Beech Avenue Elementary School
2025-2026
Parent/Student Handbook

9206 Beech Ave
Fontana, Ca. 92335
(909) 357-5060

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: Carol Tomeo, Executive Director, Certificated Human Resources, at 9680 Citrus Avenue, Fontana CA 92335 (909) 357-5000 extension 29045 or TitleIX@fusd.net; and 504 Coordinator Mark Shalhoub, Director, Online Learning and Alternative Programs, at 9680 Citrus Avenue, Fontana, CA 92335 (909) 357-5000, extension 29086 or 504Coordinator@fusd.net.

WELCOME TO BEECH AVENUE ELEMENTARY SCHOOL

Welcome to the 2025–2026 school year at Beech Avenue Elementary—where we Show Up and Shine every single day!

We are thrilled to begin another year of learning, growth, and community. At Beech Avenue, we believe in the power of showing up—not just in attendance, but in spirit, effort, and heart. When our students show up, they shine—and together, we make our school a place where everyone belongs and thrives.

This year, we continue to build on the strong foundation of our PBIS program, proudly teaching and modeling the 6 Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Our commitment to these values helped us earn Silver recognition for our Tier I implementation, and we are proud and excited to be recognized as a 2025 California Distinguished School.

We are also entering our third year of our Writing Revolution, where students write every day in every subject. This powerful practice has led to significant growth in ELA and has been featured at a national level in an Impact in Action article by the National Center for Education and the Economy (NCEE). Our students are not only shining in literacy—they are excelling in math and beyond, thanks to the dedication and passion of our incredible teaching team.

At Beech Avenue, we are not a “come when we call you” school—we are a community. We believe that we are stronger together, and we are committed to making every family feel welcome, valued, and connected. Regular school attendance is critical to student success, and we will be celebrating and supporting it all year long. Please make every effort to ensure that your child is in school every day; every day on time; and every day all day to the extent possible.

We are so excited to partner with you on this journey. Let’s make this year one where every student shows up, shines brightly, and reaches new heights.

Warmest regards,

Michele L. Mower
Principal, Beech Avenue Elementary

School Mission:

At Beech Avenue Elementary School, we recognize that parents, educators, and the community are integral parts of a child’s educational experience. It is our collective responsibility to support learners as they strive to fulfill their potential in an atmosphere of acceptance, respect, and high academic expectations. Our daily mission is to create and sustain a learning environment in which students are RESPECTFUL, RESPONSIBLE & SAFE, and that they persevere to meet their academic, social and emotional goals. We strive to provide the right instruction for the right student at the right time so that we can focus all that we do on what matters most…learning.

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FONTANA UNIFIED SCHOOL DISTRICT
2025-2026 SCHOOL CALENDAR

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

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

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

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

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

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

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

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

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

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

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

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

SCHOOL DAYS

WEEKENDS/VACATIONS

HOLIDAYS (NO SCHOOL)

N — NEW TEACHER ORIENTATION

PD — PROFESSIONAL DEVELOPMENT (Non-Student Attendance Day)

MD — MEMBER DIRECTED DAY (Non-Student Attendance Day)

AUGUST
6 First Day of School – All Grades

SEPTEMBER
1 Holiday – Labor Day (No School)

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

DECEMBER
22-31 Winter Break (No School)

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

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

MARCH
23-27 Spring Break (No School)

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

JUNE
19 Holiday – Juneteenth (No School)

ALL SCHOOLS MINIMUM DAYS
Wednesday each week

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

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

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

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

Board Approved: 9/25/24

SCHOOL POLICY AND PROCEDURES

GENERAL NOTICES:

School Hours

The school campus is open to students at 7:15 a.m. and supervision on the playground is provided for students in grades 1-6 and in the cafeteria for Kindergarten students. Students will line up in preparation for school at 7:40 a.m. Instruction begins at 7:45 a.m. All entry gates will be locked promptly at 7:45 a.m. Students arriving late to school must enter through the front office. Children may not leave the school grounds during the school day without parent/guardian accompaniment and the approval of the school. The end of the school day is 2:20 p.m. (11:50 p.m. Wednesdays), at which time students are expected to go directly home. Students should not go home with a friend without the parent/guardian's knowledge. If there is a change in your child's pick-up schedule, please communicate that to your child before they arrive at school that morning, as we are not permitted to communicate such telephone messages to students. There is no way to verify the identity of the caller and we will not place students in a potentially unsafe situation. Should you have an emergency and will need to communicate a change in dismissal routines to your child, please come to the front office so that our staff can assist you.

