

FONTANA UNIFIED SCHOOL DISTRICT

ALMERIA MIDDLE SCHOOL STUDENT HANDBOOK 2025 – 2026



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Almeria Middle School

7723 Almeria Avenue

Fontana, CA 92336

[Almeria Middle School \(ms\)](#) / [Homepage \(fusd.net\)](#)

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Welcome, Students!

We encourage you to read this handbook carefully and familiarize yourself with the expectations outlined within. This handbook provides important information regarding our schoolwide expectations for both academics and behavior, as well as education codes and safety policies. Additionally, you will find a student planner included. Please make use of this planner daily to keep track of your homework assignments and due dates. Let's work together to ensure a successful and productive school year!

Sincerely,

Dr. Hall MISSION STATEMENT

Learn today for success tomorrow.

VISION STATEMENT

Almeria Middle School fosters a structured, yet empathetic environment, delivers a rigorous and consistent curriculum, and encourages the support and concerns of parents and families.

Dolphins to Know

Dr. Hall	Principal
Dr. Conriquez	Assistant Principal
Mr. Nnoli	Dean of Student Support
Mrs. Casas Duran	Counselor (A – L)
Mr. Ramirez	Counselor (M -Z)
Mrs. Delgado	Climate & Culture Coach
Ms. Correa	Guidance Tech
Mrs. Daisy	Librarian
Mrs. Beatriz	Principal's Secretary
Mr. Ricardo	Community Aide
Ms. Nancy	Discipline Clerk
Mrs. Maria M.	Office Clerk
Mr. Sal	School Liaison
Mrs. Alison	Records Clerk
Mrs. Maria Q.	Attendance Clerk
Mrs. Alfaro	Health Assistant
Ms. Jewel	School Nurse
DSO Edior	Security
DSO Ms. G.	Security
Officer Ballard	School Police
Ms. Bre, Ms. Denise, & Ms. Yami	School Site Aides





Bell Schedules and Lunch Assignments

Each class period is 57 minutes long, except on Wednesdays when they are 40 minutes long due to the minimum day schedule. The bell schedule is provided below.

Every student will have a designated lunch break based on their fourth-period class:

- If a student's fourth-period class is in the ***O, I or N wings***, they will have ***first*** lunch.
- If a student's fourth-period class is in the ***T, P, or H wings***, they will have ***second*** lunch.

1st Lunch		
Period 1	8:00 - 8:57	57 min
Period 2	9:02 - 9:59	57 min
Period 3	10:04 - 11:01	57 min
Lunch	11:01 - 11:36	35 min
Period 4	11:41 - 12:38	57 min
Period 5	12:43 - 1:40	57 min
Period 6	1:45 - 2:42	57 min

2nd Lunch		
Period 1	8:00 - 8:57	57 min
Period 2	9:02 - 9:59	57 min
Period 3	10:04 - 11:01	57 min
Period 4	11:06 - 12:03	57 min
Lunch	12:03 - 12:38	35 min
Period 5	12:43 - 1:40	57 min
Period 6	1:45 - 2:42	57 min

Wednesday Minimum Day Schedule		
Period 1	8:00 - 8:40	40 min
Period 2	8:45 - 9:25	40 min
Period 3	9:30 - 10:10	40 min
Period 4A	10:15 - 10:55	40 min
1st Lunch	10:10 - 10:45	35 min
2nd Lunch	10:55 - 11:30	35 min
Period 4B	10:50 - 11:30	40 min
Period 5	11:35 - 12:15	40 min
Period 6	12:20 - 1:00	40 min



What is PBIS?

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Almeria Middle School uses a system called **Positive Behavior Interventions and Supports (PBIS)** to help all students learn and grow in a safe, respectful, and supportive environment. PBIS is designed to recognize students who make good choices and to support those who need help meeting school-wide expectations.

At Almeria, these expectations are known as the **WAVE**:

- **Work Hard**
- **Act Responsibly**
- **Very Polite**
- **Everyone Safe**

Students who follow the WAVE can earn rewards, special privileges, and recognition. When students need extra support, staff members use clear steps to help them learn from mistakes through **Other Means of Correction (OMOC)** such as reflection activities, conversations with counselors or administrators, or behavior support plans.

PBIS includes three levels of support:

- **Tier 1 (Universal):** Support and expectations for all students across campus.
- **Tier 2 (Targeted):** Extra help for students who need more support to meet behavior expectations.
- **Tier 3 (Intensive):** Individualized support for students with more serious or ongoing behavior needs.

To keep students informed and involved, **monthly Behavior Expectation Assemblies** are held. Administrators, counselors, and the Climate and Culture Coach lead these assemblies to go over important topics like:

- School rules and expectations
- Bullying and harassment prevention
- Safety and conflict resolution
- Social-emotional well-being

PBIS is not just about rules—it's about building a positive school community where everyone feels respected, supported, and ready to succeed.

Mission Statement

The mission of PBIS (Positive Behavior Interventions and Supports) is to improve social emotional competence, academic success, and school climate. It is a systems approach to enhancing the capacity of schools to educate all children by developing research based, school-wide, and classroom behavior support systems. PBIS aims to create positive, predictable, equitable, and safe learning environments where everyone thrives.

Vision Statement:

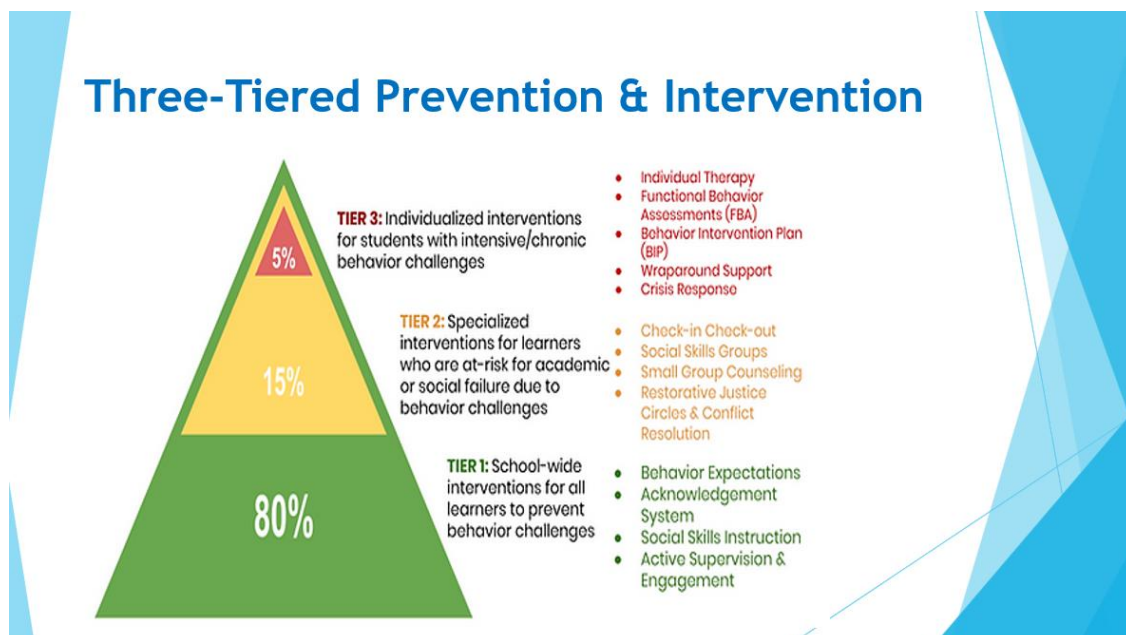
To cultivate a thriving school community where every student feels safe, supported, and empowered to succeed – socially, emotionally, and academically – through a unified, research driven approach to positive behavior and inclusive learning environments.

