

Student & Parent Handbook

2026- 2027



Cypress Elementary School

Parent Handbook

2026-2027

Lorena Michel-Jasso, Principal

Belinda Gutierrez, Assistant Principal

Sandra Garibay, Counselor

Ana Ramirez-Gutierrez, Counselor (Part Time)

School Website: <https://cypress.fusd.net>

Q ParentConnection: <https://sis.fusd.net/parentportal/>

ParentSquare: <https://www.fusd.net/parents/parent-resources/parentsquare>

9751 Cypress Ave. Fontana Ca 92335

Main Office: (909) 357-5460

Attendance Line: (909) 357-5460 x52224

Hours of Operation: (7:00 a.m – 3:30 p.m)

**Fontana Unified School District
9680 Citrus Avenue/P.O. Box 5090
Fontana, CA 92334-5090 909-357-5000**



District Leadership & Governance

Miki R. Inbody, Superintendent

Board of Education

Angel Ramirez, Board President, Trustee Area 3 Representative

Marcelino "Mars" Serna, Board Vice President, Trustee Area 1 Representative

Danielle Holley, Board Member, Trustee Area 4 Representative

Adam Perez, Board Member, Trustee Area 2 Representative

Mary Sandoval, Board Member, Trustee Area 5 Representative

Divisions/Department under Superintendent of Schools:

Leslie Barnes, Ed.D., Associate Superintendent, Business Services

Caroline Labonte, Associate Superintendent, Human Resources

Craig Baker, Associate Superintendent, Student Services

Christopher Hollister, Associate Superintendent, Teaching and Learning

Michael Garcia, Chief Communication and Community Engagement Officer

Glenn Alegre, Chief of Technology & Digital Integration

Rich Randolph, Police Chief, School Police Service

Welcome to Our School Community!

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School Calendar

FONTANA UNIFIED SCHOOL DISTRICT 2026-2027 SCHOOL CALENDAR

JULY 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	N	PD	
Student Days = 0						

SEPTEMBER 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 = 21						

NOVEMBER 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 = 15						

JANUARY 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	PD	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Student Days = 13						

MARCH 2027						
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 = 18						

MAY 2027						
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	MD	29
30	31					
Student Days = 19						

AUGUST 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	PD	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						

OCTOBER 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 = 22						

DECEMBER 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 = 14						

FEBRUARY 2027						
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						

APRIL 2027						
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						

JUNE 2027						
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						

AUGUST

6 First Day of School – All Grades

SEPTEMBER

7 Holiday – Labor Day (No School)

NOVEMBER

11 Holiday – Veterans Day (No School)

23-27 Fall Break (No School)

DECEMBER

21-31 Winter Break (No School)

JANUARY

1-8 Winter Break (No School)

11 Professional Development Day (No School)

18 Holiday – Martin Luther King, Jr. Day (No School)

FEBRUARY

8 Holiday – Lincoln's Birthday (No School)

15 Holiday – President's Day (No School)

MARCH

22-26 Spring Break (No School)

MAY

27 Last Day of School – All Grades

JUNE

18 Holiday – Juneteenth Observed (No School)

ALL SCHOOLS MINIMUM DAYS

Wednesday each week

ELEMENTARY AND MIDDLE SCHOOL MINIMUM DAYS/CONFERENCES

October 19 – 23, 2026

ALL SCHOOLS END OF SEMESTER MINIMUM DAYS

Friday, December 18, 2026 – End Semester 1

Thursday, May 27, 2027 – End Semester 2 – Last Day of School

END OF QUARTER/SEMESTER FOR MIDDLE/HIGH SCHOOLS

Friday, October 9, 2026 – End Quarter 1

Friday, December 18, 2026 – End Semester 1

Friday, March 19, 2027 – End Quarter 3

Thursday, May 27, 2027 – End Semester 2 – Last Day of School

HIGH SCHOOL FINAL EXAMS/MINIMUM DAYS

December 15 – 18, 2026

May 25 – 27, 2027

	SCHOOL DAYS
	WEEKENDS/VACATIONS
	HOLIDAYS (NO SCHOOL)

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

Board Approved: 9/25/24

Bell Schedule

CYPRESS ELEMENTARY SCHOOL 2026-2027 BELL SCHEDULE

OFFICE OPENS	BREAKFAST	PLAYGROUND OPENS	OFFICE CLOSES
7:00 AM	7:20 – 7:45 am	7:35 AM	3:30 PM

PRESCHOOL SCHEDULE			
SESSION	SCHOOL BEGINS	BREAKFAST/LUNCH	DISMISSAL
AM Group	7:30 AM	8:00 – 8:30 AM	10:30 AM
PM Group	11:15 AM	12:30 – 1:00 PM	2:15 PM

KINDERGARTEN-5 TH GRADE REGULAR DAY SCHEDULE					
GRADE	SCHOOL BEGINS	AM RECESS	LUNCH	PM RECESS	DISMISSAL
K SDC K-2	7:45 AM	9:00 – 9:15 AM	10:25 – 11:05 AM	12:50 – 1:05 PM	2:20 PM
1 ST	7:45 AM	9:20 – 9:35 AM	10:45 – 11:25 AM	1:10 – 1:25 PM	2:20 PM
2 ND SDC 1-3	7:45 AM	9:35 – 9:50 AM	11:05 – 11:45 AM	1:25 – 1:40 PM	2:20 PM
3 RD SDC 3-5	7:45 AM	9:35 – 9:50 AM	11:25 AM – 12:05 PM	1:25 – 1:40 PM	2:20 PM
4 TH	7:45 AM	9:50 – 10:10 AM	11:45 AM – 12:25 PM	--	2:20 PM
5 TH	7:45 AM	9:50 – 10:10 AM	12:05 – 12:45 PM	--	2:20 PM

KINDERGARTEN-5 TH GRADE MINIMUM DAY SCHEDULE					
GRADE	SCHOOL BEGINS	AM RECESS	LUNCH	PM RECESS	DISMISSAL
K SDC K-2	7:45 AM	8:15 – 8:25 AM	9:30 – 10:00 AM	--	11:50 AM
1 ST	7:45 AM	8:30 – 8:40 AM	10:00 – 10:30 AM	--	11:50 AM
2 ND SDC 1-3	7:45 AM	8:40 – 8:50 AM	10:15 – 10:45 AM	--	11:50 AM
3 RD SDC 3-5	7:45 AM	8:40 – 8:50 AM	10:30 – 11:00 AM	--	11:50 AM
4 TH	7:45 AM	8:50 – 9:00 AM	10:45 – 11:15 AM	--	11:50 AM
5 TH	7:45 AM	8:50 – 9:00 AM	11:00 – 11:30 AM	--	11:50 AM

ESCUELA PRIMARIA DE CYPRESS 2026-2027 HORARIO DIARIO

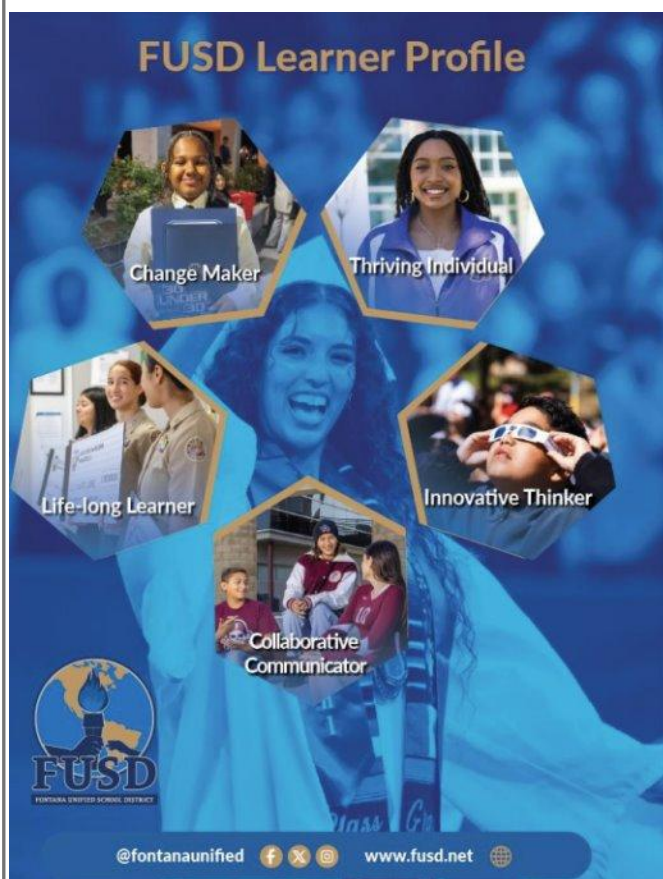
LA OFICINA ABRE	DESAYUNO	EL JARDIN DE RECREO ABRE	LA OFICINA CIERRA
7:00 AM	7:20 – 7:45 am	7:35 AM	3:30 PM

HORARIO PRE-ESCOLAR			
SESIÓN	CLASES COMIENZAN	DESAYUNO/ALMUERZO	SALIDA
Grupo AM	7:30 AM	8:00 – 8:30 AM	10:30 AM
Grupo PM	11:15 AM	12:30 – 1:00 PM	2:15 PM

HORARIO REGULAR DE KINDERGARTEN A 5º GRADO					
GRADO	CLASES COMIENZAN	RECREO AM	ALMUERZO	RECREO PM	SALIDA
K SDC K-2	7:45 AM	9:00 – 9:15 AM	10:25 – 11:05 AM	12:50 – 1:50 PM	2:20 PM
1 ST	7:45 AM	9:20 – 9:35 AM	10:45 – 11:25 AM	1:10 – 1:25 PM	2:20 PM
2 ND SDC 1-3	7:45 AM	9:35 – 9:50 AM	11:05 – 11:45 AM	1:25 – 1:40 PM	2:20 PM
3 RD SDC 3-5	7:45 AM	9:35 – 9:50 AM	11:25 AM – 12:05 PM	1:25 – 1:40 PM	2:20 PM
4 ^º	7:45 AM	9:50 – 10:10 AM	11:45 AM – 12:25 PM	--	2:20 PM
5 ^º	7:45 AM	9:50 – 10:10 AM	12:05 – 12:45 PM	--	2:20 PM