ATTENDANCE PROCEDURES:

Absences

Students are expected to be in their seats and ready to learn at 7:45 a.m. everyday. In the event that your child will be absent, please telephone the school office at (909) 357-5060 to report the absence. Should your child be ill, it is recommended that you submit a doctor's note to the front office to excuse the absence. Please note that a student is considered chronically absent from school when he/she is absent for ten percent or more of the days since enrollment. Chronic absenteeism has a negative impact on a child's education. **Chronic absenteeism will result in a SARB (School Attendance Review Board) referral.**

Tardies

Students who are tardy must report to the Attendance Clerk in the front office. Parents should be aware that if a student is tardy in excess of thirty minutes on three or more days during the school year, and such tardiness is not excused, it shall be classified as a truancy and shall be reported to the Department of Child Welfare and Attendance and to the parent. **Continuous tardies may result in a SARB (School Attendance Review Board) referral.**

Early Dismissal

Students who leave the school before the regular dismissal time of 2:20 p.m. (11:50 a.m. Wednesdays) must be checked out through the office with proper parent/guardian identification. We will not dismiss a child early by a telephone call. In addition, students will not be dismissed less than 30 minutes before the end of the instructional day, unless it is an emergency. Please schedule appointments during school breaks time or on Wednesday afternoons. Early dismissal will be noted in the student's attendance record.

Independent Study

If your child is going to be absent for three days or longer for reasons other than illness, please inquire about an Independent Study plan. Students will receive classroom work that must be completed and submitted upon returning to school. Students will be credited for absences if the assigned work is completed in its entirety.

Saturday School

Students are given the opportunity to make up absences during Saturday School and still qualify for perfect attendance recognition. However, please understand that the Saturday School curriculum is not intended to replace instruction in the regular classroom. When students are absent during the regular school day, they miss out on learning critical grade-level concepts and risk falling behind. Absences incurred after March 28 are not eligible for recovery.

Perfect Attendance

Perfect means perfect. In other words, students must have zero absences and zero tardies to be recognized as having perfect attendance. Please remember that Independent Study does not qualify for perfect attendance, as the school calendar provides ample opportunities for vacations throughout the year without having to miss school.

BEHAVIOR EXPECTATIONS:

We believe that a safe and orderly campus is essential for learning. It is an expectation that students conduct themselves in a respectful, responsible and safe manner. All students must comply with school rules and be accountable for their conduct.

As a school, we believe that

- All members of the Beech Avenue Elementary School community, including students, parents and staff are responsible for maintaining a safe, secure and productive learning environment for all students.
- We have high expectations for student behavior at Beech Avenue Elementary School. We expect all students to show respect and consideration for other students and staff. We expect all staff to treat students with respect and dignity, and to teach appropriate behavior.
- We believe parents are an integral part of our behavior management decisions. Parents are expected to cooperate with and support staff.

General School Rules

1. Be **RESPECTFUL** – Students will demonstrate respect for self, others and the school environment.
2. Be **RESPONSIBLE** – Students will be present, productive, persistent, and prepared to learn.
3. Be **SAFE** – Students will use kind words and actions to ensure the safety of all.

The school offers a program prescribed by the Board of Education to prepare students for citizenship and to create an awareness of the individual's responsibility for his/her own actions in accordance with the rules of socially accepted behavior.

Our code of conduct focuses on prevention of misbehavior. When students do not meet the school's code of conduct, they are held accountable for correcting their behavior through appropriate interventions.

As a reminder, Beech Avenue Bruins are expected to conduct themselves in a respectful, responsible, and safe manner while in the community:

Students who walk to and from school

- Use only designated walkways or crosswalks
- Obey crossing guards
- No trespassing on other people's property
- Go directly home after school unless parental permission is given to remain after school and adult supervision is available
- Do not harass other students or people in the neighborhood going to and from school
- Walk in groups or with a buddy

Bus riders

- Listen to the bus driver at all times
- Wait at bus stop in an orderly manner
- Remain seated while the bus is in motion
- Refrain from eating or chewing gum on the bus
- Keep your hands to yourself
- Avoid loud talking or shouting on the bus

*****Failure to comply with bus rules will result in permanent removal from the bus. Parents will be responsible for arranging alternate transportation.**

Things to Keep At Home

-Weapons or simulated weapons may **never** be brought to school. These include, but are not limited to, replica guns (i.e., toy guns), pellet/BB guns, knives, razor blades, explosives (i.e. fire crackers, caps), lighters, laser pointers.
-Toys, video games or other similar items are not allowed at school.
-Animals must not be brought onto school grounds.