Goals: Enhance school climate and student success through PBIS

Objective: Implement and sustain a school-wide PBIS framework to improve social-emotional competence, academic achievement, and overall school climate.

Key Results:

1. Social-Emotional Growth: Increase student participation in SEL (Social Emotional Learning) programs by 25% within the academic year.
2. Academic Success: Improve overall student academic performance by 10% as measured by standardized assessments and classroom grades.
3. Positive School Climate: Reduce behavioral referrals by 30% through consistent application of PBIS strategies and positive reinforcement.
4. Staff Engagement: Train 100% of school staff in PBIS practices and ensure ongoing professional development.
5. Student Voice: Establish a student advisory group to provide feedback on PBIS implementation and school climate improvements.

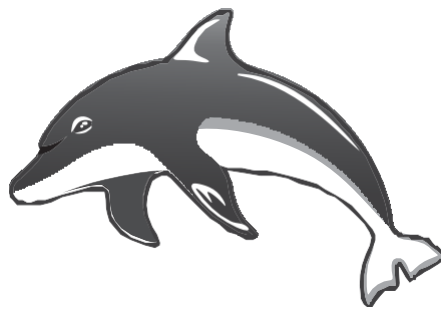




Schoolwide Expectations

Almeria Dolphins use the acronym **WAVE** as a part of our school-wide expectations.

Work Hard	Act Responsibly	Very Polite	Everyone Safe
<ul style="list-style-type: none"> • Classwork and homework are turned in on time • Learn to be self-motivated and self-disciplined • Turn mistakes into knowledge • Active participation • Minimize disruptions 	<ul style="list-style-type: none"> • Be prepared with materials • Communicate your needs with your peers, teachers, and parents • Always take direction from adults • Attend class and be on time 	<ul style="list-style-type: none"> • One voice at a time (unless directed) • Positive communication • Be inclusive and value others • Use appropriate language and volume • Respect school and private property 	<ul style="list-style-type: none"> • Enter and exit all areas calmly • Keep hands and feet to ourselves • Follow all school rules • Stay within the boundaries • Always walk, unless directed otherwise



SCHOOL AREA	W_{ork} hard	A_{ct} Responsibly	V_{ery} Polite	E_{veryone} Safe
<i>Arrival Dismissal</i>	<ul style="list-style-type: none"> • We arrive to our first class before the 8:00 am bell • We leave campus or/are in designated area by 2:45 pm 	<ul style="list-style-type: none"> • We turn off and put away cell phones & electronics before entering breezeway in front of the school • We enter campus in appropriate dress code attire 	<ul style="list-style-type: none"> • We acknowledge greetings with eye contact • We use appropriate voice tone/language 	<ul style="list-style-type: none"> • We walk to designated area • We follow all safety rules and traffic laws • We walk bikes, scooters and skateboards on and off campus
<i>Bus</i>	<ul style="list-style-type: none"> • We walk directly to the bus lane • We arrive to the bus on time • We help others have a pleasant ride 	<ul style="list-style-type: none"> • We respect the space of others • We always remain seated • We clean up after ourselves 	<ul style="list-style-type: none"> • We use inside voice on the bus • We use school appropriate language while talking on the bus 	<ul style="list-style-type: none"> • We listen to the bus driver for all directions • We keep hands, feet, and backpack to self
<i>Cafeteria/ Snack Bar</i>	<ul style="list-style-type: none"> • We listen to directions from adults • We place unwanted food in the “Share Basket” 	<ul style="list-style-type: none"> • We throw trash in appropriate containers • We clean up after yourself 	<ul style="list-style-type: none"> • We line up in designated areas in an orderly way • We follow instructions from lunch and campus personnel 	<ul style="list-style-type: none"> • We keep hands/ feet/ objects to self • We always walk • We line up in an orderly way
<i>Library</i>	<ul style="list-style-type: none"> • We return borrowed books on time • We return materials to appropriate place • We use appropriate websites 	<ul style="list-style-type: none"> • We line up orderly & quietly • We focus on tasks without distracting others 	<ul style="list-style-type: none"> • We use appropriate language • We use inside voice • We listen to directions from adults 	<ul style="list-style-type: none"> • We keep hands and feet to yourself • We place backpacks in designated areas • We keep food, drinks, and gum outside of the library
<i>Offices</i>	<ul style="list-style-type: none"> • We remain seated • We work on provided assignments, if any • We walk directly to class or next location after being dismissed 	<ul style="list-style-type: none"> • We state our purpose politely • We sign in and are seated quietly • We wait patiently for our turn 	<ul style="list-style-type: none"> • We use inside voice • We present self to staff with patience • We use polite language 	<ul style="list-style-type: none"> • We keep hands, feet, objects to yourself • We stay in the office until otherwise directed • We keep clear of doorways

SCHOOL AREA	W_{ork} hard	A_{ct} Responsibly	V_{ery} Polite	E_{veryone} Safe
Quad	<ul style="list-style-type: none"> • We listen to directions from adults • We place unwanted food in the "Share Basket" • We keep cell phones/electronics in backpacks 	<ul style="list-style-type: none"> • We throw trash in appropriate containers • We stay in designated areas • We use proper manners 	<ul style="list-style-type: none"> • We respect personal space during passing period • We say excuse me, if someone is in our way 	<ul style="list-style-type: none"> • We walk directly to class or next location • We line up in an orderly way • We refrain from horseplay, keep hands/feet and objects to self
<i>Restrooms</i>	<ul style="list-style-type: none"> • We listen to directions from adults • We keep the restroom clean 	<ul style="list-style-type: none"> • We clean up after ourself • We flush the toilet • We take care of business and leave • We use materials appropriately 	<ul style="list-style-type: none"> • We respect other's privacy • We wait our turn 	<ul style="list-style-type: none"> • We report unsafe conditions • We keep hands, feet, objects to ourselves • We wash our hands
<i>School Festivities/Events (Assemblies and Rallies in the Gym, Sporting Events, Field Trips, Celebrations, Carnivals)</i>	<ul style="list-style-type: none"> • We show good sportsmanship • We maintain appropriate voice level • We use appropriate language 	<ul style="list-style-type: none"> • We are on time • We keep parents informed of pick up times • We allow others to listen and learn • We enter/exit in orderly lines • We keep gym free of food, gum and drinks 	<ul style="list-style-type: none"> • We use appropriate voice level /language • We cheer appropriately • We are attentive • We stay seated 	<ul style="list-style-type: none"> • We listen to directions from adults • We meet at assigned areas at the assigned times • We keep hands and feet to ourselves • We report unsafe conditions
<i>Walkways</i>	<ul style="list-style-type: none"> • We greet each other kindly 	<ul style="list-style-type: none"> • We keep the walkways clean • We keep moving • We follow directions from adults 	<ul style="list-style-type: none"> • We use appropriate language • We use appropriate voice level 	<ul style="list-style-type: none"> • We walk in appropriate spaces • We keep hands and feet to ourselves
<i>Wings/Buildings</i>	<ul style="list-style-type: none"> • We walk directly to class or next location • We keep socializing to a minimum 	<ul style="list-style-type: none"> • We follow directions from adults • We stand quietly by our room and wait for an adult • We always carry a pass 	<ul style="list-style-type: none"> • We greet each other kindly • We make eye contact • We use appropriate voice level • We use appropriate language 	<ul style="list-style-type: none"> • We keep hands/feet to ourselves • We walk on paved areas only • We keep clear of doorways



Academics & Activities

Honor Roll

Students with outstanding academic achievements are recognized by the school through the honor roll. The following guideline determines Honor Roll eligibility:

- Academic Awards will be awarded as follows:
 - First Semester – Students who have earned a GPA of 3.0 or higher by Winter break.
 - Second Semester – Students who have earned a GPA of 3.0 or higher by the QP4 progress report.