KINDERGARTEN TRANSICIONAL A 5º GRADO					
GRADO	CLASES COMIENZAN	RECREO AM	ALMUERZO	RECREO PM	SALIDA
K SDC K-2	7:45 AM	8:15 – 8:25 AM	9:30 – 10:00 AM	--	11:50 AM
1 ST	7:45 AM	8:30 – 8:40 AM	10:00 – 10:30 AM	--	11:50 AM
2 ND SDC 1-3	7:45 AM	8:40 – 8:50 AM	10:15 – 10:45 AM	--	11:50 AM
3 RD SDC 3-5	7:45 AM	8:40 – 8:50 AM	10:30 – 11:00 AM	--	11:50 AM
4 TH	7:45 AM	8:50 – 9:00 AM	10:45 – 11:15 AM	--	11:50 AM
5 TH	7:45 AM	8:50 – 9:00 AM	11:00 – 11:30 AM	--	11:50 AM

FUSD Learner Profile



- ▶ **Lifelong Learner**
 - ▶ I have the knowledge (academic core), curiosity, skills, and self-motivation to continue learning and growing throughout my life.
- ▶ **Collaborative Communicator**
 - ▶ I organize and share information effectively, listen actively, demonstrating awareness and respect for various backgrounds, needs, and cultures.
- ▶ **Innovative Thinker**
 - ▶ I take initiative to engage in problem-solving, embrace challenges, and think creatively to drive innovation.
- ▶ **Thriving Individual**
 - ▶ I persist and adapt to changing circumstances while building healthy, caring, and compassionate relationships with myself and others.
- ▶ **Change Maker**
 - ▶ I use my knowledge and experiences to contribute to a just and inclusive society and a sustainable world.

Student Support & Wellness Services

Supporting Student Well-Being

For support or referrals, please reach out to:

Staff	Role	Email
Sandra Garibay	School Counselor	GariSC@fUSD.net
Ana Ramirez-Gutierrez	School Counselor	RamiAB@fUSD.net

At Cypress Elementary School, we recognize that student well-being is foundational to academic and personal success. Whether a student is navigating challenges or simply needs someone to talk to, our school counselors and Climate and Culture Coach are here to help. They serve as key resources for students and families seeking support or referrals to additional services. If you're unsure where to start, connecting with a counselor is a great first step.

Support Services

Counseling services are available to all students and may be requested by families, staff, or students themselves. Support may include:

- Classroom lessons on empathy, conflict resolution, and emotional regulation.
- Small-group sessions focused on friendship, problem-solving, and managing emotions.
- Short-term individual counseling for personal, academic, or social challenges.
- Referrals to outside providers for longer-term or specialized support.

Counselors also collaborate with teachers and families to support student success and may participate in school-wide initiatives that promote mental health and wellness.

Confidentiality & Safety

Student privacy is respected in all counseling interactions. Counselors clearly explain the limits of confidentiality, especially in situations involving safety concerns such as harm to self or others. In such cases, appropriate steps are taken in accordance with district policy to ensure student safety and well-being.

Crisis Response Protocols

In the event of a crisis or traumatic incident affecting the school community, X School follows established district crisis response protocols. These procedures are designed to provide emotional support, maintain safety, and restore a sense of stability for students and staff. Counselors may offer individual or group support, coordinate with district crisis teams, and assist families in accessing additional resources.

Requesting Support

Families, students, and staff are encouraged to seek support whenever needed—whether for academic concerns, emotional challenges, or social issues—by contacting the school counselor or Climate and

Culture Coach directly via email, phone, or in person. Support can also be requested through the school office, teacher referrals, or student self-referral. If you're unsure where to begin, our counselors and Climate and Culture Coach are excellent starting points; they can listen, provide guidance, and help connect you with additional resources or referrals to outside services when appropriate. Open communication and collaboration are key to ensuring students receive timely and personalized care.

Family Communication, Engagement, & Governance

Clear communication helps keep families informed and engaged in their child's education. Families are encouraged to set their preferred language and notification settings in ParentSquare, and to check messages regularly for updates from the school and district.

Parent Q-Connection

Stay informed and connected with your child's education through **Parent Q Connect**! This easy-to-use tool gives you access to important student information all in one place.

With **Parent Q Connect**, you can view your student's:

- **Academic progress and grades**
- **Attendance records**
- **Progress reports**
- **Report cards**
- **Important school updates**



Checking **Parent Q Connect** regularly is a great way to stay involved and support your child's success throughout the school year.

To access **Parent Q Connect**, please visit your school district website and log in using your parent account credentials.

If you need assistance accessing Parent Q Connect, please call or stop by the front office and we will be happy to help you out.

Thank you for partnering with us to support student success!

ParentSquare

We are excited to remind you that **ParentSquare** is our school's **primary app for communication**. ParentSquare helps families stay informed, connected, and engaged with important school information all in one convenient place.

Benefits of ParentSquare include:

- Receive **important school announcements and updates**
- Get **messages directly from your child's teacher and school staff**
- Stay informed about **school events, reminders, and activities**
- View **photos, flyers, and classroom updates**
- Communicate easily with your child's teacher through messaging
- Receive communication in your **preferred language**



How to Download ParentSquare:

1. Go to the **App Store** (iPhone) or **Google Play Store** (Android).
2. Search for **"ParentSquare"** and download the app.
3. Open the app and **sign up/sign in using the email address or phone number you have on file with the school.**
4. Follow the prompts to activate your account and begin receiving school communication.

We encourage all families to download the app to stay connected and informed throughout the school year. **If you need help setting up ParentSquare, please feel free to contact our front office or stop by and we will be happy to assist you.** Thank you for partnering with us to support student success!

Parent Committees & Meetings

Family involvement plays a vital role in shaping school programs, policies, and budgets. Parents are encouraged to participate in school-based committees and meetings, including:

Parent Committees and School-Related Meetings

Committee or Meeting	Description
School Site Council (SSC)	A decision-making body that reviews school data and approves the Single Plan for Student Achievement.
English Learner Advisory Committee (ELAC)	Advises on programs and services for students learning English.
Parent Teacher Association (PTA)	Supports school initiatives and fosters family-school partnerships.
Parent-Teacher Conferences	Provides opportunities for individualized academic and behavioral discussions.
Other School-Related Gatherings	Includes workshops, forums, and advisory meetings hosted by the school or district.

These groups meet regularly to review school data, provide input on student programs, and support school improvement efforts. Meeting dates and agendas are shared in advance through ParentSquare or other school communications. Unless otherwise noted, all committee meetings are open to the public.

Volunteer Guidelines

Volunteers are welcomed and appreciated at Cypress Elementary School. Family and community members may assist in classrooms, the library, on field trips, or with enrichment activities. Volunteers may also help create instructional materials or share special talents that enrich the curriculum. To volunteer:

- Contact your child's teacher or the school office.
- Complete the district's volunteer screening process, including a clear TB test.
- Sign in and out at the office and wear a visitor badge.
- Remain under the supervision of a credentialed teacher when working with students.
- Avoid discussing your child's progress while volunteering.
- Please do not bring small children when volunteering.
- Complete Mandated Reporter Training online and submit documentation as evidence of completion.

Meeting Recording Policy

The school values open communication and encourages families and community members to participate in school meetings and events. Recording of meetings (audio, video, or images) is permitted in accordance with state law, including for public meetings.

We also recognize the importance of privacy. When possible, the school will be mindful of requests from individuals who prefer not to be recorded, particularly when minors or confidential student information may be involved.

For meetings that include confidential student matters, recording may require written consent from participants. When consent is required and not provided, recording will not take place.

The school may record certain meetings for school purposes when allowed by law. Participants will be informed in advance if a meeting will be recorded by the school.

To support a respectful and focused meeting environment, participants are encouraged to use recording devices thoughtfully and in accordance with state law. For meetings that include confidential student information, participants may be asked to pause or discontinue recording during those portions of the meeting. For public meetings, lawful recording is permitted, and the school will make reasonable efforts, when feasible, to be mindful of privacy concerns.

Classroom Visitation

Parents/guardians may request classroom observation visits. To minimize instructional disruption and protect student privacy, requests must be submitted at **least 24 hours in advance** and are subject to administrative approval. Classroom visits are scheduled at a mutually agreed-upon time and are for observation purposes only. The school reserves the right to reschedule, limit, or deny visits in accordance with instructional priorities, safety, and student confidentiality. Classroom observations are scheduled for a minimum of 20 minutes.

All visitors are required to check in at the front office, present valid identification, and receive a visitor badge prior to entering any instructional area. Unannounced classroom visits are not permitted. Classroom visits are for observation purposes only. To protect student privacy and confidentiality, visitors may not engage students, address the class, or discuss individual students during instructional time.

If a parent/guardian wishes to meet or conference with a teacher, an appointment must be scheduled outside of instructional time. This allows staff to protect student confidentiality and dedicate appropriate time to address questions, comments, or concerns.

The school reserves the **right to limit, reschedule, or deny classroom visits** if they are deemed disruptive, pose a safety concern, or conflict with instructional priorities, in accordance with state law and district policy.

Campus Safety & Daily Procedures

Clear routines help keep our students safe, minimize congestion, and protect valuable instructional time. Your cooperation in following the steps outlined below each day is greatly appreciated and plays a vital role in maintaining a smooth and secure school environment.

