSPORTATION

Fontana Unified School District may provide limited bus transportation for Truman students. Currently, bus transportation is only scheduled for students with disabilities. Bus transportation is a privilege and students must follow all school and bus rules while on the bus. The school reserves the right to deny bus transportation to students who do not comply with safety, school and/or bus rules. It is the student's responsibility to be at the bus stop on time. The

driver oversees the bus and students. All school rules apply on the bus and at bus stops. Students will be disciplined for misconduct and may be suspended from riding the bus.

## ENGLISH LANGUAGE ADVISORY COUNCIL (ELAC)

English Language Advisory Council meets five times a year to discuss and learn about ways students can increase their achievement in English Language Development. English Language Advisory Council membership is composed of parents and staff.

## SCHOOL SITE COUNCIL (SSC)

School Site Council meets once a month to discuss student achievement and how the school plan can support student achievement. School Site Council membership is composed of parents, staff, and students.

## CLUBS ON CAMPUS

Students can participate in clubs on campus such as: ASB (Associated Student Body), PBIS Club (Positive Behavior Interventions and Support) Yearbook Club, Technology-Robotics Club, Garden Club, BASIC Club (Brothers and Sisters in Christ), Mile Club, Cheer, etc. Club meetings are held either at lunch or after school with a school site employee as their club advisor. Clubs may vary year to year.

## INTRAMURAL SPORTS

Opportunities are available for students to participate in intramural sports such as: Volleyball, Basketball, and Soccer, where we compete against other middle schools within the district. These sports are organized, facilitated, and run by the City of Fontana. Students must maintain satisfactory grades, attendance, and behavior to participate and be on a team.

## HEALTH SERVICES

Parents are to notify the health office about serious health concerns and regularly prescribed medication. If an injury occurs, students must notify a teacher of staff member immediately. In case of serious injury/illness, parents are contacted for referral to their family physician. If students become ill or have a health concern, they may ask their teachers for a pass to see the health assistant. The health assistant's hours are from 7:00 a.m. to 2:30 p.m.

## IMMUNIZATIONS

Receiving shots/immunizations promptly ensures the safety of all students. Whooping cough, also known as pertussis, continues to threaten students in California. To help stop its spread, California law requires that all students entering the 7th grade must have proof of a whooping cough booster (Tdap) shot and two measles (or MMR) shots. It is stated that students will not be allowed to attend 7th grade without an up to date shot record.

## INSURANCE

Although Truman will exercise care to prevent accidents, neither the school nor the district can assume responsibility for accidents or injuries to students. Parents are encouraged to carry personal insurance coverage. Private insurance coverage information is included in the parent information packet.

## MEDICATIONS

A physician or dentist must prescribe all medications taken at school. The school is required to have a written statement from the prescribing physician and a written authorization from the parent or legal guardian before a student may take medication at school. These statements must be renewed whenever the prescription changes. Medication must be provided to the school in the container in which it was issued and must be clearly labeled with the student's name. 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 to students (AR 5141.21).

## P.E. MEDICAL EXEMPTION

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 P.E. exemption. Students needing to be excused more than 5 days must have a physician's statement documenting the specific activity limitation. Students may be given an alternate assignment during this time. If the student is excused for a long duration period they may be assigned to the library as a library assistant during this class period.

## TELEPHONE

The school phones are used for school business. Students should not use them for personal calls. However, in case a student becomes ill or there is an emergency, the office will call parents to pick them up. Students cannot be given phone messages unless it is an emergency. Arrangement for a ride home if staying after school, must be made ahead of time.

## LIBRARY

Truman Middle School is proud to maintain a library with well over 16,000 books. The hours of operation are Monday through Friday, 7:30 a.m.-3:00 p.m. Students are encouraged to wear their ID cards when entering the library.

## VISITING THE CLASSROOM

Parents are welcome to visit their child's classroom providing they have made advanced arrangements with teachers. During instructional time, parents are not to inhibit or disrupt class activities with the teacher. All parents are to enter the campus through the administration office, sign-in and sign-out, and obtain a visitor's pass. Parents and all visitors must have a pass to visit classrooms.

## ID CARDS

Students will receive one ID card at no cost. Please keep ID cards as they are needed to check books out of the library, at lunch, and to attend dances and other school activities. It is important to keep your student ID card. ASB will replace lost ID cards for $5.00. For safety purposes, we recommend all students to wear their ID on their lanyard while at school.

## ACCIDENT AND ILLNESS

Accidents on the school grounds or in the building are to be reported to the teacher in charge who will report it to the health office on the appropriate form. If a student is injured or becomes ill at school, the parent will be notified. The student's emergency card will be checked, and proper action will be taken.

## BICYCLE AND SKATEBOARD RACKS

Students may ride their bicycles, skateboards, or scooters to school. **Students must provide their own padlock to store their equipment.** Students are to follow the law and wear their helmets while riding. Upon arrival, bicycles must be parked and locked in the bicycle parking area at the front of the school.

## THE SCHOOL IS NOT RESPONSIBLE FOR THEFT OF PARTS OR DAMAGES

Helmets need to be attached to the bikes and locked. Riding privileges will be taken away if a student violates the safety rules. Under no circumstances are skateboards, bikes, or scooters allowed on the main campus.

## PERSONAL PROPERTY

The school will make every attempt to protect personal property of students but is not responsible for any loss or damage. Students are responsible for loss or damage of personal property such as books, clothing, equipment, or instruments. Students are not to bring valuable belongings to school.

**LARGE SUMS OF MONEY AND ARTICLES OF REAL OR SENTIMENTAL VALUE SHOULD NOT BE BROUGHT TO SCHOOL.**

Students must not ask a friend to look after their books, purse, jackets, etc. or share a locker. When items of value must be brought to school, they should be taken to the office for safe keeping until they are needed. Parents are asked to mark all clothing and property with student's name. Students are not allowed to bring items such as: video type games, permanent markers, toys, cameras, hard balls, skates, rollerblades, and laser pointers, etc. These items will be confiscated and must be picked up by a parent. Cell phones that are brought to school must be turned off during the school day; otherwise, it will be confiscated. **Truman Middle School may not investigate lost, damaged, or stolen items which should not have been brought to school.**

## BEFORE SCHOOL, AFTER SCHOOL, AND LUNCH TIME REFLECTION PROGRAM

Truman implements a before school, lunch time, and after school reflection program as a corrective behavioral intervention. Students are notified of the time and date when they will serve. Students must inform their parents of the date and time. Parents are responsible to provide transportation, if needed. Further interventions will be given if the student does not attend After School Reflection.

## SELLING PRODUCTS ON CAMPUS

District and State Policy do not permit students to sell any items on or near school grounds except those authorized by the Associated Student Body (ASB). Unauthorized sales will result in consequences, including confiscating the products being sold.