Intervention Programs

Almeria Middle School provides students with intervention opportunities within the school day. Placement is based on assessment data including performance on state tests, district assessments, grades and teacher recommendation.

Academic & Behavior Standards for Participation in Activities

Almeria Middle School wants every student to become involved in school activities. As students continue to grow academically at Almeria, the activities program will provide opportunities for social growth. The activities program supports clubs, dances, and student-led lunch activities.

To be eligible to attend a school activity, students must meet the following requirements:

- Students must attend at least four periods of class on the day of the event.
- Students must have permission forms signed by a parent or guardian.
- Students must turn in permission forms to the ASB prior to the event.
- Students must earn a 2.0 GPA with no more than one F.
- A student will be ineligible if he or she has an Unsatisfactory (U) in Citizenship on his or her most recent grading report.
- A student will be ineligible if he or she has been truant during the semester.
- A student will be ineligible if he or she has been suspended from school during the semester.
- Students must have administrative approval.

Please note:

- Almeria Middle School activities are for Almeria students only.
- Ticket sale dates and upcoming activities will be mentioned during the weekly video announcements.
- Student must abide by school dress code policy.
- Students who have served discipline consequences cannot attend.

- These activities are considered a privilege and can be revoked by Administration. All participants are subject to school rules and policies.
- Exclusion lists are by activity. Students who are on the list must be cleared prior to the purchase of the activity.

Students who fail to meet the requirements may be excluded from activities including sports, dances, assemblies, field trips, end of the year activities, etc. The criteria for the end-of-year 8th grade activities will be more specific.

Library

The library is open from 7:15 AM to 3:00 PM. To keep the library clean and welcoming, please leave food, drinks, and gum outside. The library is a great place to read and study quietly. Let's all work together to keep it peaceful.

Textbooks/Library Books/Laptops

- Textbooks are assigned to each student for home use. Students are responsible for the materials they check out and should return them promptly so that other students may use them.
- Students must notify their parents, library staff, and a teacher immediately if a book is lost. The student must pay for all lost or damaged books at the time of the loss or damage.
- Students who have not cleared any outstanding books or fines may have their participation in school activities revoked.
- FUSD electronic devices are the responsibility of the student. Any device that is lost, damaged, or stolen while in the care of the student is the responsibility of that student.

Homework

Homework is designed to reinforce student learning. Whenever possible, students who have been absent should contact classmates for missed assignments and visit their Microsoft Teams or Q account. Parents should check their child's agenda to ensure the student keeps accurate documentation regarding homework. Parents may request homework assignments through the office if a student is absent for three or more days.

Teachers will communicate their homework expectations in their respective syllabi. In general, homework is assigned most days, especially in English language arts and math. Students are expected to complete assignments on time. Students who have not been assigned homework are expected to read at least 15 minutes daily.

Physical Education

The P.E. program at Almeria is designed for total fitness of the student. Daily dressing in the school P.E. uniform and participation is required of all students. Students will dress daily unless notified by the instructor.

Students are expected to wear proper physical education uniforms in class every day. The uniform may be purchased through the PE department. The physical education uniform includes a gray dry-fit graphite

physical education shirt and blue or black shorts. All clothes should be clearly labeled with the student's last name, first name/initial. Clothes should be taken home on Fridays, laundered, and returned for use on Monday.

The cost of the P.E. uniform is \$15 dollars for the shirt and \$10 for the shorts. The total cost is \$25 for the P.E. uniform.

Excused from P.E. Activity

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 five 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 a classroom and will do assignments determined by the PE teacher.

Photo Identification Cards

A student photo identification card is provided to each student. Students should always carry their ID cards. The replacement cost is \$5.00.

Student Government

The Almeria Middle School Student Government is made up of officers elected by the general student body, club representatives and representatives elected by grade level. ASB serves as a communication link between students and staff and between students of various grade levels and groups. ASB promotes leadership, initiative, and decision-making among its members. It is the duty of all ASB members to bring to the group's attention all suggestions, recommendations, and ideas from the students they represent (regarding student activities, school policies, and other concerns) and report it to the ASB class. Students enrolled in ASB must have and maintain a 2.0 grade point average with no more than one F.



Athletics

Almeria Middle Sports

Available sports: Volleyball, Basketball, and Soccer.

The student members of our athletic teams represent Almeria Middle School. As school representatives, all athletes are expected to display good sportsmanship and exemplary behavior on and off the athletic field. Medical P.E. exemption notes also mean that a student cannot participate in Almeria sports. If a student's grades fall below the standards for participation, he/she will be ineligible to participate in athletics for the next quarter grading period.

Conduct

Each student is expected to behave in accordance with the schoolwide expectations. Any assigned detention must be served before participating in practices or games.

Athletic Uniforms

All students are financially responsible for the care of their uniforms and agree to replace them in the event they are lost, stolen, or damaged.



Attendance

Daily attendance at school is the best way to achieve academic success. We encourage students to come to school on time and ready to learn every day.

Excused Absences

Student attendance will be closely monitored. Parents and guardians are expected to call Almeria Middle on the day of an absence at (909) 357-5350 from 7:30 to 4:00 p.m. After 4:00 p.m., parents may leave a voicemail regarding an absence. When leaving a voicemail, please leave the following information:

- Student's name (first and last) and exact date(s) of the absence(s)
- Reason for the absence(s)

Health Circumstances

Students who require crutches, wheelchairs, etc. will need a doctor's note. If the note is given to a child, please confirm that the note was delivered to the office on the day of his/her return to school. It is the responsibility of the parent/guardian to contact the school regarding absences. A doctor's note is required after 14 sick/illness absences.

Arrival Time

School starts at 8:00 a.m. The campus opens at 7:30 a.m. and all students are encouraged to be on campus no later than 7:50 a.m. Students who want to eat breakfast should arrive at 7:30 a.m. Students who bring their bikes, scooters, or skateboards must walk them once they arrive on campus and lock them in the bike rack area.

All students are expected to be in their first period classroom and ready to learn before the tardy bell rings. A student with a legitimate excuse for being tardy must present a written note from their parent/guardian to the attendance office when they arrive at school.

Tardiness

Administrative Tardy Consequences

Period 1 Tardies

Number of Tardies	Consequence
15	Personal call home (office)
25	Parent meeting (teacher/office)

Periods 2-6 Tardies

Number of Tardies	Action	Consequences
1 – 4	Teacher – Determined	
5	Counselor RFA	Parent Contact
6	Counselor RFA	Attendance Contract
7	Counselor RFA	Placed on the No-Go List
8	Counselor RFA	Loss of Extra-Curricular Privileges
9	Counselor RFA	Referral to Dean for further intervention
10	Meeting with the Dean	Parent Contact
11	Meeting with the Dean	1 Day Lunch Reflection
12	Meeting with the Dean	2 Days Lunch Reflection
13	Meeting with the Dean	1 ASWP
14	Meeting with the Dean	2 Days ASWP
15	Meeting with the Assistant Principal	Behavior Intervention Plan + Parent Conference

Truancy

Students who are absent from school for more than thirty minutes of any school day without the knowledge of a parent/guardian and without a valid excuse are truant. Students who are truant more than three days will be reported to school authorities as habitually truant. Students who are in a different location on campus during instructional time without the knowledge or permission of their teacher are considered truant.