Consequences of Student Misconduct

Students who become involved in misconduct while under the jurisdiction of the school shall be subject to appropriate disciplinary actions. When appropriate, alternative methods of discipline are used with the purpose of making a positive change in the student's behavior. Depending upon the nature of the misconduct, one or more of the following options may be exercised:

Possible Action	Parent Contact	Record
Verbal warning & conference with staff	None	None
Time out	Possible telephone call or note sent home	Incident noted
Recess intervention	Telephone call or note sent home	Incident noted and informally

		documented
After-school intervention, referral to administration	Telephone call home with 24 hour notice prior to detention. Teacher may also initiate parent conference.	Referral made to administration. Formally documented.
Suspension from class & exclusion from special events*	Telephone call home. Parent phone conference. Suspension form sent home.	Referral made to administration. Formally documented.
Suspension from school**	Telephone call home. Mandatory parent conference at school. Student sent home with parent and suspension form.	Referral made to administration. Formally documented on student's cumulative file.
Expulsion from school or transferred to alternate program***	Letter Mailed Expulsion Hearing	Complete record of action taken by District Office.

* Student may be excluded from field trip or any other event for safety reasons.
* Suspension from class by the teacher is limited to one school day. Students suspended from class will be assigned to another class.
** Suspensions from school are limited to 5 school days for each offense and are limited to a total of 20 school days per year; students who exceed 20 school days shall be recommended for expulsion. A serious violation of school rules may result in suspension without other means of correction.
**Suspension from class or school by the teacher or principal, are authorized only for specific offenses, as listed in the Education Code 48900a-v, 48900.2,3,4,5,6,7.
***Expulsions are authorized under Education Code 48915

BICYCLE PROCEDURES:

The Board of Education expects students who ride bicycles to and from school to consistently wear bicycle helmets in accordance with California law, observe traffic and other safety laws and rules, and display courtesy toward drivers of motor vehicles, other bicycle riders, and pedestrians. Students in grades K-3 are not allowed to ride bicycles to school under any circumstances.

Beginning in Grade 4, students may ride a bicycle to and from school. Parents must sign a permission slip authorizing students to ride their bicycles. The office will issue the student a bicycle pass once upon receipt of a completed permission slip. The school and the district shall not be held responsible for the safety of students who ride bicycles to and from school. Students who ride bicycles to school shall be required to park them in an area designated by the school principal and shall be encouraged to use bicycle locks. The district shall not be responsible for lost, stolen, or damaged bicycles or safety helmets.

CAFETERIA SERVICE:

Beech Avenue Elementary School participates in the National Schools Breakfast and Lunch Program. A well-balanced breakfast and lunch will be offered to all students free of charge. State regulations require that students must independently select items, including milk, an entrée, as well as fruit/vegetables. Breakfast/lunch menus are available online at www.fusd.net. Proper conduct is expected and required of all students in the cafeteria. Children who misbehave in the cafeteria are subject to disciplinary measures.

CLASSROOM VISITATION:

You are welcome to visit the school when it is in session. However, it is necessary to have guidelines so that your visit does not interfere with the education of your child or that of his/her peers. It is customary to contact your child's teacher to establish a mutually convenient time prior to your visit. Be sure to sign in at the front office when you arrive. If you need to conference with the teacher, please schedule an appointment after the visit so the teacher can honor confidentiality and dedicate attention and time address your questions, comments and/or concerns.

DRESS CODE:

All staff members are expected to actively enforce the dress code policy. Violators or possible violators are to be referred to the office. Dress code for students in grades K-12, Article 5, and Section 5326.1 of the Fontana Unified Board Policy states:

Dress and Grooming: Restrictions on the freedom of student dress shall be imposed whenever the mode of dress in question is unsafe either for the student or for those around the student, is disruptive to school operations and the education process in general or is contrary to law.

Student Dress Code Standards: The Governing Board of the Fontana Unified School District believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. Clothes shall be sufficient to conceal undergarments at all times.

Pants/Shorts/Culottes/Skirts/Jumpers: Students may wear pants, shorts, culottes, skirts, dresses or jumpers. Clothing must fit at the waist and must not be more than one size too large. If belts are worn, they must not be more than one size too large. Walking shorts and skirts must be mid-thigh length or longer.

Jogging shorts or bicycle shorts are not acceptable. Leggings and tights are acceptable only under skirts, shorts or culottes.

Shirts/Blouses: Students are encouraged to wear shirts and blouses tucked into their pants, shorts, culottes or skirts. Oversized shirts or blouses that are too long are not acceptable because it presents a safety hazard when students are playing. See-through or fishnet fabrics, halter tops, bare midriffs or tank tops are not acceptable.