## DAMAGE TO SCHOOL PROPERTY

Consequences will be given to any student damaging/destroying school property. This could include expulsion from the district. Students are responsible for the proper care of the school campus including books, supplies, furniture, building structure, plants, equipment, etc. If a student damages or destroys school property, the student and his/her parent will be held responsible. Education code 48904 states that parents and guardians are responsible for loss and damage to School District property up to $10,000 and also permits the School District to withhold grades, transcripts, and/or diploma until restitution is made. The parent/guardian may also be liable for any reward not exceeding $10,000 paid pursuant to Section 53069.5 of the Government Code. Students must clear all charges before the end of the year.

## CAMPUS SECURITY VIDEO

Video surveillance cameras are present on campus and always recording. These cameras ae used strictly for security related matters and can be monitored and reviewed if needed. Chances are if you do something wrong on campus… we can see you and obtain video evidence of the occurrence.

## BOOKS/BACKPACKS

Students are encouraged to carry a backpack to school. Proper care of books, book bags, and other personal items are the student's responsibility. Textbooks are the property of Fontana Unified School District and are loaned to students. Books are issued to students through the library and are to be used only by the students to whom they are issued. Students are required to return the same books when requested, or at the time of transfer to a different school. It is the responsibility of all students to keep their books covered and in good condition. The student will pay for lost and/or damaged books. Outstanding library fines and lost textbooks may result in ineligibility status for participation in school activities.

## LEAVING SCHOOL GROUNDS

Truman is a closed campus. Students may not leave the grounds at any time during the school day without permission. If a student is to leave during the school day, a parent/guardian must come to the office, complete a "permit to leave campus" pass, and sign their child out. The parent must have a picture identification. Anyone not listed as primary or emergency contact will not be allowed to pick up any studen

TEXTBOOK FEE SCHEDULE

| | |
|---|---|
| Overdue (Library Books Only) | $0.10 per day, maximum fine $5.00 |
| Lost Library or Textbook Materials | 100% replacement cost |
| Extensive damage rendering book useless (e.g., water-soaked, mold, ink stains) | 100% replacement cost |
| Bindery Fee | $100 |
| Missing/Damaged Barcode Label | $5.00 |
| Damaged Cover | $5.00 |
| Torn Pages | $1.00 per pages torn |
| Replacement of a page | $3.00 per page replaced |
| Vandalized (graffiti, profanity, etc.) | 100% replacement cost |
| Writing, highlights or other marks inside/outside of a book | $1.00 per page, up to cost of item |

Refunds for found materials are subject to a $5.00 processing fee. At the expiration of one year, the fee paid for a lost book is forfeited.

**LARGE SUMS OF MONEY AND ARTICLES OF REAL OR SENTIMENTAL VALUE SHOULD NOT BE BROUGHT TO SCHOOL.**

Students must not ask a friend to look after their books, purse, jackets, etc. or share a locker. When items of value must be brought to school, they should be taken to the office for safekeeping until they are needed. Parents are asked to mark all clothing and property with student's name. Students are not allowed to bring items such as: video type games, toys, cameras, hard balls, skates, rollerblades, laser pointers, etc. These items will be confiscated and must be picked up by a parent. Cell phones that are brought to school must be turned off during the school day; otherwise, it will be confiscated. **Truman Middle School may not investigate lost, damaged, or stolen items which should not have been brought to school.**

**Administration** may modify or change any rule or expectation in this handbook to meet safety and academic standards.

**FONTANA UNIFIED SCHOOL DISTRICT**
**UNIFORM COMPLAINT PROCEDURES (UCP)**
**ANNUAL NOTICE**
**2023-2024**

**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 or 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 millitary 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
•Schoolsite 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.

**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.

**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. Section 504 21/22

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

# 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 1-855-86-Bully (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

**Board Policy Manual**
**Fontana Unified School District**

**Policy 5145.7: Sexual Harassment** **Status:** ADOPTED

**Original Adopted Date:** 05/19/1993 | **Last Revised Date:** 10/21/2020 | **Last Reviewed Date:** 10/21/2020

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 as 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.

**Board Policy Manual**
**Fontana Unified School District**

**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 par□es 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 decision-maker 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 par□es 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 evident

3. Provide the par□es with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related mee□ng 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 par□es 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 par□es 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 resolutions 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

## HOW TOs

### HOW TO FOLLOW DIRECTIONS

1. Look at the person.
2. Say, “OK”.
3. Do task immediately. Check back.

### HOW TO GREET SOMEONE

1. Look at the person. Smile.
2. Use a pleasant voice tone. Make a verbal greeting.

### HOW TO GIVE NEGATIVE FEEDBACK

1. Look at the person. Use a calm voice tone.
2. Make a positive statement or praise. State
3. Give a rationale why it’s a problem.
4. Offer a solution.
5. Thank the person for listening.

### HOW TO ACCEPT CRITICISM

1. Look at the person.
2. Say, “OK”.
3. No arguing.

### HOW TO VOLUNTEER

1. Look at the person.
2. Use a pleasant voice tone.
3. Ask the person if you could volunteer
4. State specifically the task you are volunteering
5. Say, “Thank you”.

### HOW TO APOLOGIZE

1. Look at the person.
2. Use a pleasant voice tone.
3. Make a specific statement of remorse. State a

### HOW TO MAKE A REQUEST

1. Look at the person.
2. Use a pleasant voice tone. State request specifically. Say, “Please”.
3. Say, “Thank you” after request is granted.

### HOW TO GET THE TEACHER’S ATTENTION

1. Look at the person. Raise hand.
2. Wait for acknowledgment.
3. After acknowledgement, ask question in quiet voice tone.

### HOW TO DISAGREE APPROPRIATELY

1. Look at the person.
2. Use a pleasant voice tone.
3. Make an empathy/concern statement. State disagreement specifically.
4. Give a rationale.
5. Say, “Thank you”.

### HOW TO RESIST PEER PRESSURE (OR SAY “NO”)

1. Look at the person. Use a calm voice tone.
2. Thank them for including you.
3. Explain that you do not want to participate. Offer an alternative activity.
4. Continue to refuse to participate (if necessary).

### HOW TO INTRODUCE YOURSELF

1. Look at the person. Smile.
2. Use a pleasant voice tone. State your name.
3. Shake the person’s hand.
4. When departing say, “It was nice to meet you”.

### HOW TO ENGAGE IN A CONVERSATION

1. Look at the person.
2. Use a pleasant voice tone. Ask the person questions. Don’t interrupt.

plan for future appropriate behavior. Ask the person to accept the apology.

**HOW TO REPORT PEER BEHAVIOR**

1. Look at the person. Use a calm voice tone.
2. Request to speak to the adult privately.
3. Give a specific description of peer's Inappropriate behavior.
4. State a rationale for the report. Suggest possible Solution.
5. Thank the adult for listening.