If the truancy continues, the student may be referred to the School Attendance Review Board (SARB). All students with full day truancies will be moved through progressive discipline steps.

Tardy Sweeps

Tardy sweeps are used to help students get to class on time. They can happen on any school day without warning.

When a tardy sweep happens, teachers will close their doors as soon as the bell rings. Any students still outside must report to a designated staff member. The staff member will take their name and ID number, give them a pass, and send them to class. This process usually takes no more than five minutes.

Students who are caught in a tardy sweep will lose their lunch privileges for a day. They will still be able to eat, but they won't be allowed to sit and talk with friends. Instead, they will reflect on what they could have done to be on time and write a short response. These responses will be shared with their parents or guardians.

Leaving Campus During School Hours

To ensure the safety and well-being of all students, please follow these procedures for checking out a student during school hours:

- Parents/guardians are required to check out students through the attendance office.
- Only parents/guardians are authorized to check out students. Individuals listed on the emergency contact list must have prior approval from the parent/guardian, which will be verified by office staff.
- Early dismissal of a student from class can be disruptive to other students and the teacher. When possible, please schedule appointments outside of school hours to minimize disruptions.
- The adult checking out the student must sign the authorization form, indicating the time of check-out. If the student returns, please sign them back in, noting the return time.

Thank you for your cooperation in maintaining a positive and productive learning environment.

Independent Study

An independent study program is available for students unable to attend class for three or more days (not to exceed 15 days in one school year). Independent Study is primarily used for family vacations or family emergencies, not a medical nature. At least three days' notice is required to set up an independent study contract. Please contact the independent study coordinator or the administration office.



Campus Guidelines

Cell Phones & Earbuds

Electronic communication devices, such as cell phones, shall be permitted on campus with the following guidelines and restrictions:

- Students must turn off their cell phones upon entering the campus and may turn them back on at 2:42 p.m. or the end of the official instructional day. During school hours, cell phones must remain in the student's backpack and may not be used unless under the direct supervision of a staff member.
- Cell phones are permitted in class for educational purposes at the teacher's discretion.
- Cell phones may also be used for medical purposes.
- Cell phones that ring or are being used during the school day without staff permission can be confiscated.

- Cell phone use is prohibited during passing periods, breaks, and lunches.
- Earbuds and headphones should not be used during class time. However, exceptions may be made when needed for specific activities, such as tests or assignments, to minimize distractions. Students should follow their teacher's instructions regarding when it is appropriate to use them.
- Students are responsible for their personal electronic devices. Almeria Middle is not liable for any lost, damaged, or stolen devices.

Progressive discipline policy for electronic devices:

- 1st offense – warning; student must put cell phone in backpack.
- 2nd offense – the cell phone will be confiscated and delivered to the administration office. Students may pick up the cell phone at the end of the school day.
- 3rd offense – the cell phone will be confiscated and delivered to the administration office. A parent will pick-up the cell phone.
- 4th offense – the cell phone will be confiscated and delivered to the administration office. A parent will pick-up the cell phone, and after school detention will be assigned.

Prohibited Items

Students should only bring school materials needed for learning. Articles of real or sentimental value should not be brought to school. The following items are prohibited at school: Gum, sunflower seeds, toys, balloons, stuffed animals, collectables, excessive amounts of money, permanent markers (Sharpies), spray containers, water guns, cameras, rollerblades, wallet chains, poppers, blankets, laser pointers, portable speakers, portable gaming devices, nail polish, etc.

Aerosol containers and perfume/cologne bottles are prohibited on campus due to the potential for allergic reactions in individuals who are sensitive to fragrances or who have asthma. Moreover, these items can contribute to poor indoor air quality, which can be detrimental to the health and comfort of students and staff.

Responsibility

Students are responsible for all items in their possession. Backpacks, books, laptops, and other personal belongings should never be left unattended. The school is not responsible for any loss or damage to personal items. Large sums of money and items of significant monetary or sentimental value should not be brought to school. If valuable items must be brought to campus, they should be taken to the office for safekeeping until needed.

Selling on Campus

Students are not allowed to sell anything on campus without permission from the ASB Director. This rule applies even to school fundraisers. Any student found selling items without approval will be reported to the Administration Office.



Dress Code

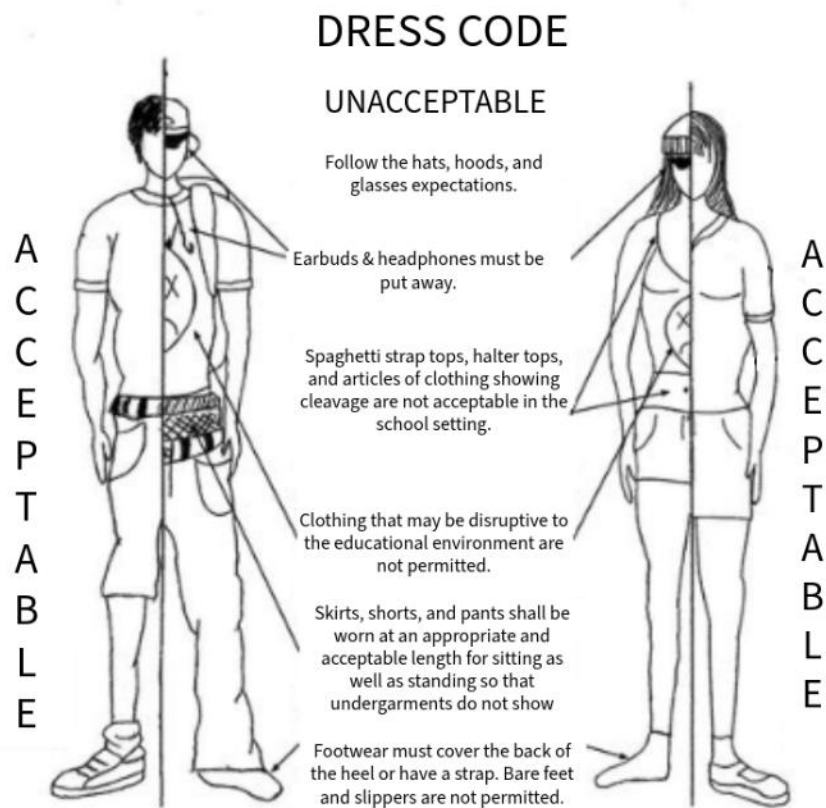
At Almeria, a dress code policy is maintained to provide a school climate for learning, increase self-esteem of students, and ensure campus safety/security. PE uniforms are to be worn in PE class only. For all other classes, students must wear their regular school clothes.