Arrival and Dismissal Procedures

The south parking lot will be opened in the morning for student drop off. Please pull all the way up to the main entrance (double doors) to unload students and make sure to **turn right when exiting the parking lot**. The north parking lot will remain closed throughout the day, designated for staff parking only. At dismissal time, the north parking lot will be opened at 11:30 AM to allow for student pickup. The South Parking lot will be closed until all buses have arrived. Once buses have entered then, the south parking lot will be available. Thank you for your cooperation.

Students will enter school campus through the front gated door next to the cafeteria. Students will exit through one of three dismissal areas. Each door has a sign indicating which grade level will be using it as an exit. **Parents/guardians are not allowed beyond the front gated area or in the cafeteria.** Parents/guardians who need to enter the school building to access the library or classrooms must check in at the office to visit/volunteer prior to entering the school campus.

It is our expectation that all students earn perfect attendance by coming to school every day, on time, and staying at school all day! Students will receive special recognition for perfect attendance for each semester and for the school year!

- Students supervision begins at 7:20 a.m. **Students are not permitted to arrive to school earlier than 7:20 a.m.**
- Students eating breakfast may enter the cafeteria at 7:20 a.m.
- The playground opens at 7:35 a.m. The morning bell rings at 7:42 a.m., students will line-up on the playground at the classroom number and the teacher will escort students to class at that time.
- Class begins promptly at 7:45 a.m. Students who arrive late and not in their seats by 7:45 AM, must check-in at the office to receive a late slip.
- Students are not permitted to leave the school campus during school hours. We request that parents/guardians do not disrupt a child's learning by picking them up early. Doctor and dentist appointments should be made after school hours whenever possible. A parent/guardian or adult listed on the student information record is required to come to the office to show valid picture identification and sign their child out on the student early dismissal log for a student to leave early. **Students with more than one early out per month will not receive perfect attendance.**
- Dismissal is daily at 2:20 p.m. for students in grades K – 5th (Wednesday: 11:50 p.m.). All students are expected to go directly home after school unless they are participating in a supervised after-school activity with prior parent permission.
- **Middle/high school students who are responsible for picking up students may arrive to campus no earlier than 2:20 p.m. and are expected to be safe, respectful, and responsible.**
- Parents are asked to make PRIOR arrangements for the pick-up of their children on time each day. It is stressful to children to not know when they will be picked up. Also, because there is no formal supervision before or after the designated times, **a child coming to school too early**

or staying too late signifies “parental neglect” and the police or Child Protective Services may be contacted.

Car Line & Pedestrian Safety

To ensure safety and maintain an orderly flow of traffic, please use the designated drop-off and pick-up lanes. Pull forward as directed by staff and remain in your vehicle while in the loading zones. Students should have backpacks ready to allow for a quick and safe exit.

For safety, students must enter and exit vehicles curbside on the passenger side only. If you need to walk your child to or from school, please park in a designated parking space and use the crosswalk. Do not leave vehicles unattended in loading zones or bus lanes.

Always use sidewalks and marked crosswalks, and follow the directions of crossing guards when present. Families waiting to pick up students on foot should remain in the designated pick-up area. Staff will release students directly to an authorized adult. Please do not call students across traffic or between vehicles. We want to ensure students are

Closed Campus Policy

Cypress Elementary School operates as a closed campus. Students are not permitted to leave during the school day unless they have been properly signed out through the Attendance Office.

- Students must remain in designated lunch areas during lunch.
- Food deliveries from outside vendors (e.g., Uber Eats, DoorDash, Grubhub) are not allowed.
- Students may not leave campus to purchase food.
- Food delivered by outside companies will be held and returned according to school procedures.
- Opening exterior doors to allow deliveries creates a security risk and will result in disciplinary action.

If you need to drop off clothing or shoes, please place items in a bag clearly labeled with the student’s name.

Leaving Campus

Cypress Elementary School does not permit students to leave campus and return during the school day for clubs, tutoring, or other activities. Once a student leaves campus, they are considered off school supervision.

This policy is in place to ensure student safety, maintain accountability, and preserve instructional time. Allowing students to exit and reenter campus creates supervision and liability concerns and disrupts the school day.

Students who leave campus during the school day will only be permitted to return when accompanied by a parent or guardian and after checking in through the main office. Unauthorized departures or attempts to reenter campus without an adult may result in disciplinary consequences.

Visitor Guidelines

All visitors must check in at the front office, wear a visible visitor badge, and proceed directly to their approved destination. Unauthorized visitors or those who violate campus expectations may be subject to disciplinary action and/or involvement from local law enforcement.

Student Expectations:

- Students may not leave campus during the school day without being properly signed out.
- During lunch, students must remain in designated lunch areas.
- Leaving campus to purchase or pick up food is not permitted.
- Food deliveries from outside vendors (e.g., Uber Eats, DoorDash, Grubhub) are strictly prohibited and will be confiscated.
- Students who open exterior doors to allow deliveries or unauthorized access will face disciplinary consequences due to the security risk.

Item Drop-Offs:

If you need to drop off clothing, shoes, or other personal items for a student, please place them in a clearly labeled bag with the student's name and leave it at the front office. Office staff will coordinate with the student to ensure items are delivered in a timely and secure manner. To maintain campus safety and minimize disruptions, we ask that all drop-offs follow this procedure.

Authorized Pick-Up & ID

A photo ID is required for any adult picking up a student. Only individuals listed as Emergency Contacts in Q Parent Connection may sign out a student. To add or update authorized adults, please log in to Q Parent Connection or contact the school office.

Early Pick-Up & Late Arrivals: Minimizing Disruptions to Learning

To minimize disruptions to learning, we ask families to schedule appointments after school hours whenever possible.

Early Pick-Up	Late Arrivals / Tardies
If early pick-up is unavoidable: • Notify the office in advance so your student can be dismissed promptly. • Bring a photo ID to sign out your student. • Allow time for transitions so lessons can conclude smoothly.	Students arriving after the bell must: • Check in at the front office to receive a pass to class. • Proceed directly to class and follow all classroom routines without delay. • Arrive prepared and ready to learn, with all necessary materials.

- No early dismissal after 1:45 PM on Regular Days and 11:15 AM on minimum days.

We understand that occasional schedule changes are unavoidable. Thank you for helping us protect valuable learning time by planning whenever possible.

Transportation, Wheels on Campus & Courtesy Guidelines

Wheeled Transportation (Bikes, Scooters, Skateboards)

For safety, students must walk all wheeled items—such as bikes, scooters, and skateboards—while on campus. These items must be locked at the designated racks during the school day. Helmets are required by California law for all riders under 18 when traveling to and from school. Please help us reinforce these safety expectations with your child.

Electric Wheelchairs

Individuals who use electric wheelchairs or other mobility devices as a medical or accessibility accommodation are permitted to operate these devices on campus in accordance with their individual needs. These devices are not considered recreational wheeled transportation.

Those who need them are expected to operate mobility devices safely, responsibly, and at appropriate speeds, with consideration for pedestrians and campus conditions. School staff may provide guidance to support safe navigation of campus spaces when necessary.

The school will work collaboratively to ensure access, safety, and compliance with applicable laws, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Any questions or concerns regarding mobility devices should be directed to school administration.

Bus & Daycare Van Procedures

At dismissal, students should go directly to their assigned bus or daycare van. Any changes to transportation routines must be communicated to the office by a parent or guardian as early as possible to ensure proper coordination.

Accessibility & Courtesy During Pick-Up

Designated loading areas are available for families with accessibility needs. If you require accommodations, please contact the office in advance. We ask all families to model patience and kindness during pick-up—small courtesies help keep the line moving efficiently and ensure student safety.

Health Services & Medication Policy

Cypress Elementary is committed to supporting the health and well-being of all students. The Health Office, located in B4 is staffed by a health assistant available daily during school hours.

Health Office Services

- Assistance with daily health concerns
- Medication dispensing (with proper documentation)
- Vision and hearing screenings

Students who are ill or injured must obtain a Health Office Pass from their teacher. Visits to the Health Office are allowed during passing periods. Students may not call parents from their personal cell phones to request pick-up. The Health Assistant will contact parents if a student needs to go home due to illness.

Medication Policy

Per California Education Code §11753.1, students who require medication during the school day may be assisted by the school nurse or designated personnel only if the following documentation is provided:

1. A written statement from the physician detailing:
 - Medication name
 - Dosage
 - Time schedule
 - Method of administration
2. A written statement from the parent/guardian requesting school assistance in administering the medication. Students may not transport medication to school. Medication must be delivered to the Health Office by a parent or guardian.

Emergency Contact Updates

To ensure timely communication during emergencies or important updates, please notify the school office immediately of any changes to your child's information. This includes updates to the student's name, home address, parent or guardian phone numbers (home or work), and emergency contact details. Keeping this information current helps us respond quickly and appropriately when needed.

Family Expectation for Events & Performances

We celebrate student growth, effort, and character to build motivation and a sense of belonging. Recognition may include awards assemblies and other celebrations for academic achievement, attendance, and positive behavior.

When attending recognition events, families are expected to model respectful behavior by:

- Listening attentively
- Celebrating all students
- Avoiding disruption

Please be mindful that other families are also present and want to see and hear their children. Let's be courteous and inclusive so everyone can enjoy the moment.

Performances & Showcases

Visitors attending student performances are expected to model courteous audience behavior. This includes arriving on time, silencing devices, remaining for the full program unless otherwise directed, and celebrating all students. Please avoid loud talking, excessive movement, or recording that may interfere with others' enjoyment.

Seating for school performances and showcases may be limited and is available on a first-come, first-served basis. To ensure a positive experience for all families, we ask that guests do not save seats for others or bring large items (such as signs, balloons, or oversized bags) that may block the view of other audience members.