**HOW TO ACCEPT A COMPLIMENT**

1. Look at the person. Smile.
2. Use a pleasant voice tone.
3. Do not disagree with the compliment. Thank the person.

**HOW TO ACCEPT "NO" FOR AN ANSWER**

1. Look at the person.
2. Say, "OK".
3. No arguing, whining, or pouting.
4. If you don't understand why, ask calmly for a reason.
5. If you disagree or have a complaint, bring it up later.

3. Follow-up their answers with a comment without changing the subject.

**HOW TO GIVE A COMPLIMENT**

1. Look at the person. Smile.
2. Use a pleasant voice tone.
3. Make a positive praise statement.

**HOW TO NEGOTIATE**

1. Look at the person.
2. Use a pleasant voice tone.
3. Listen to other's points without interrupting. State your position specifically and clearly. Give rationales for your position.
4. Be willing to accept the others position (compromise).
5. Thank him/her for their willingness to cooperate.

## Advancement Via Individual Determination (AVID)

**MARKING THE TEXT**

(A strategy used by the Department of Rhetoric and Writing Studies at SDSU)

**Number the Paragraphs**

1. Before you read, take a moment and number the paragraphs in the section you are planning to read.Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indentation and circle the number; write it small enough so that you have room to write in the margin.
2. Like page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

**Circle Key Terms, Names of People, Names of Places,and/or Dates**

In order to identify a **key term**, consider if the word or phrase is…

- Repeated
- Defined
- Used to explain or represent an idea
- Used in an original (unique) way
- A central concept or idea
- Relevant to one's reading purpose

**Underline an Author's Claims**

A claim is an arguable statement or assertion made by the author. Data, facts, or other backing should support an author's assertion. (For more on this definition see Stephen E. Toulmin's, The Uses of Argument (11-13)) Consider the following statements:

- A claim may appear anywhere in the text (beginning, middle or end).
- A claim may not appear explicitly in the argument so the reader must infer it from the evidence presented in the text.
- Often, an author will make several claims throughout his or her argument.
- An author may signal his or her claim, letting you know that this is his or her position.

### Underline Relevant Information

While reading informational texts (i.e., textbooks, reference books, etc.) read carefully to identify information that is relevant to the reading task.

Relevant information might include:

- A process
- Evidence
- Definitions
- Explanations
- Descriptions
- Data/Statistics

•

## The 5 Phases of the Focused Note Taking Process

AVID's focused note-taking process has five phases. Each of these phases makes note taking a powerful and portable learning tool student can carry with them throughout their educational experience.

1) **Taking Notes**
   Create the notes by selecting a note-taking format, set up the notes, and take notes based on the information source. Select, paraphrase, and arrange the information in a manner that meets your note-taking objective.
2) **Processing Notes**
   Revise the notes by underlining, highlighting, circling, chunking, adding, or deleting. You are identifying, sorting, organizing, and classifying the main ideas and details. Evaluate the importance of the information in the notes.
3) **Connecting Thinking**
   Analyze the notes using inquiry to make connections and deepen your understanding of the content. Connect the new learning to what you already know and identify points of confusion.
4) **Summarizing and Reflecting on Learning**
   Pull together the most important aspects of your notes and construct a summary that captures the meaning and importance of the content. Reflect on how the learning helps you meet the objective.
5) **Apply the Learning**
   Use the notes. Revisit them as a resource or a learning tool to help you apply or demonstrate what you have learned.

(AVID Writing for Disciplinary Literacy pg. 19)

# Academic Language Scripts

## Requesting Assistance
- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to… (do this..., write this..., draw this..., pronounce this..., solve this..., etc.)?

## Interrupting
- Excuse me, but. . . (I don't understand.)
- Sorry for interrupting, but. . . . (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

## Asking for Clarification
- Could you repeat that?
- Could you give me an example of that?
- I have a question about that….
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- So, do you mean. ?

## Probing for Higher Level Thinking
- What examples do you have of…?
- Where in the text can we find…?
- I understand…, but I wonder about….
- How does this idea connect to…?
- If _____ is true, then…?
- What would happen if…?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are ____ and _____ similar?
- Why is ____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

## Expressing an Opinion
- I think/believe/predict/imagine that….
- In my opinion….
- It seems to me that….
- Not everyone will agree with me, but….

## Building on What Others Say
- I agree with what _____ said because….
- You bring up an interesting point, and I also think….
- That's an interesting idea. I wonder if…? I think…. Do you think…?
- I thought about that also, and I'm wondering why…?
- I hadn't thought of that before. You make me wonder if…? Do you think…?
- _____ said that…. I agree, and also think….
- Based on the ideas from _____, _____, and _____, it seems like we all think that….
- That's an excellent point, and I would add….

## Soliciting a Response
- Do you agree?
- _____ [name], what do you think?
- Can someone else ask a question or offer an opinion?
- _____ [name], what did you understand from that answer?

## Disagreeing
- I don't really agree with you because….
- I see it another way. I think….
- My idea is slightly different from yours. I believe that…. I think that….
- I have a different answer than you….

## Offering a Suggestion
- Maybe you/we could….
- Here's something that we/you might try….
- What if you/we…?

## Classroom Reporting
- _____ [name] explained to me that….
- _____ [name] pointed out that….
- _____ [name] mentioned that….
- _____ [name] shared with me that….
- _____ [name] brought to my attention that….
- _____ [name] pointed out something interesting/intriguing/surprising/etc.….

**I-Ready 3 R's at Truman -**

1. Ready
    - Be ready each week with your laptop charged to start your iReady instruction.
    - Attendance is important, so be on time each day to take advantage of class time given by your teacher.

2. Responsible
    - Pass at least 2 iReady lessons in Math and Reading **EACH WEEK.**
    - The iReady window opens on Monday and closes on Sunday. You are responsible for completing and passing lessons at home, as homework, if you have not met your goal during class time.
    - Attend AVID tutoring sessions after school if you need help meeting your goal.
    - Ask your teacher for help if you do not understand a lesson. Do not guess.
    - Do your best on your Diagnostic Tests in August and December. This is your time to show growth.

3. Respectful
    - Focus on your lesson and not what your classmates are working on. Remember, every student has a different pathway.
    - If your lesson requires sound, use your earbuds so other students are not disturbed.
    - Make sure to keep a quiet classroom environment for all students.

***I understand and commit to following the 3 R's for IReady at Truman Middle School.***

***Student Signature:*** _____

Please only use *i-Ready* lessons at home if your student's teacher has recommended it. If so, follow the teacher's usage guidance.

# Fridge Tips FOR i-Ready *Lessons at Home*

## *Prepare Them*

**Make sure students have what they need:**

- **A quiet place** to work on *i-Ready* lessons and activities
- **A device that works with *i-Ready*, consistent internet connection, login information, and headphones**
- **Paper and pencil** for tracking their lesson progress

**Help them focus:**

- **Plan together** for how they will spend their time and when they will work on their learning activities.
- **Direct students to the To Do section** for upcoming lessons.
- **Encourage them** to take their time, ask questions, and write things down.