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

To maintain a tasteful, academic atmosphere, students, while at school or any school related activity, are expected to follow the Almeria dress code. The following regulations set limits on what is permissible:

- Clothing, jewelry, and/ or accessories that may provoke others to acts of violence, may be disruptive to the educational environment, or may be used as weapons, including but not limited to gloves, hair net, wristband, belts, belt buckles, sharp ended piercing/ jewelry, chains, and any gang identified, or unsafe items are prohibited. Midriffs, bare backs, bare shoulders, ragged/shredded clothing are not permitted.
- Clothing and jewelry shall be free of writing, pictures, and any other insignia or indications that are profane, obscene, sexually suggestive, or that advocate racial, ethnic, sexual, or religious prejudice, tagging, gambling, violence, the use of drugs or alcohol or any other illegal activity.
- Hats are allowed on campus if they are not profane, obscene or deemed intrusive to the learning environment. For safety and identification purposes, students may be asked to remove their hat. Hoods are not allowed except outside on days of cold weather and/ or rain. Hoods may not be worn inside the classroom or offices. Beanies may be worn on cold days but must be rolled up in class to ensure that earbuds are not being used.
- Footwear must be always worn. Students must wear footwear that is safe and appropriate for the learning environment. Students must wear shoes that have a back or strap. Crocs must be worn in “sports-mode” only. Open toe-sandals, slippers and steel toed footwear are prohibited.
- Gang associated attire, which may include but is not limited to belts, footwear, jackets, dark glasses worn indoors that are not medically prescribed, bandanas, hats, and/ or headgear is prohibited.
- Pajamas and lounge pants may not be worn to school outside of school spirit days sponsored by ASB.
- Clothing must cover under garments.
- Excessively baggy and sagging clothing is not permitted. Overly tight or revealing clothing is also not permissible.
- Backpacks, purses, clothing, notebooks, etc. are to be always graffiti free.

In the case of questionable dress that is not mentioned in the regulations 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 unreachable or unavailable to bring appropriate clothing items, a loaner shirt and pants will be provided to the student to wear for the remainder of the school day.





Student Safety

Arrival and Departure Times

Almeria middle school is open to students between the hours of 7:30 a.m. 3:00 p.m., unless enrolled in a supervised activity or have a pass from a teacher. Students are not permitted in classrooms before school, unless prearranged with a staff member.

Campus Supervision

District Safety Officers (DSO) help provide a safe and secure environment for our campus. DSOs provide supervision before school, during passing periods, at lunch, and, after school. During these times, students are to stay in supervised areas/boundaries.

Closed Campus

Almeria is a closed campus. Once a student arrives at school, they may not leave without proper authorization from the office until the end of the school day. All visitors, students, or adults are required to check in with the administration office before going onto campus. Visitors must show formal identification and will be screened through our student information system. Former students are considered visitors. Visitors on campus without office authorization will be asked to leave.

Hands off Policy – Respect Yourself, Respect Others, Respect Property

Our number one priority is the safety of all students. We want to create a learning environment where students can thrive. Students are expected to keep their hands and feet off one another and people's (and school's) property. Failure to do so can result in disciplinary action.

Emergency Drills

Emergency drills are required by law and are an important safety precaution. Student safety is our number one priority, and it is essential that all FUSD students and staff know and follow emergency protocol and directions promptly and safely. In the event of an emergency, teachers will instruct students on what to do. Students are expected to follow the classroom teacher's instructions, exit silently and line up in the area indicated by the teacher.

Reporting of Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the person in charge and to office personnel.

Student Searches

School officials may conduct searches of students and their personal belongings while on school property or at school sponsored events. Personal belongings include, but are not limited to backpacks, bags, and

materials. Searches of students and personal belongings will be conducted when there is reasonable suspicion that the search will provide evidence that the student is violating the law and /or school regulations. The scope of the search will be related to the objectives of the search, the age and gender of the student, and the nature of the violation. Refer to District Board Policy for more information. School properties under joint control are also subject to being searched by school officials. These places/items include, but not limited to lockers, desks, and electronic devices may be searched at any time. There is no expectation to privacy (Board Policy 5145.12). Parents will be notified when a student has been searched.

Use of Drug-Detection Dogs

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



Student Services

School Counselors

Counselors are available to assist students and parents during their time at Almeria Middle. Parents and students should schedule an appointment with the school counselor regarding academic progress and/or social/emotional concerns. The counselors will assist with the student's social needs and conflict resolutions.

Schedule Changes

Schedule changes may be made if:

1. A student has an open period or is missing a class.
2. A student is scheduled for the same class twice.
3. A student needs to be placed in a class that better fits their needs (such as ELD or Special Education adjustments).
4. A student wants to switch electives — but only a limited number of changes can be made.
5. There is space available in the class and the change is in the student's best interest.

Schedule changes will not be made for:

1. Being in the same classes as friends.
2. Requesting specific teachers.
3. Picking a preferred lunch period.
4. Choosing a certain order for classes.
5. Joining a class that is already full.

Deliveries to Students

To minimize classroom disruptions, no flowers, balloons, gifts, or non-school related deliveries will be allowed for delivery to students. Students may pick up necessary items for school use during passing periods or lunchtime. If an item is needed for school use, the student may use the attendance office phone during passing period or lunchtime. Parents and students should communicate beforehand regarding picking up items.

To ensure the safety and well-being of all students, food deliveries from services such as Uber Eats, Grubhub, Door Dash, etc., will not be permitted. The reasons for this policy are as follows:

1. Safety and Security: Allowing food deliveries from outside sources poses a security risk, as it is challenging to verify the identity and background of delivery personnel.
2. Allergy Management: School personnel cannot guarantee that food items delivered from outside vendors are free from allergens, which is crucial for the safety of students with food allergies.
3. Disruption of Learning Environment: Food deliveries can cause significant disruptions to the school day, interrupting classes, office staff work, and activities.
4. Nutritional Standards: The school aims to ensure that all food consumed on campus meets certain nutritional standards to promote healthy eating habits.

The school will accept food deliveries that are necessary for a student's medical condition. These accommodations must be approved by the school nurse and the district's Comprehensive Health department.

Lunch Program

The cafeteria serves a complete and balanced free lunch. Each item on the menu meets or exceeds state and federal nutritional requirement. A balanced lunch includes entree, salad or vegetables, fruit, and milk. A la carte items are also available.

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 or a 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 am to 2:30 pm.

To maintain student safety, students who are ill should not use their cell phone to contact parents. All students must report to the health office where parent contact will be made.

Medication at School

- The school nurse and health clerk do not dispense any medication without written authorization from the parent and the doctor.
 - Students taking any medication must have a completed medication authorization form completed by the doctor and signed by a parent. Medication must be in a properly labeled container and delivered to the nurse or health clerk by his/ her parents. Students must obtain a pass from the teacher to leave class to take medication.

Immunizations

Receiving shots/immunizations promptly ensures the safety of all students. Whooping cough, also known as pertussis, continues to threaten students in California. To 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 (MMR) shots. Students will not be allowed to attend 7th grade without an up to date shot record.

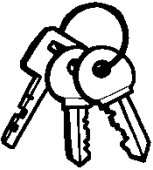









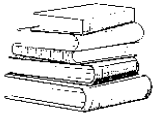
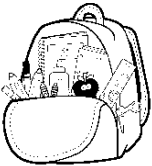


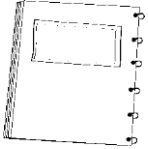

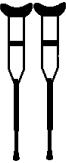

Theft, Prevent it!

Almeria Middle 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. The following is an example of what students can do to protect their personal belongings:

- Identify personal items such as books, notebooks, gym shoes, gym clothes, sweaters, and jackets by marking their name on each article.
- Lock the bike, skateboard, or scooter to the rack. Do not loiter in the bike area.
- Do not share the PE locker combination with anyone. Do not bring extra money or valuables to school. Remove important items from backpack and place items inside a secured locker. Students are responsible for the condition and use of the assigned locker.
- If a theft occurs, report it to an adult immediately. Make sure to complete an incident report. The theft and a report do not relieve the student of payment for any lost items such as school materials (books, PE locks, laptop, etc.).
- Leave valuable items at home.