Please be considerate of those around you—everyone deserves the opportunity to see and celebrate their student. Courteous audience behavior includes arriving on time, silencing devices, remaining for the full program unless otherwise directed, and celebrating all students equally. These expectations help create an inclusive and respectful environment for all attendees.

Attendance, Absences & Independent Study

Attendance Expectations

Consistent attendance is one of the strongest predictors of student success. Our procedures are designed to support families, reduce barriers, and ensure compliance with California's Compulsory Education Law (Ed. Code §48200). This section outlines key policies to help families report absences, maintain regular attendance, and access available supports.

Reporting an Absence

If your child is absent, please call the Attendance Office each morning of the absence. Be sure to include the student's name and grade, date(s) of absence, and reason. This helps us accurately record the absence and offer support if needed.

Excused Absences

Excused Absences are defined under Education Code §48205 and may include:

- Illness or medical appointments (including dental and mental health)
- Quarantine due to exposure to contagious disease
- Bereavement for immediate family members
- Court appearances
- Religious holidays or ceremonies
- Attendance at an educational conference or event approved by the school
- Services related to a student's IEP or 504 Plan

To ensure an absence is marked excused, a parent or guardian must notify the Attendance Office with a valid reason—preferably in writing or by phone—within the school’s designated timeframe.

Unexcused Absences & Truancy

Unexcused Absences occur when a student misses school without a valid reason or without proper notification. Examples include:

- Oversleeping
- Transportation issues
- Family vacations not approved in advance
- Leaving campus without permission
- Absences not verified by a parent or guardian

According to Education Code §48260, a student is considered truant after three unexcused absences or instances of being tardy for more than 30 minutes without a valid excuse. Continued unexcused absences may result in classification as a habitual truant and referral to a School Attendance Review Board (SARB) under Education Code §48263.

If you are unsure whether an absence qualifies as excused, please contact the Attendance Office for clarification. Timely communication helps maintain accurate records and ensures students receive appropriate support.

Independent Study

If your child will be absent for three or more consecutive days for reasons other than illness, please contact the office as early as possible to ask about Independent Study. This program allows students to complete assigned work while away from school. When all work is submitted on time and in full, attendance credit may be applied for those days.

Independent Study is a collaborative effort—early notice allows teachers to prepare meaningful assignments that align with classroom instruction. Depending on the nature and length of the absence, other supports may also be available to help reduce the impact on learning.

Saturday School (Attendance Recovery)

Saturday School gives students a chance to recover absences and remain eligible for perfect attendance recognition. It supports learning but does not replace daily classroom instruction; missing regular class time means missing critical grade-level concepts. Details about dates, times, and sign-up will be shared by the school. Please note: absences incurred after March 28 are not eligible for recovery for the current school year.

Attendance Notices & Support (Truancy, Chronic Absence)

If your child has excessive absences or tardies, you may receive attendance notices during the school year. These letters are required by California law and are intended to inform and support, not punish.

Types of notices include:

- Truancy Letters: Sent when a student has unexcused absences or is late more than 30 minutes on multiple occasions.
- Chronic Absence Notices: Sent when a student misses 10% or more of enrolled school days for any reason.

If you receive a notice regarding attendance, please contact the school office as soon as possible to review the details and discuss the next steps. You have the right to meet with school staff to develop a personalized support plan that aligns with your family's needs.

Make-Up Work

When a student has an excused absence, they are given a reasonable amount of time to complete missed assignments. Teachers will communicate expectations, provide necessary materials, and set due dates based on the length and nature of the absence.

For students participating in Independent Study (typically for planned absences of three or more days), all assigned work must be completed and submitted by the agreed-upon deadline. This is essential for the school to apply attendance credit for the days missed. Incomplete or late work may result in unexcused absences for those days.

Timely communication and follow-through help ensure students stay on track academically and meet attendance requirements.

Instruction, Interventions & Academic Support

[Insert] Elementary School believe that strong instruction, timely support, and meaningful enrichment help every child grow. This section outlines what families can expect and how to partner with us to support student success.

Progress Reports, Report Cards, and Grade Monitoring

Families receive progress reports and report cards according to the District's official academic calendar. These reports provide important information about a student's academic progress, attendance, and performance.

To support timely access to student information, the District uses Q ParentConnection as the primary platform for viewing:

- Current grades
- Attendance records
- Progress reports
- Report cards

Report cards are no longer mailed home. Families can access and download report cards directly through Q ParentConnection once they are released.

Families are encouraged to check Q ParentConnection regularly to stay informed about their student's progress and to contact their school site if they need assistance accessing the system or have questions about academic records.

Teachers share grading practices, homework expectations, and communication methods at the start of the year. Families receive progress reports and report cards according to the district calendar and can monitor grades and attendance in Q ParentConnection. Report cards are no longer mailed home; they are available on Q ParentConnection.

- Homework provides practice, review, and enrichment of classroom learning. Teachers will share specific expectations.
- When no homework is assigned, students are encouraged to read and practice basic math facts at home.
- Parents can support by creating a quiet, consistent space for homework each evening.

Multi-Tiered Support System

We use a multi-tiered system of support to identify and address academic needs. This includes:

- Reviewing multiple measures (state tests, district benchmarks, classroom performance)
- Providing targeted support during the school day
- Monitoring progress and adjusting supports as needed

Families will receive updates through ParentSquare, email, phone calls, and teacher conferences. Please keep your contact information current.

How families can help:

- Respond to ParentSquare messages and confirm attendance for support sessions
- Encourage daily, on-time attendance—intervention depends on consistent participation
- Reach out to your child's teacher or the office with questions; translation services are available

Note: California law requires schools to identify students at risk and offer remedial instruction (Ed. Code §§ 48070–48070.5).

Student Success Team (SST)

The SST process is an essential intervention tool that helps identify and address academic, behavioral, or social-emotional challenges before they become long-term barriers to success.

The SST is a team of educators and support staff who meet to:

- Review a student's progress based on teacher input, classroom data, and family concerns

- Recommend strategies, program adjustments, or targeted interventions
- Monitor outcomes and adjust supports as needed

Parents are active partners in the process and are invited to participate in SST meetings to share insights and collaborate on solutions. Students who are not meeting grade-level expectations will receive support during the school day.

This process ensures that every student has access to the help they need, and it often serves as the first step before considering more formal evaluations or services.

Parent Conferences

Parent-teacher conferences are held during the first semester for all students and provide a valuable opportunity to discuss academic progress, behavior, and support needs. Families are strongly encouraged to attend, as collaboration between home and school is key to student success.

If you wish to meet with your child's teacher outside the scheduled conference window, please contact the school to arrange a time. Conferences with school administration can also be scheduled as needed.

For questions or concerns about your child's progress, start by speaking with their teacher. Most issues can be resolved through direct communication. If further support is needed, the teacher may recommend a meeting with administration or additional services.

Enrichment Programs, Clubs & Student Activities

We offer a variety of enrichment activities that support creativity, leadership, wellness, and academic growth. Programs may include arts, STEM, fitness, clubs, and leadership development.

Some enrichment is built directly into the school day, while others are offered before or after school through Expanded Learning or school-sponsored programs.

How to Participate

- Look for sign-ups in ParentSquare, school newsletters, or contact the front office
- Some programs require a permission slip and regular attendance to maintain enrollment
- Students are expected to participate respectfully, responsibly, and consistently

These opportunities help students explore interests, build skills, and connect with peers in a positive and engaging environment.

Academic Progress, Grading & Promotion Policies

Families receive four updates each year: one progress report and one report card per semester. Ongoing grade and attendance information is available in Q ParentConnection.

If you need help accessing Q or updating your contact information, contact the front office. You may request a conference with your child's teacher at any time.

Promotion & Retention:

Promotion decisions are based on multiple measures, including classwork, assessments, and growth, as well as current research on the effectiveness of retention. Retention is considered only after interventions and progress monitoring have been provided and documented in a support plan. If your child is identified as at risk, you will be contacted early to collaborate on the development of a support plan.

You may meet with the teacher or principal to review data and discuss options. If you disagree with a retention decision, an appeal process is available. (Ed. Code § 48070.5)

Kindergarten Note: Students typically move to Grade 1 after one year. A second year in Kindergarten requires mutual agreement between the parent/guardian and district, documented using the **Kindergarten Continuance Form**. (Ed. Code §§ 48011, 46300)

Specialized Student Support Services

Special Education—Specialized Academic Instruction (SAI)

Specialized Academic Instruction is determined by the Individualized Education Program (IEP) team and guided by assessment data, progress monitoring, and student-specific goals. Students receiving special education services may be supported in various instructional settings based on their individual needs.

At Cypress Elementary School, SAI is delivered through multiple models:

- **Co-Teaching Model:** For students whose IEPs indicate that the least restrictive environment is within the general education classroom, instruction is provided in a co-teaching setting. A special education teacher collaborates with a general education teacher to deliver grade-level curriculum with embedded supports and accommodations.
- **Small Group Instruction:** Students whose IEPs identify a need for more intensive support may receive instruction in a separate classroom setting. Special education teachers provide targeted instruction in small groups, with instructional aides supporting classroom activities and student engagement.
- **Special Day Class (SDC):** Students who qualify for a more structured learning environment receive most of their instruction in an SDC. Inclusion opportunities in general education classes are provided as appropriate, in alignment with each student's IEP, to support access to the least restrictive environment.

SPED Related Services

When a student is identified as having exceptional needs, the IEP team may recommend related services to support their educational progress. These services are tailored to the student's unique needs and may include, but are not limited to:

- Speech and Language Therapy
- Adapted Physical Education
- Behavioral Intervention Services
- Occupational Therapy
- Services for Students Who Are Deaf or Hard of Hearing
- Vision Services

School Psychologist Services

Parental consent is required before a student may be assessed by a school psychologist. Evaluations are conducted to determine eligibility for special education services based on state criteria. Referrals may be initiated by a parent, the Student Study Team, or the IEP team.