## *Support Them*

**Keep students motivated:**

- Explain that **working on *i-Ready* will help them** continue their learning and make sure they are ready for the next grade level.
- Encourage them to **take each lesson and quiz seriously**.
- Remind them that **mistakes are part of learning**, and they are okay.
- If they don't pass a lesson, remind them **they can take it again**.

**Help them track progress:**

- **Get them talking about lessons** and what they're learning.
- **Check in at the end of their lessons.** Ask them to tell you or write down what they learned and if they have questions.
- **Regularly review progress** using the My Progress page.

## *Celebrate Them!*

**Celebrate their progress:**

- **Celebrate milestones, such as passing a lesson or reaching a goal** (e.g., putting marbles in a jar after passing lessons).
- **Reward hard work and focus.**

# Consejos para apoyar a su niño

**Visite el Centro para la familia** para más información, consejos, y herramientas.

## Explique

Explique a su estudiante que trabajar en *i-Ready* ayudará a su(s) maestro(s) a decidir qué enseñarles y cómo los pueden apoyar mejor. También los ayudará a enfocar su aprendizaje en lo que necesitan.

## Hacer un plan

Haga un plan junto con su niño para asignar su tiempo en casa y determinar cuándo trabajará en sus actividades de aprendizaje. Puede ser útil poner el plan por escrito y colocarlo en algún lugar visible. Mientras hacen el plan, siga las orientaciones que haya recibido del maestro de su niño sobre los temas que debe trabajar.

## Compartir

Comparta la experiencia con su niño. Ambos pueden familiarizarse con las diferentes partes del tablero del estudiante y usted puede aprender con su niño mientras este completa la lección.

## Animar

Anime a su niño a tomarse en serio todas las lecciones y las preguntas de las pruebas. Enfatice la premisa "pensar antes de hacer click" porque simplemente hacer click no será un uso productivo de su tiempo ni reflejará lo que en realidad sabe. Recuérdele que lea los pasajes completos y que use papel y lápiz para resolver los problemas, matemáticos así como las herramientas que aparecen en la parte inferior de la pantalla de algunas lecciones.

## Llevar un registro y conversar sobre el progreso

Repase de manera regular el progreso con su niño usando la página Mi progreso. Dado que las escuelas siguen sus propios criterios para asignar las lecciones a los estudiantes, solicite orientación al maestro sobre cuántos minutos semanales debe dedicar el suyo a las lecciones. Nuestra recomendación es que cada semana debe dedicar unos 45 minutos por asignatura en la *i-Ready Enseñanza personalizada*, mientras aprueba al menos 70 por ciento de las lecciones.

## Celebrar

Celebre el progreso de su niño. Celebrar los logros (como aprobar una lección o alcanzar una meta específica) puede ayudar a que su niño siga motivado. Puede compartir las celebraciones con el resto de la familia e incluso hacer alguna actividad divertida como recompensa. Puede usar estos registros de diversión mientras su niño y usted conversan sobre el progreso y lo registran.

## Seguir la orientación del maestro

Siga la orientación del maestro mientras planifica a qué dedicará su niño su tiempo de aprendizaje. El maestro es el mejor recurso para asegurar que su estudiante tenga una variedad de actividades en las que trabajar, además aparte del tiempo que dedique al aprendizaje en línea.

Revision for Focus Not

| |
|---|
| **KEY WORDS** |
| **Main Ideas** HIGHLIGHT |
| * **Important Concepts & Terms** |
| ^ **Fill in the Gaps** |
| **Chunk Sections** |
| **Added Information (Side Notes)** |

| |
|---|
| **1) Number Notes** **a) For New Concepts** |
| **~~CROSS OUT~~ Incorrect Information** |
| **? What you don't know? (Point of Confusion)** |
| **BOX** **Formula & Answers** |
| **! "Aha" moment** |
| **Write questions & Summary after all revisions** |

## Helpful Reading Comprehension Tips

**Use the strategies below to help you understand the text -**

| | |
|---|---|
| **Predict** - Think about what might happen next<br>**Visualize** - Make a mental movie<br>**Question** - What is unclear? What doesn't make sense?<br>**Connect** – How can you connect what you are reading now to other texts, yourself and the world around you | **Identify** - What is the main idea? Theme? Author's purpose?<br>**Infer** - Fill in the gaps; Think about what you already know and what you are reading now<br>**Evaluate** - Form opinions – "I think…", "I believe…"; think about the "big picture" |

**Use the symbols below when annotating or marking the text -**

| Symbol | What it Means | Symbol | What it Means |
|---|---|---|---|
| Y | I agree with this | N | I disagree with this |
| ! | This is surprising | * | This is important |
| + | This is new to me | ? | I wonder about this |
| ?? | I do not understand this | T-T | Text to Text - making connections between the text you are reading and others you have read in the past |
| T-S | Text to Self - making connections with your life, family, friends | T-W | Text to World - making connections to the world around you, to things you have seen in the news, the internet, movies and social media |

# Our Shared Vision

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

## Our Core Values

Teamwork and Respect
Excellence and Achievement
Responsibility and Accountability
Equity and Opportunity
Dedication and Commitment

## Our Three Cornerstones of Success

**Every Student Successful:** Schools demonstrate a relentless focus on preparing students for success in college, career and life.

**Engaging Schools:** Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.

**Empowered Communities:** Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

## Our Goals and Budget Priorities

1. **Increase proficiency and strategic thinking**
2. **Promote multilingualism and multiculturalism**
3. **Increase graduation and college and career readiness**
4. **Cultivate effective teachers and leaders**
5. **Engage students and decrease dropout rates**
6. **Strengthen family and community engagement**
7. **Promote healthy environments**

*Adopted by the Fontana Unified School District Board of Education on June 15, 2016.*

# *Truman Middle School Progressive Discipline Guidelines*

**Discipline Protocol:** Parents, students, and staff should use this guide to understand consequences as they apply to various infractions and/or violations. It is important to recognize that this information serves merely as a guide of what may happen with the understanding that the final decision is at the discretion of the administration. All consequences are subject to change based on the facts collected during the investigation of each case.

Parent contact may include phone call to parents, parent meeting, ParentSquare message parent conference with school personnel and/or teachers, and intervention team meetings.