Sweaters/Sweatshirts/Jackets/Coats: Sweaters, sweatshirts, jackets and coats may be any style or color. Jackets and coats must not have writing or pictures that are sexually suggestive, derogatory, profane, gang-related, insulting or can be construed to have a "double meaning" or which advocate the use of drugs or alcohol. Athletic team jackets that display emblems that could become disruptive to school operations and the educational process are not acceptable.

Shoes: Shoes must be worn at all times, may be any color and should be appropriate for school activities. Sandals must have heel straps and toe straps. Thongs, backless shoes, backless sandals, bedroom slippers, moccasins, footsies or high heels are not acceptable.

Hats/Caps: Students may wear hats or caps to school, as long as the writing on them is appropriate and not reflective of gang affiliation. Students will remove hats and caps at flag ceremonies and inside classrooms or buildings. Students may not trade or share hats or caps.

Jewelry: Large hoop earrings or spikes are not permitted for student safety.

Special Comments: Classroom/grade level/school activities will be announced prior to the special events. Students may wear special clothes when they participate in these activities. Clothing should be suitable and comfortable for normal school activities. Health and safety are guides to acceptable school attire.

Students are permitted to wear buttons, armbands or other accouterments to exercise the right to freedom of expression as provided by Ed. Code 48907, unless the button, armband or other accouterment signifies or is related to gangs, gang membership, or gang activity as provided by Ed. Code 35183.

"Dress should be appropriate for normal school activities; it should reflect pride and respect. Health and safety are guides to acceptable school attire. It is the responsibility of all employees to adhere to and enforce the Dress Code."

ELECTRONICS POLICY:

Students are not allowed to use personal electronic devices, or any other item not necessary for classroom instruction, while at school. Cell phones/smart watches are not to be used during the instructional day and must remain in the "off" position and placed in the student's backpack while at school. **IF THESE ITEMS ARE BROUGHT TO SCHOOL AND ARE LOST OR STOLEN, THE INCIDENT WILL NOT BE INVESTIGATED.** Beech Avenue will use the following disciplinary actions for any and all electronic devices:

1st Offense	Confiscate device & turn it into the office Student can pick up at end of day Logged into discipline screen Parent/Guardian contact by teacher
2nd Offense	Confiscate device & turn it into the office Logged into discipline screen Parent/Guardian must pick up from office staff
3rd Offense	Confiscate device & turn it into Administration/School Police Logged into discipline screen Parent/Guardian must pick up Administration/School Police Cell phone privileges revoked

FOOD ITEMS:

Students can bring healthy, individual-sized snack items to eat during their lunch/recess periods. Family sized packages will be confiscated and sent home with students. For safety reasons, students are not to share their food items with others. Candy/gum is not permitted on campus. Food items for the purposes of classroom celebrations must be pre-approved by the classroom teacher. Families are more than welcome to send non-food items to school for celebration purposes. Items must meet criteria for school safety.

HEALTH and WELFARE:

Emergency Information

You are urged to keep the *School Emergency Information Card* up-to-date. **Please notify the school immediately when your address or phone number has been changed.** It is of utmost importance that we have your contact information or that of a relative, friend, neighbor, or landlord. If we are unable to reach you in an emergency situation, the police will be notified to assist in getting proper emergency care. No child will be sent home in the absence of parents. If a medical emergency appears serious in nature, the school will notify 9-1-1 and an ambulance will be called. Parents will assume financial responsibility for this medical assistance.

Health Services

Each school is assigned a permanent Health Clerk who attends to minor injury/illness. A School Nurse is on call for emergencies only. Students are to notify a teacher or staff member immediately should an injury occur. In the event of an injury or sudden illness at school, emergency/first aid treatment will be administered to the child, and the parent/guardian will be notified immediately. Since the school does not have facilities or staff to care for sick children, a child not well enough to participate in the classroom may **not** remain at school (i.e. fever, vomiting). This is not only in the best interests of your child but serves as a protection for other children as well. Parents should make prior arrangements for someone to transport and care for their child if such a situation should arise.

Medications

Parents/Guardians are to notify the health office about serious health concerns and regularly prescribed medication. Legislation prohibits schools from administering medication to students without a medical statement from a physician. In order to administer medication to any child a form, "Administration of Prescribed Medication for Pupil", must be filled out by the child's physician and be on file in the school office. Forms are available upon request. All medications must have a prescription label.