Section 504 Plan

A 504 Plan is a legal document developed under Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that protects students with disabilities from discrimination and ensures equal access to education.

Students may qualify for a 504 Plan if they have a physical or mental impairment that substantially limits one or more major life activities, such as learning, concentrating, or communicating. Unlike an IEP, a 504 Plan does not require specialized instruction but provides accommodations and modifications to help students succeed in the general education setting.

Examples of accommodations may include:

- Extended time on tests or assignments
- Preferential seating
- Access to assistive technology
- Modified physical activity requirements
- Health-related supports (e.g., access to water, rest breaks)

To initiate a 504 Plan, families should contact the school principal or counselor and submit a written request. The school will review documentation, including medical or psychological evaluations, and convene a team to determine eligibility and appropriate supports.

504 Plans are provided at no cost to families and are reviewed periodically to ensure they continue to meet the student's needs.

English Language Learners (ELL)

At [Insert School Name], we are committed to supporting the academic and language development of students whose primary language is not English. In accordance with California Education Code and Title 5 of the California Code of Regulations (CCR), all English Learners (ELs) are entitled to appropriate English Language Development (ELD) instruction until they are reclassified as Fluent English Proficient (RFEP).

Upon enrollment, students complete a Home Language Survey and may undergo an initial fluency screening. Based on assessment results:

- Fluent English Proficient students are placed in general education classes.
- Emerging English Learners are enrolled in Designated ELD, a dedicated instructional period during the regular school day that focuses on the California ELD Standards. This instruction is tailored to the student's proficiency level and is designed to build the critical English language skills necessary for academic success.

In addition, students receive Integrated ELD support within core academic subjects such as English Language Arts, Math, Science, and History. Integrated ELD uses ELD standards alongside academic content standards to ensure students can access grade-level curriculum while continuing to develop English proficiency.

All ELD instruction must be research-based, delivered by qualified educators, supported with appropriate instructional materials, and inclusive of meaningful family engagement. These requirements are outlined in 5 CCR §11300–11309 and are part of a comprehensive approach to ensure equitable access to education for all English learners.

Student Recognition & Incentive Programs

Fontana Unified School District is committed to celebrating student success through consistent and equitable recognition across all elementary schools. The following honors and incentives reflect district-wide criteria and support academic achievement, positive behavior, attendance, and program participation.

Academic Achievement (Semesterly)

Attendance Recognition

- **Perfect Attendance** – Recognized semesterly or yearly for students with no absences or tardies. This award supports district goals and is often tied to PBIS incentives.

Behavior & Citizenship

- **Students of the Month** – Recognizes exemplary behavior, citizenship, and academic effort.
- **PBIS Rewards & Celebrations** – Includes monthly incentives, assemblies, and recognition aligned with Positive Behavioral Interventions and Supports.

Language & Equity

- **Reclassification Awards** – Celebrates students who have successfully transitioned out of English Learner status.

Technology, Devices & Digital Citizenship

Board Policy 6163.4 – Acceptable Use Policy

Technology is a vital part of every student's learning experience. From accessing digital textbooks to participating in online discussions and completing assignments, students use technology daily to support academic growth. To ensure safe, effective, and responsible use, students and families must follow district guidelines that protect privacy, promote safety, and maintain the integrity of school-issued devices.

Annual Agreements

Each year, families are required to review and sign two important documents:

- The **Acceptable Use Policy (AUP)**, which outlines expectations for responsible technology use.
- The **1:1 Laptop Agreement**, which covers care, use, and accountability for school-issued devices.

These agreements help ensure that students understand how to use technology appropriately and safely.

Device Care & Expectations

Students are expected to bring their school-issued device fully charged every day and treat it with care. Devices should be stored safely, kept clean, and used only for school-related activities. Loss or damage to devices may result in repair or replacement fees, so it's important to handle equipment responsibly.

Unless specifically authorized by a teacher for learning purposes, personal devices (such as phones or tablets) must remain off and put away during instructional time. This helps minimize distractions and ensures that all students are focused on learning.

Online Safety & Reporting

The district uses internet filters to block inappropriate content and protect students online. However, families play a key role in reinforcing digital citizenship at home. We encourage parents to talk with their children about:

- Being kind and respectful online
- Protecting personal information
- Reporting unsafe or inappropriate behavior

If a student experiences or witnesses cyberbullying, receives inappropriate messages, or encounters unsafe content that affects school, they should report it to a teacher, counselor, or administrator immediately. Prompt reporting helps keep our digital learning environment safe and supportive for everyone.

Behavioral Expectations, PBIS & Restorative Practices

Cypress Elementary implements the Positive Behavioral Interventions and Supports (PBIS) framework to promote a positive school climate. Our core values are Be Respectful, Be Responsible and Be safe. These values are reinforced across all campus environments through proactive teaching and recognition systems.

Tiered Behavior Support

We use a Tiered System of Support to promote positive behavior and address challenges:

- **Tier 1:** School-wide expectations, proactive teaching of behaviors, and recognition systems for all students.
- **Tier 2:** Targeted interventions such as check-in/check-out, small group social skills instruction, and behavior contracts.
- **Tier 3:** Intensive, individualized supports including behavior intervention plans, counseling, and wraparound services.

Our goal is to make inappropriate behaviors less effective and desired behaviors more functional and rewarding.

Behavior Expectations

We are committed to creating a safe and respectful school environment. The following behaviors are strictly prohibited and may result in disciplinary action, including disciplinary action and, when required by law, referral to law enforcement:

- Fighting, regardless of who initiates

- Possession or use of drugs, alcohol, tobacco, or weapons
- Disrespectful language or refusal to follow staff directions
- Vandalism, including tagging or graffiti
- Bringing items that cause distractions or safety concerns

Restorative Practices to Support Student Growth

At Cypress Elementary School, we use restorative approaches to help students reflect, repair harm, and build stronger relationships. These practices promote accountability, empathy, and problem-solving in a supportive environment. Examples include:

- **Restorative Circles:** Group discussions to build understanding and community
- **Peer Mediation:** Student-led conflict resolution
- **Facilitated Conversations:** Staff-guided discussions to address issues
- **Reflection & Accountability:** Activities that promote personal growth and responsibility

These strategies are designed to support student development while maintaining a safe and respectful school climate.

Behavior Matrix by Location

To promote a safe, respectful, and responsible school environment, students are expected to follow behavior guidelines specific to each area of campus:

Cypress School Wide Expectations

Location	Be Respectful Se Respetoso	Be Responsible Se Responsable	Be Safe Se Seguro
Library	1. Use level 0-1 voices 2. Listen to instructions and directions 3. Wait in line to use computer and check out books	1. Push in your chair 2. Sit and read quietly after checking out a book 3. Use shelf marker appropriately	1. Keep your hands and feet to yourself 2. Keep chair legs on the floor 3. Walk at all times
Playground	1. Wait your turn in line 2. Listen to all adults 3. Follow the rules of the game	1. Tell an adult if someone needs help 2. Return all equipment 3. Freeze at the bell with your hands on your knees	1. Walk to/from class and playground 2. Stay in your play area 3. Avoid all play fighting
Laptops	1. USE APPROVED PROGRAMS ONLY 2. USE APPROPRIATE LANGUAGE AT ALL TIMES 3. ONLY USE YOUR LAPTOP	1. BRING YOUR LAPTOP ON A DAILY BASIS 2. BRING YOUR LAPTOP CHARGED 3. BRING YOUR CHARGER DAILY	1. WALK AT ALL TIMES 2. HOLD LAPTOP APPROPRIATELY WITH 2 HANDS OR IN CASE 3. WAIT FOR TEACHER'S INSTRUCTIONS BEFORE WORKIN
Hallway	1. Use level 0 voices 2. When going to RTI, ELD, Science, and Music, wait at voice level 0 for the teacher	1. Stay in a single line 2. Hands to your side always 3. Listen to your teacher for instructions	1. Keep your hands and your feet to yourself 2. Keep moving and always walk 3. Follow all school rules
Restroom	1. Give people privacy 2. Use level 0-1 voices 3. Wait your turn at the door (only 5 students in bathroom)	1. Flush the toilets 2. Use a small amount of soap to wash your hands 3. Put trash in the garbage cans 4. Use the bathroom and then return to class promptly	1. Walk to and from the restroom 2. Keep water in the sink and off the floor 3. Report any problems to an adult
Office	1. Check in with office personnel 2. Use level 0 voices	1. Always carry a pass/note 2. Enter and leave school on time	1. Stay in designated area 2. Wait your turn
Cafeteria	1. Walk forward with hands to your side 2. Leave space between you and others 3. Eat food in cafeteria only	1. Wait your turn to be dismissed 2. Raise your hand to speak to an adult 3. Keep your area clean	1. Eat food from your tray only 2. Use level 2 voices 3. Listen to adults and follow procedures
Classroom	Be Respectful	Be Responsible	Be Safe

Progressive Discipline Model

Cypress Elementary uses a **progressive discipline model** that emphasizes restorative practices and accountability. Interventions may include:

- **Time Out:** Temporary relocation to a designated classroom
- **School Work Program (SWP):** 15-20-minute campus beautification task with parent notification and consistent with Education Code and District policy.
- **Saturday School (SOAR):** 8:00 AM–12:00 PM; academic engagement required
- **Off-Campus Suspension:** For severe or repeated violations

These interventions are designed to help students reflect, make positive changes, and stay engaged in learning.