## Fighting/Threats- Education Code 48900 (a1)

- 1st Offense: Formal Restorative Conference, No-Contact Contract, 1 day of Alternative Learning Center (ALC), Reintegration Meeting, possible citation, and parent contact
- 2nd Offense: Formal Restorative Conference, 2-3 day(s) of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible citation, possible recommendation for expulsion, and parent contact

## Battery- Education Code 48900 (a2)

- 1st Offense: Formal Restorative Conference, No-Contact Contract, 2 days of Alternative Learning Center (ALC), possible citation, and parent contact
- 2nd Offense: Formal Restorative Conference, 2-3 days Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible citation, possible recommendation for expulsion, and parent contact

## Weapon/Dangerous Object - Education Code 48900 (b)

- 1st Offense: Formal Restorative Conference, 2-4 Days of After School Work Program (ASWP), possible citation, and parent contact
- 2nd Offense: 1-3 day of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Reintegration Meeting, possible citation/arrest, possible recommendation for expulsion, and parent contact

## Possession of Drugs/Under the Influence- Education Code 48900 (c)

- 1st Offense: Recommendation for Alcohol and Other Drugs (AOD) Program, 2 days of Lunch Reflection, possible 2-4 Days of After School Work Program (ASWP),possible citation, and parent contact
- 2nd Offense: 1 day of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Reintegration Meeting, possible citation, possible recommendation for expulsion, and parent contact

## Selling or Offering any Controlled Substances- Education Code 48900 (d)

- 1st Offense: Recommendation for Alcohol and Other Drugs (AOD) Program, 2-4 Days of After School Work Program (ASWP), possible citation, and parent contact
- 2nd Offense: 1 day of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Reintegration Meeting, possible citation/arrest, possible recommendation for expulsion, and parent contact

## Robbery/Extortion- Education Code 48900 (e)

- 1st Offense: Formal Restorative Conference, 1 day of Alternative Learning Center (ALC) , possible citation, and parent contact
- 2nd Offense: Formal Restorative Conference, 2 days of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Reintegration Meeting, possible citation/arrest, possible recommendation for expulsion, and parent contact

## Damaging School or Private Property- Education Code 48900 (f)

- 1st Offense: Formal Restorative Conference, 2 days of Lunch Reflection, possible citation, and parent contact
- 2nd Offense: 1 day of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible citation, and parent contact

## Stolen/Attempting to Steal School or Private Property- Education Code 48900 (g)

- 1st Offense: Formal Restorative Conference, 2 days of Lunch Reflection, possible citation, and parent contact
- 2nd Offense: 1 day of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible citation, and parent contact

## Possessed/Used Tobacco or Nicotine Products- Education Code 48900 (h)

- 1st Offense: Recommendation for Alcohol and Other Drugs (AOD) Program, 2-4 Days of After School Work Program (ASWP), possible citation, and parent contact
- 2nd Offense: 1 day of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible citation, and parent contact

## Committed Obscene Act/Habitual Profanity- Education Code 48900 (i)

- 1st Offense: Formal Restorative Conference, No-Contact Contract, 2 days of Lunch Reflection, possible citation, and parent contact
- 2nd Offense: 1 day of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible citation, and parent contact

## Drug Paraphernalia- Education Code 48900 (j)

- 1st Offense: Recommendation for Alcohol and Other Drugs (AOD) Program, 2-4 Days of After School Work Program (ASWP), possible citation, and parent contact
- 2nd Offense: 1 day of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible citation, and parent contact

## Disruption/Defiance- Education Code 48900 (k)

- 1st Offense: Classroom progressive discipline – must be documented in Q (Visit/Referrals), 1-2 days of lunch reflection
- 2nd Offense: 1-5 days of Lunch Reflection, parent contact, and parent shadow recommendation
- 3 or more Offenses: 1-5 days of Alternative Learning Center (ALC), parent contact, and parent shadow recommendation

## Unapproved Use of Cell Phones/Earbuds- Education Code 48900 (k)

- 1st Offense: Student may pick up the item from the front office at the end of day, documented in Q Visits, and parent contact
- 2nd Offense: Student may pick up the item after the front office holds item 5 school days, unless picked up by parent/guardian, documented in Q visits, and parent contact
- 3 or more Offenses: Students may pick up the item after the front office holds item 10 school days unless picked up by parent/guardian

## Inappropriate Use of Laptop- Education Code 48900 (k)

- 1st Offense: 1-2 days of Lunch Reflection and parent contact
- 2nd Offense: 1-2 days of Alternative Learning Center (ALC) and parent contact
- 3 or more Offenses: 3-5 days of Alternative Learning Center (ALC), Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, parent contact

## Dress Code Violations- Education Code 48900 (k)

- 1st Offense: Change clothes or wear school loaner and parent contact
- 2nd Offense: 1 day of Lunch Reflection and parent contact
- 3 or more Offenses: 1-3 days of Lunch Reflection and parent contact

## Receiving Stolen Property- Education Code 48900 (1)

- 1st Offense: Formal Restorative Conference, 2 days of Lunch Reflection, possible citation, and parent contact
- 2nd Offense: 1 day of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible citation/arrest, and parent contact

## Possessed Imitation Firearm- Education Code 48900 (m)

- 1st Offense: Formal Restorative Conference, 2-4 Days of After School Work Program (ASWP) day of Alternative Learning Center (ALC), possible citation, and parent contact
- 2nd Offense: 2 days of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible citation/arrest, and parent contact

## Threatening/Intimidating a Complaining Witness- Education Code 48900 (o)

- 1st Offense: Formal Restorative Conference, No-Contact Contract, 2 Days of Lunch Reflection, Reintegration Meeting, and parent contact
- 2nd Offense: Formal Restorative Conference, 1 day of Alternative Learning Center (ALC), and parent contact
- 3 or more Offenses: 1-5 days of suspension, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible recommendation for expulsion, and parent contact

## Bullying- Education Code 48900 (r)

- 1st Offense: Formal Restorative Conference, No-Contact Contract, 2 Days of Lunch Reflection, Reintegration Meeting, and parent contact
- 2nd Offense: Formal Restorative Conference, 1 day of Alternative Learning Center (ALC), and parent contact
- 3 or more Offenses: 1-5 days of suspension, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible recommendation for expulsion, and parent contact

## Truancy-Education Code 48900 (w)

- 1st Offense: 1-3 days of Lunch Reflection, possible citation, home visit, and parent contact
- 2nd Offense: 1-3 days of Alternative Learning Center (ALC), Multi-Tiered Systems of Support (MTSS) Intervention Meeting, possible citation, refer to Child Welfare and Attendance (CWA) for home visit support
- 3 or more Offenses: 3-5 days of ALC, parent conference with possible citation for truancy, and begin School Attendance Review Board (SARB) process

## Sexual Harassment- Education Code 48900.2

- 1st Offense: Formal Restorative Conference, No-Contact Contract, 2 days of Lunch Reflection, possible citation, and parent contact
- 2nd Offense: 1 day of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, 1-3 days of ALC, Reintegration Meeting, possible citation, possible recommendation for expulsion, and parent contact

## Act of Hate Violence- Education Code 48900.3

- 1st Offense: Formal Restorative Conference, No-Contact Contract, 2 days of Lunch Reflection, possible citation, and parent contact
- 2nd Offense: 1-5 days of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, 1-3 days of ALC, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible citation, possible recommendation for expulsion, and parent contact