Lost and Found

We encourage all students to make every reasonable effort to see that those who lose property get it back as promptly as possible. If an item is found, please return it to the appropriate location.

Location	Items				
Administration Office	 Keys	 Money	 Jewelry	 Cell Phones	 Earbuds
Cafeteria MPR	 Clothing	 Hats	 Shoes	 Water Bottles	 Lunchboxes
Library	 Books	 Backpacks	 Laptops	 Chargers	 Notebooks
Health Office	 Glasses	 Crutches	 Inhalers		



Parent Communication

An open line of communication between the school and parents is very important. Parents are encouraged to always contact the teacher as a first step in communication about the students' academic progress and behavior. The following are regular communication procedures.

Almeria Middle School Website

The [Almeria Middle School website](#) serves as a central hub of information for students, families, and the community. Visitors can explore sections such as **About Us**, **Academic Programs**, **Wellness Resources**, **Student Involvement**, **Parent Involvement**, **Resources**, and the **Calendar** to stay informed about school events, programs, and opportunities for engagement. The website is designed to provide easy access to important updates and helpful tools that support student success and community connection.

Back-to-School Night

Back to School Night is intended to provide parents with a firsthand look at the many positive activities and programs at Almeria. Parents should consult the school calendar and plan to attend.

Marquee

Weekly updates on the electronic marquee highlight upcoming events and student achievements.

Parent Square

Parent Square is an app that can be used by the school and families to communicate. The best feature about this app is the ability to translate (Spanish, Urdu, Tagalog, etc.). Parent Square supports multiple languages, ensuring that non-English speaking parents can also stay informed and engaged. If parents have further inquiries regarding Parent Square, please contact the Community Aide.

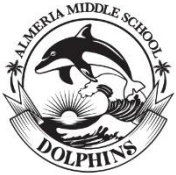
Progress/Grade Reports

Students will receive progress reports and report cards for all courses in which they are enrolled. In addition, they may be given marks for citizenship and work habits during each grading period. To view progress reports and report cards after each grading period ends, parents and students must log into their Q Connect account. If there are concerns about a student's progress, parents are encouraged to contact the teacher directly.

Q Parent Connection



Parents can monitor their child's grades through Q, a web-based gradebook. Login information for both students and parents is provided at the beginning of the school year. Q can be accessed through the FUSD website or by using the mobile app.



Transportation

Bicycles, Skateboards, and Scooters:

When riding a bike, skateboard, or scooter to and from school, students must obey all traffic rules, signs, and signals, and cross streets only at crosswalks and intersections. Helmets must be worn while riding a bike, skateboard, or scooter. It's the law.

- When students arrive at school, they should dismount their bikes, skateboards, or scooters in front of the school and walk them to the bike rack.
- Students must lock up their bikes, skateboards, or scooters. Although the school takes safety precautions, it is not responsible for stolen bikes, bike parts, or damaged bikes. Riders must have their own individual bike locks.
- When leaving school, students should walk their bikes, skateboards, or scooters to the street before riding. Riding bikes, skateboards, or scooters on school grounds is not allowed. Rollerblades are not permitted on campus.
- Students must follow these guidelines to avoid consequences and possible loss of privileges.



Discipline

Disciplinary Consequences

Educators across the nation recognize the importance of fostering positive, healthy school climates and helping students learn from their mistakes. Almeria is a PBIS school and takes a positive approach to discipline by using a school-wide system of support that includes proactive strategies for defining, teaching and supporting appropriate student behaviors to create a positive school environment. Restorative practices will be included in the Almeria behavior system. Restorative practices include the use of informal and formal processes that work proactively to build relationships and a sense of community by preventing conflict and wrongdoing.

When students do not follow the rules and policies of the school, they may be subject to disciplinary action. These consequences are used as interventions or means to correct the improper behavior. **Failure to serve the assigned corrective measure will result in the advancement of action according to the discipline hierarchy.**

Student Behavior Contract: Students with continual or serious behavioral problems may be required to sign a behavior contract with an administrator, with the parent or guardian also signing the agreement. Failure to fulfill the requirements of the contract will result in further disciplinary action, such as suspension.

No Contact/No Fight Contract: A school No Contact Contract is a written document used to acknowledge that a conflict exists between students, that one or more students' learning is impacted, and that both students are willing to take steps to stop their role in the conflict. The written document contains explicit instructions for how students can and cannot treat each other, and the consequences if the students choose to violate the agreement.

Detention: Teachers/Administration may assign a detention as a disciplinary consequence for minor classroom infractions or homework violations. These detentions are served with the teacher/administrator and are usually 15 minutes to one hour in length. Students are notified 24 hours in advance as to the time and date when they will serve. Failure to serve will result in additional consequences. Continued failure to show will result in a referral to the office.

After School Work Program (ASWP): Almeria implements an after school work program as a corrective disciplinary action. Students are responsible to communicate with their parents the time and date when given this consequence. Students will be sent a notice in the morning reminding them of their scheduled ASWP. Students are expected to report immediately after school to the administration office. Failure to report after school will result in additional consequences. Parents and or/ guardians are responsible to provide transportation if needed. A notification will be sent to parents each time ASWP is assigned.

Lunch Reflection: Almeria offers a midday reflection center for students as part of our discipline. Students will receive a notice in the morning reminding them of their scheduled day. It is the student's responsibility to arrive on time to their designated reflection room and to follow all directions of the adult in charge.

Peer Success Panel: The Peer Success Panel is a school-based program where students can reflect on their behavior and receive guidance from a group of their peers. While it doesn't determine guilt or innocence, the panel—made up of fellow Almeria students—offers thoughtful suggestions or tasks to help prevent the same behavior from happening again. The goal is to support positive change, not to punish. All discussions held in the panel are confidential.

When does a case go to the Peer Success Panel?

A case can go to the Peer Success Panel when:

1. A teacher, staff member, or principal refers the case.
2. The student admits they caused harm.
3. An administrator agrees the case is right for the panel.
4. The student and their parent agree to take part.

What are the goals of the Peer Success Panel?

- Help students take responsibility for their actions
- Help them understand how their actions affected others
- Give them ways to fix the situation
- Help them avoid repeating the same behavior

Parent Shadowing/Reverse Suspension: At times, in lieu of suspension, parents may be asked to shadow their child for part of or the whole day. This arrangement is made at the discretion of administrators only.

Citations: citations may be issued to students by the Fontana Unified School District School Police Department or the Fontana city Police Department for the following Penal Code violations:

- Fighting
- Vandalism/ Tagging/Graffiti
- Truancy
- Possession of a Weapon
- Possession of marijuana/drugs
- Possession or consumption of alcohol
- **The above list is not all inclusive of the infractions for student citation.**



Suspension and Expulsion

Some situations may warrant an automatic referral to administration for suspension and possible expulsion. The California Education Code of discipline will be the basis for determining the appropriate consequence. Students who are suspended are not allowed on campus during their suspension period.

Behavior Consequences & Suspension/Expulsion Education Codes

Parents, students, and staff should use this guide to understand potential consequences for various infractions and/or violations. This guide serves as a reference; final decisions are at the discretion of the administration. The consequences may vary based on investigation outcomes.

Parent contact may include phone calls, meetings, conferences, and/or intervention team discussions.