HOMEWORK:

Homework is an important part of the educational program of the Fontana Unified School District. Homework in the elementary years should provide practice, review and/or enrichment of concepts or skills introduced by the classroom teacher. Your child's teacher will provide information for you regarding his/her homework requirements. Parents are encouraged to provide an appropriate space and a quiet time conducive to the completion of homework each evening. When children do not have assigned homework, they should be encouraged to spend a block of time reading and practicing basic math facts (+/-, x/÷).

INCLEMENT WEATHER:

Inclement weather may be called during the school year due to rain, high winds, extreme temperatures, or smog alerts. At such times, the Inclement Weather Schedule will be in effect and students will be kept indoors during recess. Students will be provided the opportunity to use the restroom facilities, drink water, and engage in indoor recess activities.

INSURANCE:

Although Beech Avenue exercises care to prevent accidents, neither the school nor the District can assume responsibility for accidents or injuries to students. Parents are encouraged to carry personal insurance coverage. Insurance coverage information is available through the District's Child Welfare and Attendance office.

INTERNET USE:

As part of the Fontana Unified School District, both students and parents need to understand the nature and implications of Internet usage. District rules and guidelines set forth are to ensure the safety of all students while using the Internet. You may request a complete copy of this policy by calling (909) 357-7600 or visiting FUSD's website at www.fusd.net

LOST AND FOUND:

Please mark student's clothing, such as sweatshirts with your child's name in order to assist us in returning the item to your child. All lost items found on campus will be put in our lost and found located outside the cafeteria. Items not claimed by the end of the year will be given to charity.

PARENT CONFERENCES:

Parent conferences are held for all students during the first semester. Parents/guardians are strongly encouraged to attend. It is critical that everyone work together to best meet the needs of our students. Additional conferences with teachers may be arranged by calling the school at 909-357-5060. Conferences with the school administration may also be arranged by calling the school office. Protocol is for parents to address questions, comments and/or concerns directly with the teacher prior to requesting intervention from the site administration.

PARENT ORGANIZATIONS AND COMMITTEES:

PTSA

Beech Avenue Elementary School has an active Parent Teacher Student Association (PTSA) that supports a variety of school programs/initiatives. All parents are highly encouraged to get involved with Beech Avenue's PTSA. PTSA meetings are open to the public. Please check in the office for a schedule of meetings.

School Site Council

The Beech Avenue School Site Council includes school community members (parents and school staff) who are elected by their peers to represent their stakeholder group. The council meets several times a year to analyze data, develop the Single Plan for Student Achievement and approve the allocation of school funds. The council is also tasked with evaluating the plan's effectiveness and to recommend actions to ensure all students' needs are being met. School Site Council meetings are open to the entire school community. It is vital that we have parent involvement and participation. We encourage any interested parents to join us.

English Learners Advisory Committee (ELAC)

This committee is composed of parents and school staff. The committee advises and assists in planning an appropriate educational program to meet the needs of students with limited English proficiency. The committee also serves as a liaison between the school and the parent community.

Volunteers

Volunteers are very much wanted and appreciated. Beech Avenue Elementary School needs family and community members to volunteer in the classrooms, library, on field trips, etc. Volunteers may help students with their academic subjects, enrichment activities or make educational games/instructional materials for classroom use. A volunteer may have special talents that will supplement the school curriculum and enrich our instructional program. Please contact your child's teacher or the office if you are interested in volunteering your services. We welcome you to share your talents and expertise with us. Please note that FUSD requires that all volunteers be screened and provide evidence of a clear TB test prior to volunteering in the school. The school office can provide interested volunteers with the appropriate paperwork to initiate the process. Additionally, site guidelines have been established to honor our learning environment:

1. Please sign in and out at the office anytime you are volunteering and obtain a visitor's badge.
2. Volunteers must be under the direct supervision of a credentialed teacher when in contact with children.
3. Please avoid questions or discussions about your child while volunteering in the classroom.
4. Small children are not allowed to accompany parents while volunteering at school.

REPORT CARDS/PROGRESS REPORTS:

Parents are notified of their student's academic progress four times each year, offering parents one progress report and one report card each semester. Progress and report cards are mailed home to the address that is on file for your student. In the event that you have moved, please update your address in the front office. In addition to progress/report cards, parents have access to Q-Parent Connect online. This is a current reflection of your child's academics, behavior, and attendance. Should you have questions or concerns about your child's progress, please schedule a conference with the classroom teacher.

RETENTION (AB 1629 & AB 1639):

California has two laws that affect whether students will move to the next grade or retained at their current grade level. Assembly Bills 1629 and 1639 require school districts to identify students who are performing below grade level and to provide extra instruction to promote mastery of grade level standards. Those students who still do not meet grade level standards after receiving extra instruction will repeat the grade. If your child is at risk of having to repeat a grade, you will receive notification from the student's teacher and will meet with the school principal prior to the end of the current school year.