Severe Clause & Reporting Procedures

If a student commits a serious offense, they will be referred directly to administration for immediate disciplinary action. Offenses That May Result in Citation or Suspension

- Truancy
- Fighting or causing physical injury
- Theft
- Graffiti or possession of graffiti tools
- Possession of tobacco
- Possession of marijuana or controlled substances

Student Rights, Due Process & Disciplinary Interventions

Students are entitled to fair and respectful treatment during any disciplinary process. The following procedures are in place to ensure due process and compliance with California Education Code:

- Students must be informed of any allegations or violations.
- An informal conference with an administrator is required before disciplinary action, unless there is an immediate safety concern.
- Parents/guardians will receive written notice of disciplinary actions, including suspensions.
- Students will be provided with an education plan during any suspension period to support continued learning.
- Expulsion hearings include legal representation, the opportunity to present evidence, and access to alternative education options.

These practices are designed to protect student rights while maintaining a safe and supportive school environment.

Student Rights, Due Process & Disciplinary Interventions

Suspensions shall be imposed only when other means of correction fail to bring about proper conduct; however, a student, including students with exceptional needs, may be suspended on a first offense for any of the reasons in Education Code 48900 if the student violated subdivision a, b, c, d, or e or if the principal finds and declares that the student's presence causes a danger to persons or property, or threatens to disrupt the educational process. As in the case of suspension from class, the student has the right to know the charges and to offer any explanation of what happened.

Students may be suspended or expelled whenever the principal determines the student has committed an act in violation of Education Code 48900 in the district or in another district, and the act is related to a school activity or school attendance which occurs at any time including, but not limited to, any of the following:

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

Suspension by Teacher from Class: When other means of corrective action fail to bring about proper conduct, a teacher may suspend a student from class for up to two (2) school days under provisions of Education Code 48900. The student has a right to know the reason(s) for the suspension and to have the opportunity to explain what happened. As soon as possible after the suspension, the teacher must notify the parent of the suspension and arrange a parent/guardian/teacher conference regarding the suspension. A teacher may also refer a student to the principal for consideration of suspension from school.

Teacher Notification of Suspended Students: The school district shall inform the teacher of every student who has been suspended for the previous three years. In addition, when informed by the juvenile court of a minor's conviction for certain serious offenses, the superintendent/principal shall inform teachers and other staff with direct responsibility for the student of the offense. This warning is in effect for one year.

Reporting Concerns & Behavior Expectations

Concerns related to bullying, harassment, or safety can be reported to any staff member or directly to the principal. For online incidents, please save and share screenshots to assist with

the investigation. Reports may also be submitted anonymously through [insert school's reporting system or link].

When a concern is reported, the school responds promptly with:

- Safety planning
- Supportive measures
- Consequences aligned with district policy

Retaliation against anyone who reports bullying or misconduct is strictly prohibited. For more details, refer to Board Policy 5131.2 – Student Conduct and Discipline.

Behavior at School Events

All extracurricular activities are considered school-sponsored events. Inappropriate behavior at these events may result in disciplinary action and exclusion from future activities. Students are expected to uphold school behavior standards at all times, including during off-campus or after-school events.

Personal Belongings, Prohibited Items & Lost Property

Prohibited Items & Student Conduct

To maintain a safe, respectful, and distraction-free learning environment, students should bring only materials needed for school. The following items are not allowed on campus:

- Gum, sunflower seeds, toys, collectibles, balloons, stuffed animals
- Large sums of money, permanent markers (e.g., Sharpies), aerosol sprays, perfume/cologne
- Spray containers, squirt guns, laser pointers, wallet chains, poppers/novelties, blankets
- Cameras, portable speakers, gaming devices, rollerblades
- Tobacco, drugs, alcohol, weapons (including pocketknives or look-alike items)

These items may be confiscated if found. FUSD is not responsible for replacing or reimbursing confiscated items.

Students are responsible for their personal belongings. Backpacks, devices, and valuables should not be left unattended. The school cannot assume responsibility for lost or damaged items. Items of value may be stored in the office until needed. Selling items on campus is prohibited unless approved through school procedures.

Lost & Found

To help reunite students with misplaced items and reduce waste, families are encouraged to label all personal belongings (e.g., jackets, lunch boxes, water bottles). Lost items are stored in a designated area near the cafeteria. Students should check this area regularly. Unclaimed items will be donated at the end of the school year.

BP/AR 5132 – Dress and Grooming

Students are expected to dress in a manner that supports a safe and productive learning environment. Clothing and grooming must not disrupt instruction or pose health or safety risks.

General Guidelines

- **Footwear:** Shoes must be worn at all times. Sandals must have heel straps. Backless shoes or flip-flops are not allowed.
- **Clothing & Accessories:** Items must be free of crude, vulgar, profane, or sexually suggestive content, and must not promote drugs, alcohol, tobacco, or hate speech.
- **Coverage:** Clothing must adequately cover undergarments. See-through fabrics, bare midriffs, low-cut tops, and shorts/skirts shorter than mid-thigh are prohibited.
- **Headwear:** Hats and other head coverings may be worn outdoors for sun protection but **are not allowed indoors** unless for religious or medical reasons.
- **Hair:** Hair must be clean and neatly groomed. Hair products that drip when wet are not permitted.
- **PE Attire:** Gym shorts may only be worn during physical education classes.

Special Circumstances

Coaches and teachers may set additional dress requirements for specific classes or activities. Students may wear uniforms of nationally recognized youth organizations on meeting days. Students will not be penalized in PE for not wearing standardized attire due to circumstances beyond their control.

Gang-Related Apparel

To maintain a safe and secure learning environment, schools may prohibit students from wearing clothing or accessories that are identified as gang-related. This includes items that may be associated with gang affiliation, activity, or symbolism, and that could pose a threat to campus safety or disrupt the educational setting. Because gang symbols and trends can change over time, the criteria for prohibited items may be updated as new information becomes available. The goal is to ensure student safety while minimizing disruption to learning.

Enforcement

In cases of dress code violations:

- A site administrator will make the final determination.
- A respectful solution (e.g., loaner items) will be used to return students to class promptly.
- Disciplinary action may be taken if violations persists

Field Trips & Off Campas Activities

Field trips and off-campus activities are designed to extend classroom learning through real-world experiences. These opportunities are carefully planned to align with grade-level curriculum and include appropriate safety supervision. Students typically travel using district-approved transportation, and any exceptions must be approved in advance by school administration.

Permission Documentation and Health Needs—To participate, students must return signed permission slips and any required medical forms by the stated deadlines. If a student requires medication during a trip, arrangements must be made with the school nurse in advance. Students are not permitted to carry medication unless specifically authorized.

Eligibility Criteria—Some field trips may have specific criteria related to student behavior, academic performance, or attendance. These expectations are in place to ensure that all students can participate safely and responsibly. Families should regularly check ParentSquare and school communications for details about trip eligibility. In some cases, students may not be permitted to attend if they do not meet the outlined criteria. In addition, parent attendance may be required if there is a direct concern with student safety and extreme behavior concerns.

Conduct and Expectations—Students are expected to follow all school rules and demonstrate respectful behavior during off-campus activities. Failure to meet behavior expectations may result in exclusion from future trips.

Chaperone Opportunities—Some trips may include opportunities for parent or guardian chaperones. Chaperones must complete district volunteer requirements, including background clearance, and are expected to support student supervision and safety.

Event Expectations

All school-sponsored dances and events are governed by the [Insert School Name] Student Dress Code and behavior expectations.

Dance Attendance Guidelines

1. Only currently enrolled [Insert School Name] students may attend on-campus dances. A valid student ID is required for entry.
2. All guests are expected to follow FUSD and [Insert School Name] rules and policies.

3. Inappropriate behavior dancing will result in a warning. Continued violations may lead to removal from the event and exclusion from future dances.
4. Dances are closed events. Students who leave the venue will not be permitted to re-enter.
5. Disruptive or unsafe behavior will result in disciplinary action and may affect eligibility for future events.
6. Students must be dropped off and picked up promptly at designated times.
7. Parents/guardians are expected to pick up students within 15 minutes of the dance ending.

Dance & Event Dress Code

Attire must align with school standards and promote a safe, respectful environment. The following are not permitted:

- Revealing or see-through clothing
- Excessive cleavage or garments cut below the breast line
- Bare midriffs or sagging pants
- Hats or gang-affiliated attire
- Visible undergarments
- Clothing or jewelry with explicit or offensive content

Dress code violations are subject to administrative discretion. Students who do not comply with attire or behavior expectations may be denied entry or removed from the event.

Safety & Emergency Procedures

Safety Drills

To ensure preparedness, safety drills are conducted monthly in coordination with school police. These drills train staff and students to respond appropriately to various emergencies, including natural disasters, fires, and armed intruder situations. It is essential that all students understand and follow procedures promptly and calmly during drills and actual emergencies.

Disaster Preparedness

Each school in Fontana Unified School District maintains a disaster plan to respond to major emergencies such as earthquakes, floods, fires, or chemical spills. In the event of a disaster, students will remain at school and will only be released to parents or individuals listed on the student's emergency contact form. It is critical that families return updated emergency contact forms each year and notify the office immediately of any changes to phone numbers or authorized contacts.

General Evacuation Procedures

Evacuation plans are posted in a visible location in every classroom.

Students will:

- Follow all directions given by teachers and staff during an emergency.
- Remain with their assigned class and evacuate to the designated assembly area as directed.

- Return to the classroom using the same route used for evacuation after the all-clear signal is given (bell or announcement).

Teachers will:

- Take attendance once students reach the designated evacuation area to ensure all students are accounted for.
- Report any missing or extra students to administration immediately.

The school will:

- Release students only to individuals listed on the student's emergency contact file.
- Notify parents/guardians via automated phone call or other district communication systems when conditions allow.

Lockdowns

In the event of police activity near or on campus, a lockdown may be initiated by school police and site administration. During a lockdown, students and staff take immediate action to protect themselves from harm. The perimeter of the school is secured by law enforcement, and communication with the public is managed by the Fontana Unified School District Police Department. The school will not release information during or immediately after a lockdown; all updates will come directly from the district police. Please direct any questions or concerns to the Fontana Unified School District Police Department.