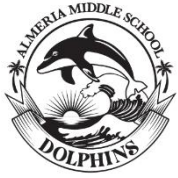
Ed. Code	Violation	1st Occurrence	2nd Occurrence	Additional Occurrences
48900 (a1)	Physical Injury (Fighting)	<ul style="list-style-type: none"> • Parent Contact • 2 Lunch Reflection Days • Restorative Conference • Reintegration Meeting • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • No Fight/No Contact Contract • 1 Day ALC • Restorative Conference 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Possible Citation/Expulsion • Reintegration Meeting
48900(a1)	Threats/ Intimidation	<ul style="list-style-type: none"> • Parent Contact • 2 Lunch Reflection Days • Restorative Conference • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 ALC Day • No Fight/No Contact Contract • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • MTSS Meeting • Possible Citation
48900 (a1)	Verbal Altercations	<ul style="list-style-type: none"> • Parent Contact • Conflict Resolution with School Counselor • Behavior Contract 	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Lunch Reflection Days • No Fight/No Contact Contract • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Suspension Days • 1 - 3 ALC Days • No Fight/No Contact Contract
48900 (a2)	Battery	<ul style="list-style-type: none"> • Parent Contact • Formal Restorative Conference 	<ul style="list-style-type: none"> • Parent Contact • 1 ALC Day 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Reintegration Meeting

		<ul style="list-style-type: none"> • 2 Lunch Reflection Days • Possible Citation 	<ul style="list-style-type: none"> • No Fight/No Contact Contract • Possible Citation 	<ul style="list-style-type: none"> • Multi-Tiered Systems of Support (MTSS) Intervention Meeting • Possible Citation
48900 (b)	Weapons	<ul style="list-style-type: none"> • Parent Contact • Restorative Conference • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 ALC Day • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Reintegration Meeting • Possible Arrest/Expulsion
48900 (b)	Dangerous Object	<ul style="list-style-type: none"> • Parent Contact • Formal Restorative Conference • 2 Lunch Reflection Days • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 ALC Day • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Reintegration Meeting • Possible Arrest/Expulsion
48900 (c)	Possession/ Under the Influence of Drugs	<ul style="list-style-type: none"> • Parent Contact • Recommendation for Alcohol and Other Drugs (AOD) Classes • 2 Lunch Reflection Days • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 ALC Day • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Reintegration Meeting • Possible Arrest/Expulsion
48900 (d)	Selling or Offering a Controlled Substance	<ul style="list-style-type: none"> • Parent Contact • Recommendation for Alcohol and Other Drugs (AOD) Classes • 2 Lunch Reflection Days • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 ALC Day • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Reintegration Meeting • Possible Arrest/Expulsion
48900 (e)	Robbery or Extortion	<ul style="list-style-type: none"> • Parent Contact • Formal Restorative Conference • 2 Lunch Reflection Days • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 ALC Day • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Reintegration Meeting • Possible Arrest/Expulsion
48900 (f)	Damage to School Property or Private property (including graffiti, tagging)	<ul style="list-style-type: none"> • Parent Contact • 2 Days of Lunch Reflection • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 ALC Day • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Reintegration Meeting • Possible Arrest/Expulsion
48900 (g)	Stealing, or attempting to Steal School or Private Property	<ul style="list-style-type: none"> • Parent Contact • 2 Lunch Reflection Days • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 ALC Day • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Reintegration Meeting • Possible Arrest/Expulsion
48900 (h)	Tobacco or Tobacco Products (Possessed, Used)	<ul style="list-style-type: none"> • Parent Contact • Recommendation for Alcohol and Other Drugs (AOD) Classes • 2 Lunch Reflection Days • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 ALC Day • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Reintegration Meeting • Possible Arrest/Expulsion
48900 (i)	Committed an Obscene Act or Engaged in Habitual Profanity or Vulgarity	<ul style="list-style-type: none"> • Parent Contact • 2 Lunch Reflection Days • Administration/Student/Parent Conference 	<ul style="list-style-type: none"> • Parent Contact • 1- 3 Days in ALC 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • MTSS Intervention Meeting

		<ul style="list-style-type: none"> • Possible Law Enforcement Notification • Recommendation for Expulsion only if combined with 48915 offense 		<ul style="list-style-type: none"> • Reintegration Meeting • Possible Citation
48900 (j)	Possession of Drugs/Under the Influence/Paraphernalia	<ul style="list-style-type: none"> • Parent Contact • Recommendation for Alcohol and Other Drugs (AOD) Classes • 2 Lunch Reflection Days • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 ALC Day • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Reintegration Meeting • Possible Arrest/Expulsion
48900 (k)	Classroom Disruption	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Lunch Reflection Days 	<ul style="list-style-type: none"> • Parent Contact • Parent Shadow Recommendation • 1 - 3 Days of ALC 	<ul style="list-style-type: none"> • Parent Contact • Parent Shadow Recommendation • 1 - 5 Days of ALC
48900 (k)	Defiance of Authority; Not Following Directions	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Lunch Reflection Days 	<ul style="list-style-type: none"> • Parent Contact • Parent Shadow Recommendation • 1 - 3 Days of ALC 	<ul style="list-style-type: none"> • Parent Contact • Parent Shadow Recommendation • 1 - 5 Days of ALC
48900 (k)	Defiance of Authority; No Show to Detentions	<ul style="list-style-type: none"> • Parent Contact • Reassign 	<ul style="list-style-type: none"> • Parent Contact • Document in Q 	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Days of Lunch Reflection
48900 (k)	Defiance of Authority; No Show to After School Work Program	<ul style="list-style-type: none"> • Parent Contact • Reassign 	<ul style="list-style-type: none"> • Parent Contact • Document in Q 	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Days of Lunch Reflection Days
48900 (k)	Noncompliance with school rules; Unauthorized use of cell phone/earbuds	<ul style="list-style-type: none"> • Parent Contact • Student may pick up item from the administration office at the end of the day 	<ul style="list-style-type: none"> • Parent Contact • Student may pick up the item at the administration office after 5 school days, unless picked up by parent or guardian 	<ul style="list-style-type: none"> • Parent Contact • Students may pick up the item after the administration office holds item for 10 school days, unless picked up by parent or guardian
48900 (k)	Noncompliance with school rules; Dress Code	<ul style="list-style-type: none"> • Parent Contact • Change clothes or wear school loaner 	<ul style="list-style-type: none"> • Parent Contact • 1 Lunch Reflection Day 	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Lunch Reflection Days
48900 (k)	Non-Compliance with school rules; Inappropriate laptop use	<ul style="list-style-type: none"> • Parent Contact • 1 - 2 Lunch Reflection Days 	<ul style="list-style-type: none"> • Parent Contact • 1 - 2 Days of Alternative Learning Center (ALC) 	<ul style="list-style-type: none"> • Parent Contact • 3 - 5 Days of ALC • Multi-Tiered Systems of Support (MTSS) Intervention Meeting
48900 (k)	Major Campus Disruption	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Lunch Reflection Days • Formal Restorative Conference 	<ul style="list-style-type: none"> • Parent Contact • Parent Shadow Recommendation • 1 - 3 Days of ALC 	<ul style="list-style-type: none"> • Parent Contact • Parent Shadow Recommendation • 1 - 5 Days of ALC • MTSS Intervention Meeting