In the Fontana Unified School District, this will affect students in grades K-8. Students in Kindergarten through Grade 3 will be at risk for retention if they do not meet standards in English Language Arts. Elementary students in Grades 4 and 5 will be at risk if they do not perform to standards in English Language Arts <u>and</u> Math. We will measure student performance using a variety of assessments, class work, and student grades. A student <u>may</u> be exempt from retention if they have been previously retained, are in Special Education, or are a designated English Learner level 1 or 2. Students may be retained once in grades 1-3 and once again in grades 4-6. A student who will be retained in Kindergarten, must have a Kindergarten Continuation Agreement form signed by the parent/guardian. Any other student may be retained per the recommendation of the classroom teacher. Parent, teacher and administration will work together to make the best retention/promotion decision for the student. If a parent disagrees with a retention decision, they may appeal to the district.

SCHOOL SAFETY:

Campus Security Surveillance
There are strategically placed surveillance cameras on school grounds. Cameras are monitored by school police and district/site administration. Signs are posted informing the public that the school is monitored using cameras.

Disaster Preparedness
Each school in Fontana Unified School District is required to have a disaster plan in readiness in the event of a major emergency such as an earthquake, flood, fire, chemical spill, etc. Students would remain at school and would be released only to a parent or other persons listed on the registration card. Each year, the school sends home a registration form asking parents to update and list the persons allowed to pick up their children. Be sure you return this information to school. It is imperative that you notify the office when changes are made to your phone numbers or emergency contacts. In the event of an actual emergency, your child will only be released to an individual (s) listed as emergency contacts.

Dismissal
All grade levels have designated dismissal gates. Parents must pick up each student at their designated dismissal gates, as all students will be dismissed by their classroom teachers. This is to ensure the safety of all students. Parent cooperation and understanding is expected.

Lockdowns
In the event of police activity in the local community or on school grounds, school police and site administration will call a lockdown. In the event of an actual lockdown, students and staff will take immediate action to guard against harm. The school police, working in conjunction with local law enforcement, will secure the perimeter of the school and assume responsibility for communicating with the public regarding the status of the lockdown **once it is safe to do so**. The school will not disseminate information to the public during or after the lockdown situation; the school police department will provide parents and the community with relevant information. Please direct all questions or concerns to the Fontana Unified School District Police Department.

Safety Drills
Throughout the course of the year, safety drills are scheduled and practiced on a monthly basis in conjunction with school police. Staff and students are trained to respond in the event of a natural disaster, fire, or an armed intruder. It is imperative that everyone understands the necessary and timely procedures should we be placed in a compromised situation.

Visitors
Beech Avenue Elementary School is a closed campus. Visitors must check in at the office and be granted authorization to be on school premises. All visitors must wear a visitor's badge that is visible to staff and students. It is the expectation that all visitors go directly to the location to which they have requested access. Unauthorized visitors or those in violation of stated expectations are subject to consequences set forth by local law enforcement agencies.

STUDENT RECOGNITION:
Students are recognized throughout the year for achievement in academics, attendance, and behavior. Awards assemblies are held throughout the year to recognize students for their academic efforts. Students who have shown outstanding behavior based on our Six Pillars of Character and those who have perfect attendance are recognized on a monthly basis.

TEACHER QUALIFICATIONS:
Your child is attending a school that receives Title I federal funds through the Elementary and Secondary Education Act (ESEA). This Federal law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

1. The type of state credential or license that the teacher holds.
2. The education level and subject area of the teacher's college degree(s).

In addition, if a paraprofessional (teacher's aide) provides services to your child, you may also request information about his or her qualifications. Many paraprofessionals have two years of college, and others have passed a test that verifies their qualifications.

If you would like this information, please contact the school office at **(909) 357-5060.**

SCHOOL PROGRAMS AND SERVICES

COUNSELING:
Students have access to the School Counselor throughout the school day. Parents are welcome to request school counseling services for their child by contacting the office and requesting to speak with the School Counselor.

DISTRICT ENDORSED ACTIVITIES:
Students are offered the opportunity to participate in activities such as Spelling Bee, Math Field Day, and Battle of the Books.

GIFTED AND TALENTED EDUCATION (GATE):
Students who have been identified as Gifted and Talented will receive specialized instruction to meet their individualized needs. This will include differentiated instruction in their classrooms and enrichment activities (site and district endorsed). FUSD is committed to offering parents the opportunity to learn about GATE through district advisory meetings and conferences.