## Harassment/Intimidation- Education Code 48900.4

- 1st Offense: Formal Restorative Conference, No-Contact Contract, 2 days of Lunch Reflection, possible citation, and parent contact
- 2nd Offense: 1-5 days of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days of suspension, 1-3 days of ALC, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible citation, possible recommendation for expulsion, and parent contact

## Terroristic Threats- Education Code 48900.7

- 1st Offense: Formal Restorative Conference, No-Contact Contract, 2 days of Lunch Reflection, possible citation, and parent contact
- 2nd Offense: 1 day of Alternative Learning Center (ALC), possible citation, and parent contact
- 3 or more Offenses: 1-5 days suspension, Multi-Tiered Systems of Support (MTSS) Intervention Meeting, Reintegration Meeting, possible citation/arrest, possible recommendation for expulsion, and parent contact

# TRUMAN TARDY POLICY

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. School starts promptly at 8:00am. Students who are not in class by 8:00am will be considered tardy. Frequent tardies will result in disciplinary action. Please refer to the policy below.

# CLASSROOM TARDIES

| | |
|---|---|
| 1-4 TARDIES | • Verbal Warning from Teacher |
| 5TH TARDY | • Call Parent (enter Q visit). If unable to speak with parent or leave a message, send a ParentSquare message<br>• Student completes tardy reflection with teacher |
| 6-9 TARDIES | • Verbal Warning from Teacher |
| 10TH TARDY | • Parent contact by counselor<br>• Student completes tardy reflection with counselor<br>• Parent letter is sent home with student. Letter returned to counselor |
| 11-14 TARDIES | • Verbal Warning from Admin with Parent Communication<br>• Student completes Lunch Reflection |
| 15-19 TARDIES | • Verbal Warning from Admin with Parent Communication<br>• Student completes after school or lunch Campus Beautification. |
| 20TH TARDY | • Parent contact by Admin<br>• Student completes tardy reflection<br>• Parent Shadow |

# EDUCATION CODE

Education Code Sec. 48260- A pupil subject to compulsory full-time education who is absent from school without valid excuse three full days in one school year or tardy for more than a 30-minute period during the school day on three occasions in one school year, or any combination thereof, shall be classified as truant.

# LAPTOP TROUBLESHOOTING TIPS

**Issues with your 1:1 Device? Try these helpful tips before swapping it out.**

### Touch Screen Malfunction?

- Restart the laptop
- Check for visible damage to screen
- Fold laptop to tablet mode then back to desktop mode
- Use a soft cloth to clean your laptop screen (No Chemicals)
- Use provided stylus or your finger when using the touchscreen

### Extending Your Battery Life

- Reduce screen brightness
- Close apps not being used
- Turn off Bluetooth if not using
- Close browser tabs not being used

### Battery Not Charging?

- Test with known functional charger
- Reduce screen brightness
- Close apps not being used
- Turn off Bluetooth if not using
- Close browser tabs not being used

### WiFi or Internet Issues?

- Restart the laptop
- Make sure Wi-Fi is turned on, check the signal meter
- Make sure airplane mode is **OFF**
- Make sure you are connected to FUSD Network

### Speaker Issues?

- Restart the laptop
- Find the Software Center icon on the desktop and install the "Fix Audio Issues"
- Confirm correct audio output is selected (Right click audio icon in tray)
- Confirm the volume is not muted for external speakers (Right click audio icon in tray)
- If headphones have mute function, make sure the headphones are not muted

### Microphone Issue?

- Are the headphone plugged in all the way?
- Make sure the right input setting is selected

### Login Issues?

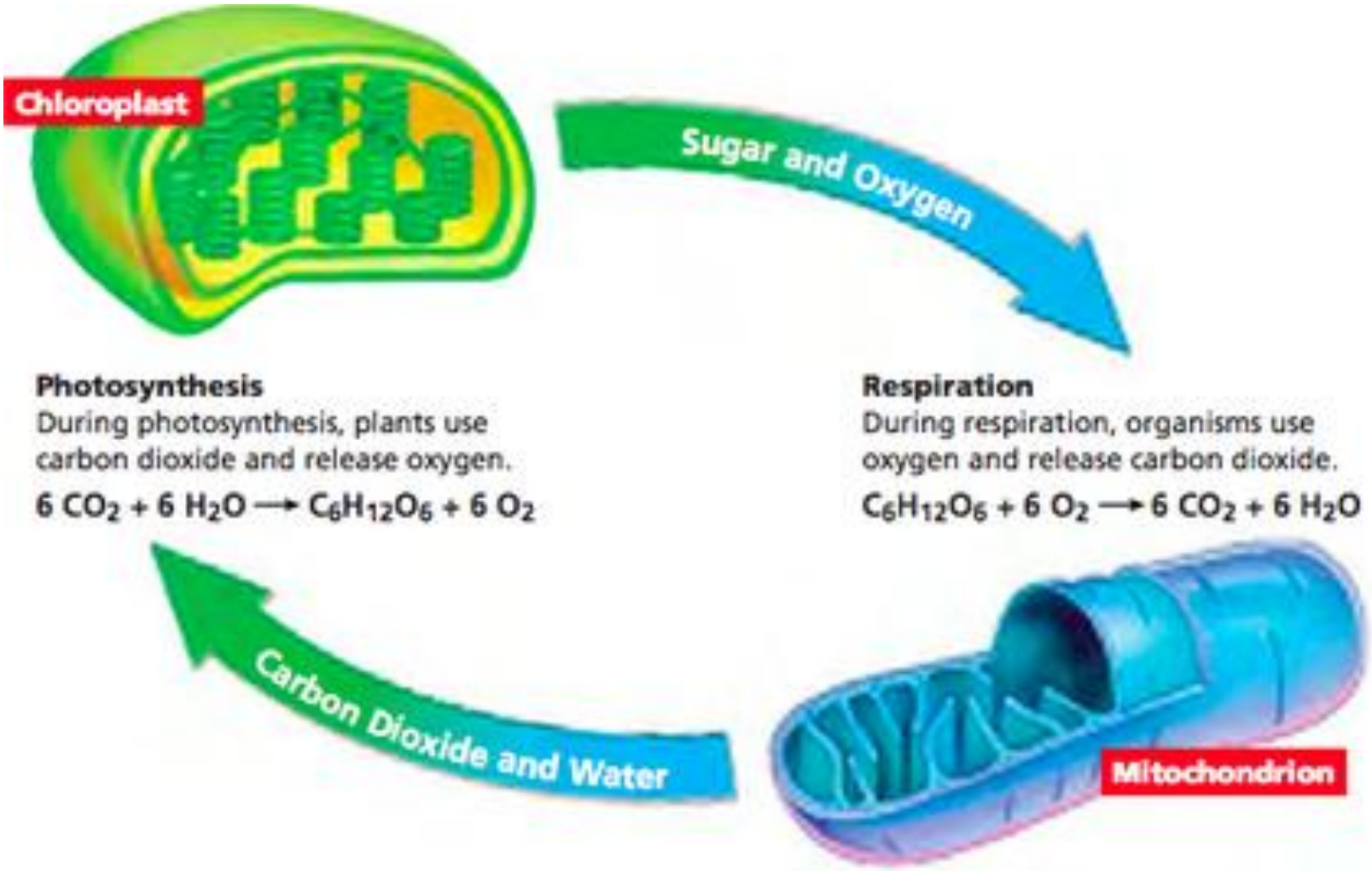
- Make sure your Username is your student ID number
- Make sure you are typing in your password correctly
- Forgot your password (**Teachers, Office staff, Librarians** can reset your password)