48900 (l)	Receiving Stolen Property	<ul style="list-style-type: none"> • Parent Contact • 2 Lunch Reflection Days • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 Day of ALC • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Multi-Tiered Systems of Support (MTSS) Intervention Meeting • Reintegration Meeting • Possible Citation/Arrest
48900 (m)	Bringing a fake gun to school	<ul style="list-style-type: none"> • Parent phone call • 2 Lunch Reflection Days • Notify Law Enforcement 	<ul style="list-style-type: none"> • Parent phone call • 1 - 3 Days of ALC • Notify Law Enforcement 	<ul style="list-style-type: none"> • Parent phone call • 1 - 5 Days Suspension • Notify Law Enforcement • May require recommendation for expulsion if combined with EC 48915
48900 (n)	Sexual Assault or Inappropriate touching	<ul style="list-style-type: none"> • Parent Contact • Removal from the victim's class • No Contact Contract • 2 Lunch Reflection Days • May Contact Law Enforcement 	<ul style="list-style-type: none"> • Parent Contact • Mandatory Counseling • Sexual harassment and consent education • Restorative Justice Program • Behavior Intervention Plan • 1 - 3 Days ALC 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Possible Citation/Arrest
48900 (o)	Threatening Someone Who Spoke Up	<ul style="list-style-type: none"> • Parent Contact • 2 Lunch Reflection Days • No Contact/No Fight Agreement • Referral to School Counselor 	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Days of ALC 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension
48900 (p)	Selling Prescription Drugs	<ul style="list-style-type: none"> • Parent Contact • 2 Lunch Reflection Days • Contact Law Enforcement • Recommendation for Alcohol and Other Drugs (AOD) Program 	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Days of ALC • Weekly check-ins with counselor or administration • Law Enforcement Notification 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Law Enforcement Notification
48900 (q)	Hazing	<ul style="list-style-type: none"> • Parent Contact • 2 Lunch Reflection Days • Loss of Extracurricular Privileges • Recommendation to School Counselor • No Contact/No Fight Contract 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days ALC • Behavior Contract • Check-Ins with School Counselor • Restorative Meeting 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Notification to Law Enforcement • Reintegration Meeting
48900 (r)	Bullying	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Lunch reflection Days • May require administration/student/parent conference 	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 days of ALC • Possible citation 	<ul style="list-style-type: none"> • Parent Contact • 3 - 5 Days Suspension

		<ul style="list-style-type: none"> • May require notifying law enforcement 		
48900 (t)	Helping Someone Hurt Another Person	<ul style="list-style-type: none"> • Parent Contact • 2 Lunch Reflection Days • Loss of Extracurricular Privileges • Recommendation to School Counselor • No Contact/No Fight Contract 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days ALC • Behavior Contract • Check-Ins with School Counselor • Restorative Meeting 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Notification to Law Enforcement • Reintegration Meeting
48900.2	Sexual Harassment	<ul style="list-style-type: none"> • Parent Contact • 2 Lunch Reflection Days • Formal Restorative Conference • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 Day of ALC • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days of Suspension • 1- 3 Days of ALC • Possible Citation
48900.3	Hate Violence	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Days ALC • Contact Law Enforcement 	<ul style="list-style-type: none"> • Parent Contact • Contact Law Enforcement • 1 - 3 Days Suspension 	<ul style="list-style-type: none"> • Parent Contact • 1- 3 Days Suspension • Contact Law Enforcement • Recommendation for Expulsion
48900.4	Threatening Teachers or Students	<ul style="list-style-type: none"> • Parent Contact • 1 - 3 Days ALC • Contact Law Enforcement 	<ul style="list-style-type: none"> • Parent Contact • Contact Law Enforcement • 1 - 3 Days Suspension 	<ul style="list-style-type: none"> • Parent Contact • 1- 3 Days Suspension • Contact Law Enforcement • Recommendation for Expulsion
48900.7	Making Dangerous Threats	<ul style="list-style-type: none"> • Parent Contact • 2 Days of Lunch Reflection • Formal Restorative Conference • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 Day of ALC • Possible Citation 	<ul style="list-style-type: none"> • Parent Contact • 1 - 5 Days Suspension • Reintegration Meeting • Possible recommendation for expulsion • Possible citation/arrest



Uniform Complaint Procedures

UNIFORM COMPLAINT PROCEDURES (UCP) ANNUAL NOTICE 2024-2025

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

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

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

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

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

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

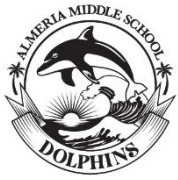
Complaints within the scope of the Uniform Complaint Procedures are to be filed with the person responsible for processing complaints:

Equity Office
Associate Superintendent, Student Services
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000, ext. 29194
TITLEIX@fUSD.net

Title IX Officer
Executive Director, Certificated Human Resources
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000, ext. 29045
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.



Section 504 Plan Procedural Guidelines

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 non-disabled 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.

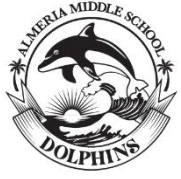
Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have many specific rights that are not available to students who are eligible solely under Section 504. It is the 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 the 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.
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 you're 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, Alternative Education; 9680 Citrus Avenue; Building B; Fontana, CA 92335; (909) 357-5000, ext. 29077) within 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 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, CA 94102



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: Mark Shaloub, Director, Online Learning and Alternative Programs, at 9680 Citrus Avenue, Fontana, CA 92335 (909) 357-5000, extension 29077 504Coordinator@fUSD.net.



Bullying Policy

Policy 5131.2: Bullying

Status: ADOPTED

Original Adopted Date: 10/02/2013 | **Last Revised Date:** 06/20/2018 | **Last Reviewed Date:** 06/20/2018

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

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

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.



Board Policy 5145.7 Sexual Harassment

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

Disciplinary Actions

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

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

Record-Keeping

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



Title IX Sexual Harassment Complaint Procedures

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 parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence.
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process.

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

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

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

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

Written Decision

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

After the investigative report has been sent to the parties but before reaching a determination regarding

responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

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

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

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

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

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

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

Appeals

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

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

the outcome

4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

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

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

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

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

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

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be non-disciplinary 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.

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

	<p align="center">BRITANNICA SCHOOL</p> <p>Go to www.fusd.net > For Students > Britannica School> Middle Research database topics, citations</p> <p>Home Access</p> <p>Username: FUSDlibrary</p> <p>Password: Fontana1!</p> <p>Suggested Learning Level: Middle</p>
	<p align="center">GALE DATABASE</p> <p>Go to www.fusd.net > For Students > Gale Database</p> <p>Research database topics, save research highlights and notes, citations and bibliography</p> <p>Home Access</p> <p>Password: fusd</p> <p>(Log-in page will say Fontana Unified School District)</p> <p>Suggested Databases: Research in Context (Basic Research), Student Resources in Context (Basic Research), Biographies, Opposing Viewpoints</p>
	<p align="center">PROQUEST</p> <p>Go to www.fusd.net > For Students > ProQuest</p> <p>Research database topics, citations</p> <p>Home Access</p> <p>ID: FUSDlibrary</p> <p>Password: Fontana1!</p> <p>Suggested Databases: Discoverer (Basic Research), Knowledge Source (Pro/Con Issues), CultureGrams (Maps & Facts)</p>
	<p align="center">TEACHINGBOOKS.NET</p> <p>Go to www.fusd.net > For Students > TeachingBooks</p> <p>Access lessons, activities and resources for classroom novels</p> <p>Home Access: No password necessary if accessed through fusd.net student portal</p>
	<p align="center">WORLD BOOK ONLINE</p> <p>Go to www.fusd.net > For Students > World Book</p> <p>Research database topics, research tips and citation builder.</p> <p>Home Access</p> <p>ID: fontana</p> <p>Password: fusd</p> <p>Suggested Databases:</p> <p>Student (Basic Research & Citation Builder), Timelines (Interactive Historical Timelines), Discover</p>