LIBRARY:
Beech Avenue Elementary School has a library which is an integral part of our student's instructional program. It is staffed with a full-time Library Specialist. The library is a friendly place for students and faculty to study, locate materials, do research and read for pleasure. The library is open to students before and after school in addition to their regularly scheduled library period. It is also available on a limited basis during recess and lunch periods.

LITERACY BUDDIES & PEER SUPPORT:
Students across grade levels are paired to foster literacy skills and to build positive social relationships amongst our students. Our 6th grade students serve as mentors to our Kindergarten, allowing them to develop a bond with one another while promoting the love for reading. Additionally, Grade 5 students serve as peer tutors before school in the cafeteria. Tutoring sessions are open to any student requesting support.

MORNING MEETINGS:
Per the established schedule, each teacher/class will be responsible for leading the meetings throughout the course of the year. The meeting will include leading the Pledge of Allegiance and the Beech Avenue Bruin pledge and establishing a school-wide goal based on the monthly pillar. Other Social Emotional skills are taught as agreed upon by school teams.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS):
One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, cafeteria and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

SPECIAL EDUCATION:
The Resource Specialist Program (RSP) and Designated Instructional Services (DIS) - Speech and Language programs provide support to students who meet specific criteria as defined in the Individuals with Disabilities Education Act (IDEA). Questions about Special Education Services may be directed to the School Psychologist, Resource Specialist, Principal, or Assistant Principal.

STUDENT SUCCESS TEAM (SST):
The SST is a group of teachers and support providers who meet regularly to review the academic, social/emotional and behavioral progress of students who are referred by teachers or parents. The SST makes recommendations for program modifications and/or interventions. Whenever a student is referred to SST, the teacher completes an extensive report on the student's progress and presents it to the team. Parents and students are invited to SST meetings to provide input and to participate in the intervention process. Students who are not meeting grade level standards will be provided intervention within the school day.

STUDENT LEADERSHIP TEAM:
Students in grades 4-6 are nominated to represent their peers on our Student Leadership Team. Students are responsible for developing, assisting and supporting various school programs and events including, but not

limited to school spirit days and Read Across America. They also serve as student ambassadors, greeting visitors to our campus and welcoming new students to our school.

STUDENT MONITORS:

Students in grades 4-6 are assigned to school monitor positions. You will notice our students greeting families and students in the front office, helping Kindergarten students in the cafeteria, watering plants, and monitoring hallways for student safety. The students take great pride in their ability to contribute to a positive and productive learning environment.

SUPPLEMENTAL ONLINE PROGRAMS:

Accelerated Reader is a computer-based reading and goal setting program supported by the school site. Additional web-based instructional software may be available for your child through the www.fusd.net Student Portal. These programs can be accessed from a home or library computer with a username and password. Please see your child's classroom teacher for usernames and passwords.

TITLE I PROGRAM:

All students will be offered intervention/acceleration based on their individual learning needs four times per week. In addition to the core instructional program (Tier 1), the master schedule delineates a designated time during which differentiated instruction will be delivered by grade level teachers (Tier 2), Learning Center Staff (Tier 3), and Resource Specialist (Special Education). During the intervention block, students will be grouped strategically to address literacy and numeracy needs. It is expected that students will be offered an alternative to core instruction and will be progress monitored bi-weekly to ensure mastery of learning objectives. Student groupings are intended to be flexible and allow students to enter/exit learning groups based on their individual performance.

In the event that students are not making adequate progress toward goals within Tier 1 and Tier 2 settings, they are referred to the Learning Center for intensive intervention once SIT (Student Intervention Team) 1 and 2 plans have been developed by the grade level outlining interventions provided and documented outcomes of those actions.

Within the Learning Center, at-risk students are offered daily targeted support and are progress monitored weekly. In the event that students are not making adequate progress toward goals in the Learning Center, they are referred to the Problem Solving Team. The team consists of the site SIT coordinator, Learning Center staff, Speech and Language Pathologist, School Psychologist, and Administration. The team brainstorms and recommends response pathways: alternative interventions/monitoring, additional interventions/monitoring, referral to our SERT (Special Education Review Team) for assessment.

Title I Programs require stakeholders to sign a Home-School Compact that delineates the roles and responsibilities each has in supporting student achievement. Beech Avenue Elementary School reviews our Home-School Compact at our annual Back-to-School Night.