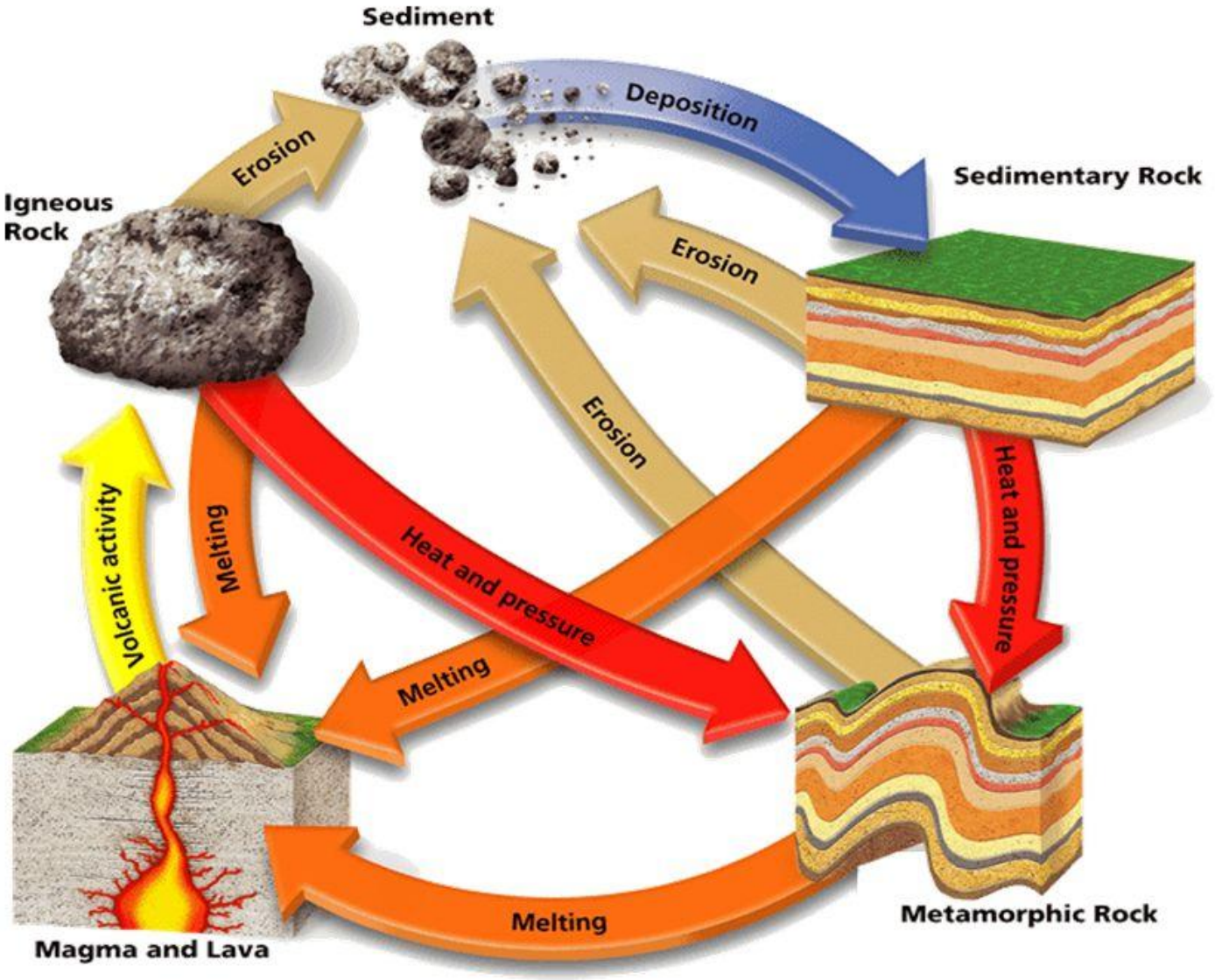
Still having issues?