In the event of a lockdown:

- Immediately enter the nearest classroom or secure area.
- Do not leave the room until instructed by authorized personnel.
- Stay away from windows and doors.
- Avoid using cell phones or electronic devices to keep communication lines open for emergency responders.

Emergency Drills & Reunification Procedures

Our school follows a comprehensive safety plan and conducts regular emergency drills—including fire, earthquake, and lockdown drills—in coordination with school police. These drills help ensure that students and staff know how to respond quickly and safely in the event of a real emergency.

In the event of an actual emergency, families will receive instructions through official communication channels such as ParentSquare, phone calls, and email. To ensure a safe and orderly reunification process, please follow these guidelines:

- Do not come onto campus until directed by school or district officials.
- Bring a valid photo ID to the designated reunification site.
- Students will only be released to authorized adults listed on their emergency contact form.

It is essential that families keep their contact information up to date and return emergency forms promptly at the beginning of each school year. Only individuals listed as emergency contacts will be allowed to pick up students during a crisis.

Rules & Regulations

Loitering Ordinance

In accordance with Fontana Municipal Ordinance 15-16, juveniles may not loiter in public areas (streets, parks, restaurants, etc.) between 8:30 AM and 3:30 PM on school days unless accompanied by a parent or guardian.

Violations may result in:

- Juvenile court citation
- Fines and/or community service
- Suspension of driving privileges

Students are also not permitted on other school campuses during the school day.

Visitors

- Student visitors or guests are not allowed on campus during the school day.
- Adult visitors must follow FUSD policies and obtain administrative approval before visiting classes or activities.
- Parents wishing to attend class with their student must coordinate through the Administration or Guidance Office.

Education Code & Disciplinary Chart

Ed Code	Subtitle	Definition	Examples
48900(a)	Physical Harm	Causing, attempting, or threatening physical injury to another person	Fights, threats, non-self-defense violence
48900(b)	Weapons	Possessing, selling, or furnishing firearms, knives, explosives, or dangerous objects	Knife in backpack, firecracker possession
48900(c)	Substance Abuse	Possessing, using, selling, or being under the influence of controlled substances, alcohol, or intoxicants	Marijuana use, alcohol at school
48900(d)	Substance Sales	Offering or selling substances or look-alikes as drugs or alcohol	Selling fake pills as ecstasy
48900(e)	Robbery/Extortion	Committing or attempting robbery or extortion	Stealing lunch money under threat
48900(f)	Vandalism	Causing or attempting damage to school or private property	Graffiti, breaking windows
48900(g)	Theft	Stealing or attempting to steal school or private property	Taking a phone from another student
48900(h)	Tobacco/Nicotine	Possessing or using tobacco or nicotine products	Vaping on campus
48900(i)	Obscene Behavior	Committing obscene acts or habitual profanity/vulgarity	Inappropriate gestures, repeated swearing
48900(j)	Drug Paraphernalia	Possessing or selling drug-related items	Pipes, rolling papers
48900(k)	Defiance/Disruption	Willfully defying school staff or disrupting school activities	Refusing to follow directions, disrupting class
48900(l)	Receiving Stolen Property	Knowingly receiving stolen school or private property	Accepting a stolen laptop
48900(m)	Imitation Firearms	Possessing a replica that resembles a real firearm	Toy gun that looks real
48900(n)	Sexual Misconduct	Committing or attempting sexual assault or battery	Inappropriate touching, sexual harassment
48900(o)	Witness Intimidation	Harassing or threatening a witness in a school disciplinary proceeding	Retaliating against a student who reported misconduct
48900(p)	Soma Sales	Selling or offering the prescription drug Soma	Distributing Soma pills

48900(q)	Hazing	Engaging in harmful initiation practices	Forced humiliation during club initiation
48900(r)	Bullying	Severe or pervasive bullying, including cyberbullying	Online harassment, burn pages

Education Code Section 48915 – Mandatory Expulsion Recommendations

Ed Code	Subtitle	Definition	Examples
48915(c)(1)	Firearm Possession	Possessing, selling, or furnishing a firearm (verified by staff)	Gun in backpack
48915(c)(2)	Brandishing Knife	Displaying a knife in a threatening manner	Waving knife at another student
48915(c)(3)	Drug Sales	Unlawfully selling controlled substances	Selling ecstasy or marijuana
48915(c)(4)	Sexual Assault/Battery	Committing or attempting sexual assault or battery	Assault in locker room
48915(c)(5)	Explosives	Possession of an explosive device	Fireworks or homemade bomb



FUSD

**FONTANA UNIFIED
SCHOOL DISTRICT**

District Required Notices, Policies, and Complaint Procedures

Student Civil Rights & Protections Nondiscrimination Statement

The Fontana Unified School District prohibits unlawful discrimination, including discriminatory intimidation, harassment and bullying of anyone based on a person's actual or perceived ancestry, color, physical or mental disability, medical condition, race, ethnicity, religion, parental, marital, and family status, gender, gender expression, gender identity, genetic information, immigration status, nationality, ethnic group identification, age, pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery, national origin, sex, sex stereotypes, sex characteristics, 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: Associate Superintendent, Student Services at 9680 Citrus Avenue, Fontana CA 92335; (909) 357-5000, extension 29194; email: TitleIX@fusd.net; Title IX Coordinator: Executive Director, Certificated Human Resources, at 9680 Citrus Avenue, Fontana CA 92335 (909) 357-5000, extension 29045; email: TitleIX@fusd.net; and 504 Coordinator: Associate Superintendent, Student Services, at 9680 Citrus Avenue, Fontana, CA 92335; (909) 357-5000, extension 29194; email: 504Coordinator@fusd.net.

Legal Notice for Students 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.

Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. For a complaint form or additional information, contact one of the following individuals at:

Fontana Unified School District, 9680 Citrus Avenue, Fontana, CA 92335

- **Equity Compliance Officer:** Associate Superintendent, Student Services (909) 357-5000, Ext 29194, TitleIX@fusd.net
- **Title IX Coordinator:** Executive Director, Certificated Human Resources, (909) 357-5000, Ext. 29045, TitleIX@fusd.net
- **504 Coordinator:** Associate Superintendent, Student Services (909) 357-5000, Ext 29194, TitleIX@fusd.net 504Coordinator@fusd.net

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 a reporting form located at their 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 www.fusd.net/transfers or at the **Office of Child Welfare and Attendance** located at **9548 Citrus Avenue, Building B, Fontana, CA 92335**.

Sexual Harassment Regulation (BP 5145.7)

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Associate Superintendent, Student Services
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000, EXT 29194
TitleIX@fusd.net

Executive Director, Certificated Human Resources
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000, EXT 29045
TitleIX@fusd.net

The district shall notify students, parents/guardians, employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's title IX Coordinator. (34 CFR 106.8)

Prohibited Conduct

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

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

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

Student & Parent Handbook

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Notifications

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)
4. Be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. This shall include the name or title, office address, email address, and telephone number of the employee(s) designated as the district's Title IX Coordinator. (Education Code 234.6; 34 CFR 106.8)
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included in any handbook provided to students, parents/guardians, employees, or employee organizations (34 CFR 106.8)

Reporting Complaints

A student or parent/guardian who believes the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report

the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or the Title IX Coordinator, regardless of whether the alleged victim files a formal complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 1312.3 - Uniform Complaint Procedures.

Complaint & Resolution Processes

Title IX Sexual Harassment Compliant Procedures Administrative Regulation 5145.71

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

For a complaint governed by Title IX based on conduct that occurred, in whole or in part, between August 1, 2024, and January 9, 2025, or prior to August 14, 2020, the Title IX Coordinator shall consult with district legal counsel to determine which procedures to use.

All other complaints alleging sexual harassment brought by or on behalf of students shall be investigated and resolved in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures. The determination over which process shall be used to investigate and resolve a complaint shall be made by the district's Title IX Coordinator.

The Title IX Coordinator shall ensure that all requirements and timelines for Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures are concurrently met while implementing the Title IX procedure.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following a grievance process in accordance with 34 CFR 106.45 before the imposition of any disciplinary sanctions or other actions that are not supportive measures, as defined in 34 CFR 106.30, against a respondent

Remedies following a determination of responsibility for sexual harassment shall be designed to restore or preserve equal access to the district's education program or activity, and shall be provided in accordance with "Remedies," below.

2. Require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determination may not be based on a person's status as complainant, respondent, or witness
3. Ensure that the Title IX Coordinator, investigator, decisionmaker, or any person who facilitates an informal resolution process does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such individuals receive training in accordance with 34 CFR 106.45
4. Presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process
5. Include reasonably prompt timeframes for the conclusion of the grievance process, including reasonably prompt timeframes for filing and resolving appeals, and informal resolution processes if appropriate and offered by the district

The district's procedures shall also include a process that allows for the temporary delay of the grievance procedures or the limited extension of timeframes for good cause, with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

6. Describe the range of, or list, the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility
7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, and apply the same standard of evidence to formal complaints against students and employees and to all formal complaints of sexual harassment
8. Include the procedures and permissible bases for the complainant and respondent to appeal
9. Describe the range of supportive measures available to complainants and respondents
10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege

Additionally, the district shall not disclose the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act statute or regulations, as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising under Title IX. (34 CFR 106.30, 106.71)

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 Administrative Regulation 5145.7 - Sexual Harassment, or to any other available school employee, who shall forward the report to the Title IX Coordinator within one workday 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 shall include the complainant's physical or digital signature, or another indication that the complainant is the person filing the complaint, and 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)

If the district has actual knowledge of sexual harassment or allegations of sexual harassment but the alleged victim does not file a formal complaint, the Title IX Coordinator may file a formal complaint and, in situations when an imminent safety threat exists, shall file a formal complaint. 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.