FUSD POLICY AND PROCEDURES

AR 5145.71 TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES:

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 par□es involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

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

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence

5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

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

Investigation Procedures

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

1. Provide an equal opportunity for all parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evident

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 mee□ng 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 no 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 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 investigators(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 conduct on others

4. Positive behavior support

5. Referral of the student to a student success team

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

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

Record-Keeping

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

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

2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances

3. All materials used to train the Title IX Coordinator, investigators(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.

BP 5145.7 SEXUAL HARASSMENT:

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

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

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

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

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed instances of sexual harassment even when the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of as sexual harassment complaint continues

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

Disciplinary Actions
Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, Board Policy Manual Fontana Unified School District 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. 2

BULLYING POLICY:

FONTANA UNIFIED SCHOOL DISTRICT

Legal Notice for Pupils and Parents/Guardians

Bullying and Harassment

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

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

REPORT IT

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

INVESTIGATION

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

TRANSFER REQUEST

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

Rev. 11/5/2015

NONDISCRIMINATION STATEMENT:

Fontana Unified School District

Every Student Successful | Engaging Schools | Empowered Communities

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

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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 one of the following individuals located at 9680 Citrus Avenue, Fontana CA 92335, or call at (909) 357-5000: Equity Compliance Officer: Craig Baker, Associate Superintendent, Student Services at EXT 29194 or TitleIX@fusd.net; Title IX Coordinator: Carol Tomeo, Executive Director, Certificated Human Resources, at EXT 29045 or TitleIX@fusd.net; and, 504 Coordinator: Mark Shalhoub, Director, Online/Alternative Programs and Enrollment, at EXT 29086 or 504Coordinator@fusd.net.

El Distrito Escolar Unificado de Fontana prohíbe la discriminación, la intimidación, el acoso (incluyendo el acoso sexual) o acoso escolar (bullying) basado en la ascendencia real o percibida, el color, la discapacidad, la raza, el origen étnico, la religión, el género, la expresión de género, la identidad de género, el estado migratorio, el origen nacional, el sexo, la orientación sexual o la asociación con una persona o grupo con una o más de estas características reales o percibidas. Para preguntas o quejas, comuníquese con una de las siguientes personas ubicadas en 9680 Citrus Avenue, Fontana CA 92335, o llame al (909) 357-5000: Oficial de cumplimiento de equidad: Craig Baker, Superintendente Asociado, Servicios Estudiantiles en EXT 29194 o TitleIX@fusd.net; Coordinadora del Título IX: Carol Tomeo, Directora Ejecutiva, Recursos Humanos Certificados, en EXT 29045 o TitleIX@fusd.net; y, Coordinadora 504: Mark Shalhoub, Director, Programas en línea/Alternativos e Inscripción, a la EXT 29086 o 504Coordinator@fusd.net.

First Page Footer

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

SUPERINTENDENT
Miki R. Inbody

Telecommunications Device for the Deaf (909) 357-5018

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 nondisabled students.

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

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

The enabling regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or students with the following rights:
1. You have a right to be informed by the school district of your rights under Section 504. (The purpose of this Notice form is to advise you of those rights) 34 CFR 104.32.

2. Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of no disabled students are met. 34 CFR 104.33

3. Your child has the right to free educational services except for those fees that are imposed on nondisabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.

4. Your child has a right to placement in the least restrictive environment. 34 CFR 104.34.

5. Your child has a right to facilities, services, and activities that are comparable to those provided for nondisabled students. 34 CFR 104.34.

6. Your child has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 CFR 104.35.

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

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

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

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

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

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

13. If you wish to challenge the actions of the district's Section 504 Committee regarding your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the

district's Section 504 Coordinator (Coordinator of Alternative Education, 9680 Citrus Avenue, Building B, Fontana, CA (909) 357-5000 Ext. 29077) within ten (10) calendar days from the time you received written notice of the Section 504 Committee's action(s). A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing.

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

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

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

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

UNIFORM COMPLAINT PROCEDURES (UPC) NOTICE:

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

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

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

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

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

•Migrant Education
•Physical Education Instructional Materials
•Pupil Fees
•Reasonable Accommodations to a Lactating Pupil
•Regional Occupational Centers and Programs
•School Plans for Student Achievement
•School Safety Plans
•School Site Councils
•State Preschool
•State Preschool Health and Safety Issues in LEAs Exempt from Licensing

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title IX Officer

Director, Certificated Human Resources
9680 Citrus Avenue 9680 Citrus Avenue
Fontana, CA 92335 Fontana, CA 92335
(909) 357-5000, ext. 29194
TITLEIX@fusd.net

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

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

USE OF DRUG-DETECTION DOGS:

In an effort 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.