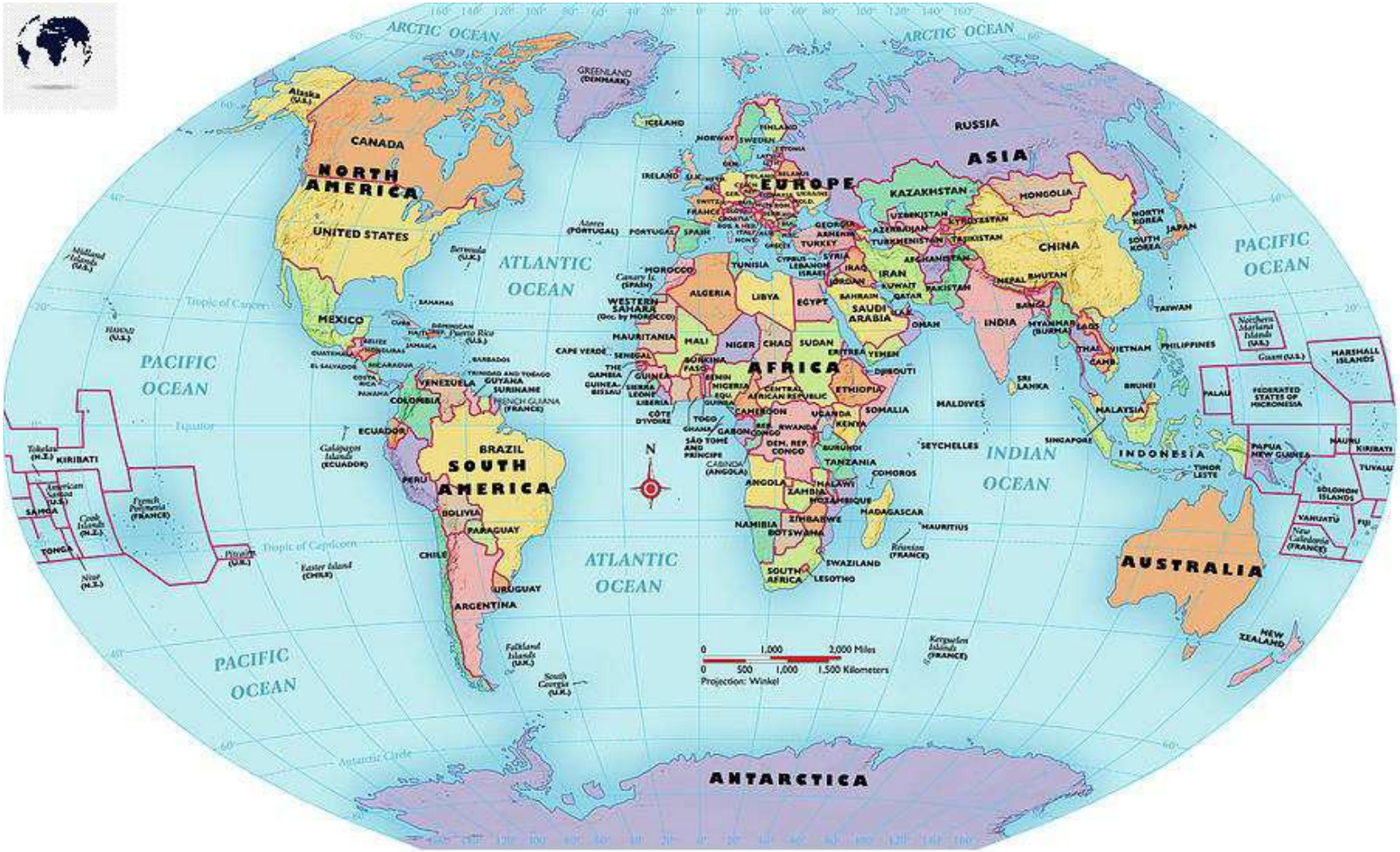
**VISIT YOUR LIBRARY TO HAVE YOUR LAPTOP EXCHANGED**

## Response Writing with RACES

| | |
|---|---|
| **R** | **Restate the Question**<br>• Read the question or prompt.<br>•Underline the key words.<br>• Rewrite the question as a statement. |
| **A** | **Answer the Question**<br>• Answer the question. If there is more than one part to the question, make sure to answerALL parts. |
| **C** | **Cite Evidence**<br>• Use evidence to support your answer.<br>• Quote from the text. |
| **E** | **Explain and Elaborate**<br>•Explain your answer.<br>• Elaborate and make your answer longer. |
| **S** | **Sum it Up**<br>•Conclude your answer.<br>• Link it to your topic sentence, but use different words. |


Chloroplast
Sugar and Oxygen
Photosynthesis
During photosynthesis, plants use carbon dioxide and release oxygen.
6 CO2 + 6 H2O → C6H12O6 + 6 O2
Respiration
During respiration, organisms use oxygen and release carbon dioxide.
C6H12O6 + 6 O2 → 6 CO2 + 6 H2O
Carbon Dioxide and Water
Mitochondrion


Sediment
Deposition
Sedimentary Rock
Erosion
Igneous Rock
Erosion
Erosion
Heat and pressure
Volcanic activity
Melting
Heat and pressure
Melting
Melting
Metamorphic Rock
Magma and Lava


ARCTIC OCEAN
ARCTIC OCEAN
GREENLAND (DENMARK)
Alaska (U.S.)
CANADA
NORTH AMERICA
UNITED STATES
MEXICO
ICELAND
NORWAY
SWEDEN
FINLAND
ESTONIA
IRELAND
EUROPE
FRANCE
SPAIN
PORTUGAL
Azores (PORTUGAL)
Bermuda (U.K.)
ATLANTIC OCEAN
MOROCCO
Canary Is. (SPAIN)
WESTERN SAHARA (Occ. by MOROCCO)
ALGERIA
TUNISIA
LIBYA
EGYPT
MAURITANIA
MALI
NIGER
CHAD
SUDAN
CAPE VERDE
SENEGAL
THE GAMBIA
GUINEA-BISSAU
GUINEA
SIERRA LEONE
LIBERIA
CÔTE D'IVOIRE
BURKINA FASO
AFRICA
CENTRAL AFRICAN REPUBLIC
ETHIOPIA
ERITREA
YEMEN
DJIBOUTI
SOMALIA
UGANDA
KENYA
RWANDA
CAMEROON
GABON
TOGO
GHANA
SÃO TOMÉ AND PRINCIPE
CABINDA (ANGOLA)
DEM. REP. CONGO
BURUNDI
TANZANIA
COMOROS
ANGOLA
ZAMBIA
MALAWI
MOZAMBIQUE
MADAGASCAR
NAMIBIA
ZIMBABWE
BOTSWANA
SWAZILAND
SOUTH AFRICA
LESOTHO
MAURITIUS
Réunion (FRANCE)
Kerguelen Islands (FRANCE)
RUSSIA
ASIA
KAZAKHSTAN
MONGOLIA
UZBEKISTAN
KYRGYZSTAN
AZERBAIJAN
TURKMENISTAN
TAJIKISTAN
GEORGIA
ARMENIA
TURKEY
SYRIA
LEBANON
ISRAEL
IRAQ
JORDAN
IRAN
KUWAIT
QATAR
BAHRAIN
SAUDI ARABIA
OMAN
PAKISTAN
AFGHANISTAN
CHINA
NEPAL
BHUTAN
INDIA
BANGLADESH
MYANMAR (BURMA)
LAOS
THAILAND
VIETNAM
CAMB.
SRI LANKA
MALDIVES
SEYCHELLES
SINGAPORE
INDONESIA
TIMOR LESTE
MALAYSIA
BRUNEI
PHILIPPINES
TAIWAN
NORTH KOREA
SOUTH KOREA
JAPAN
PACIFIC OCEAN
INDIAN OCEAN
Northern Mariana Islands (U.S.)
Guam (U.S.)
MARSHALL ISLANDS
PALAU
FEDERATED STATES OF MICRONESIA
PAPUA NEW GUINEA
NAURU
KIRIBATI
TUVALU
SOLOMON ISLANDS
VANUATU
FIJI
New Caledonia (FRANCE)
AUSTRALIA
NEW ZEALAND
Midland Islands (U.S.)
Hawaii (U.S.)
Tropic of Cancer
Equator
Tropic of Capricorn
Antarctic Circle
Tokelau (N.Z.)
KIRIBATI
American Samoa (U.S.)
SAMOA
Cook Islands (N.Z.)
TONGA
Niue (N.Z.)
French Polynesia (FRANCE)
Pitcairn (U.K.)
Galápagos Islands (ECUADOR)
Easter Island (CHILE)
BRAZIL
SOUTH AMERICA
PERU
BOLIVIA
PARAGUAY
CHILE
URUGUAY
ARGENTINA
Falkland Islands (U.K.)
South Georgia (U.K.)
ANTARCTICA
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0 500 1,000 1,500 Kilometers
Projection: Winkel