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 even if 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, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact, changes in work or housing locations, leaves of absence, 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

If a student is the respondent, the district may remove the student from the district's education program or activity on an emergency basis, 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. Any such removal may not constitute discipline for student record purposes or Board Policy 5144 - Discipline. Additionally, this authority to remove a student does not modify a student's rights 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. Additionally, the Title IX Coordinator shall dismiss a formal 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. In addition, the Title IX Coordinator 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 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 Board Policy/Administrative Regulation 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. (34 CFR 106.45)

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, including that the district shall not require such waiver as a condition of enrollment or employment or continuing enrollment or employment. (34 CFR 106.45)

As part of an informal resolution, the parties may agree upon discipline such as suspension or expulsion without the need for an investigation.

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, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; the right to withdraw from the informal process and resume the formal complaint process at any time prior to agreeing to a resolution; and any consequences resulting from 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 may also include the name of the investigator, facilitator of an informal process, and decisionmaker and 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.

Consolidation of Complaints

When the allegations of sexual harassment arise out of the same facts or circumstances, the district may consolidate formal complaints alleging sexual harassment against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party. (34 CFR 106.45)

Investigation Procedures

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

1. Provide an equal opportunity for the 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. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including evidence that the district does not intend to rely on in reaching a determination regarding responsibility and inculpatory and exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to conclusion of the investigation
7. 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
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. 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. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decisionmaker 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 decisionmaker shall issue, and simultaneously provide to both parties, a written decision as to the scope of the respondent's responsibility for the alleged conduct, if any. (34 CFR 106.45)

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

The district may extend the timeline 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 decisionmaker 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 written 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 was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decisionmaker(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 decisionmaker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decisionmaker(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 shall 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.

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 as appropriate. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district may impose disciplinary sanctions or other actions after the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion in accordance with Board Policy and Administrative Regulation 5144.1 - Suspension/Expulsion and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities). (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. Conference with parent/guardian
3. Educating the student regarding the impact of the student's conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

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

Record-Keeping

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

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances
3. All materials used to train the Title IX Coordinator, investigator(s), decisionmaker(s), and any person who facilitates an informal resolution process

The district shall make such training materials publicly available on its website, or if the district does not maintain a website, available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure 340.1)

1. A record of the allegation(s)
2. A record of the investigation procedures followed
3. A record of the written determination
4. A record of the corrective action implemented, if any
5. A record of any appeals and the outcome of the same
6. All training materials addressing the prohibition and investigation of childhood sexual assault

Additionally, the Superintendent or designee shall indefinitely maintain a record of insurance which evidences the district's coverage for acts of sexual assault.

Complaint & Resolution Processes

Uniform Complaint Procedures (UCP) Annual Notice

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

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

- Accommodations for Pregnant and Parenting Students
- Adult Education Programs
- After School Education and Safety Programs
- 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 in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200-220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
- Educational and graduation requirements for students in foster care, homeless students, students from military families and students formerly in a juvenile court school
- Every Student Succeeds Act (ESEA)
- Local Control and Accountability (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Student Fees
- Reasonable Accommodations to a Lactating Student
- Regional Occupational Centers and Programs
- School Plans for Student Achievement (SPSA)
- School Safety Plans
- School Site Councils
- State Preschool Programs
- State Preschool Health and Safety Issues in License Exempt Programs
- Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
- Any other state or federal educational program the Superintendent of Public Instruction 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.

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. 29194
TITLEIX@fUSD.net

Under Section 504, The Rehabilitation Act Of 1973

The Rehabilitation Act of 1973, commonly referred to as “Section 504”, is a nondiscrimination law 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 has a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, bending, seeing, hearing, speaking, breathing, working, learning, thinking, concentrating, and performing manual tasks. This list is non-exhaustive.

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education 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 disabled students who do not qualify under the IDEA.

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

1. You have a right to be informed by the school 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 non-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 non-disabled 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.)
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 non-disabled 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 comply 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 condition, physical or medical reports, student grades, progress reports, parent observations, and anecdotal reports. 34 CFR 104.3
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 in regard to the identification, evaluation, or placement of your child. 34 CFR 104.36
11. You have the right to examine and review all of your child's educational records, including the right to obtain copies of such educational records at reasonable cost unless the cost would deny you access to the records, and the right to request corrective action if you believe information contained in the record is inaccurate or misleading. If the school district refuses to amend the record, you have the right to request a hearing. 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 education 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 in regard to your child's identification, evaluation, or educational placement, you should file a written appeal with the District's Section 504 Coordinator within 10 (ten) calendar days from the time you received written notice of the Section 504 Committee's action(s). A hearing will be scheduled before a 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 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, who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
16. You also have a right to file a complaint with the Office for 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**

Cell Phones and Electronic Devices Policy

TK-8 Schools

Introduction

To promote a focused and engaging learning environment, students are expected to be fully present in their classes and school activities. This policy establishes guidelines for student use of cell phones and electronic devices during school hours. It is designed to minimize distractions, support student engagement, and ensure compliance with school safety and communication protocols. The following outlines the expectations for cell phone and electronic device use, which will be reviewed with students and parents annually.

Use Restrictions

Students may bring cell phones and electronic devices to school; however, these devices must be powered off and stored out of sight from arrival until departure, except when explicitly authorized by school personnel for instructional purposes or in the event of a life-threatening emergency. All non-emergency communication must be routed through the school office.

Classroom and Emergency Use

- Cell phones and electronic devices may only be used in classrooms when explicitly authorized by the teacher for educational purposes. Students should refer to the teacher's course syllabus.

Definition of Educational Purposes

"Educational purposes" refers to the use of electronic devices under teacher supervision for activities that directly support instructional goals. Examples include:

- Accessing digital textbooks or learning platforms (e.g., Microsoft Teams, School Email)
- Taking notes, conducting research for class assignments or projects
- Using educational apps or tools (e.g., calculators, language learning apps, coding platforms)
- Viewing teacher-approved instructional videos or multimedia content
- In the event of a life-threatening emergency, students may use their personal devices only ***if school staff are not present or immediately available to respond.***
- Whenever possible, emergency communication should be coordinated through school personnel to ensure an accurate and timely response. A life-threatening emergency is defined as any situation in which a person's life is in immediate danger—such as severe injury, serious medical conditions (e.g., seizures or loss of consciousness), or active threats like fire or violence—requiring urgent action.
- Parents who need to reach their child during instructional time should call the school office. Staff will coordinate communication to minimize disruptions.

Filming and Photography

- Filming and photography on campus are permitted only during designated times and for approved school-related activities, such as class projects, performances, or events.
- Unauthorized filming or photography may result in disciplinary action, including device confiscation and loss of privileges.

School-Related Off-Campus Activity Cell Phone Use

- Students may not use personal cell phones or electronic devices during school-sponsored off-campus activities (e.g., field trips, academic competitions, performances, or community service events) unless explicitly authorized by a supervising adult.
- This includes making calls, texting, using apps, or taking photos and videos.
- Exceptions may include using devices for navigation, emergency contact, or event-specific instructions, and must be clearly communicated by staff prior to or during the activity.

Policy Violations and Consequences

Failure to comply with this policy will result in disciplinary actions as follows:

1. First Infraction: Temporary confiscation of the device with a verbal warning.
2. Second Infraction: Confiscation of the device and return at the end of the school day.
3. Subsequent Infractions: Parent/guardian retrieval of the device from the school office during designated hours, with potential restrictions on future device privileges.

Confiscation and Security Protocols

- School personnel may confiscate any device that is used in violation of this policy.
- When a device is confiscated, it must be stored in a secure location. Staff must document the following details:
 - The date and time of confiscation
 - The reason for confiscation
 - The name of the staff member who confiscated the device
 - The date and time the device was returned
 - The name of the person to whom it was returned
- Access to confiscated devices shall be restricted to the staff member who confiscated the device or designated personnel, to ensure secure handling and maintain chain of custody

Accountability & Security

- Students are fully responsible for the care and security of their personal electronic devices.
- The school is not liable for any loss, theft, or damage to devices brought to campus.
- Families are strongly encouraged to avoid sending high-value electronic items to school.

Exemptions

- Accommodations may be granted by the site administrator for students with documented health-related needs that require device access during school hours. Appropriate documentation must be provided and reviewed.

Compliance

- Students are expected to follow all staff directives related to this policy. Repeated violations may result in progressive disciplinary action, including the revocation of device privileges for the remainder of the school year.
- This policy is reviewed annually and may be updated to reflect district regulations and evolving best practices in student safety, digital citizenship, and academic integrity.

Final Thought

This policy is designed to foster responsible digital habits while promoting student engagement and well-being. By minimizing distractions and encouraging participation in school activities, we are preparing students to develop the self-discipline and social skills necessary for success in high school and beyond.

Student/Parent Handbook Acknowledgement Form

Cypress Elementary School

2026-2027

Student and Parent/Guardian Handbook Acknowledgement

We acknowledge that we have received access to and/or a copy of the **Student/Parent Handbook** for the school year listed above. We understand that the handbook contains important information regarding school expectations, policies, procedures, student conduct, attendance, safety, academic expectations, and family responsibilities.

By signing below, we acknowledge and agree to the following:

- We have received the Student/Parent Handbook.
- We understand that it is our responsibility to read and review the handbook contents.
- We understand that school policies and procedures are established to support a safe, respectful, and productive learning environment.
- We agree to comply with the expectations, policies, and procedures outlined in the handbook.
- We understand that questions regarding handbook content may be directed to school administration.
- We understand that the school may revise policies as needed and will communicate updates when applicable.

Please sign and return this acknowledgement form to the school.

Student & Parent Information

Student Name (Print): _____

Parent/Guardian Signature: _____

Teacher: _____

Grade: _____

Date: _____