

FONTANA UNIFIED SCHOOL DISTRICT
ALMERIA MIDDLE SCHOOL
PARENT HANDBOOK
2026-2027



Mission: Learn today for success tomorrow.

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

Kim M. Hall, Ph.D., Principal

Jo Ann Conriquez, Ed.D., Assistant Principal

Chinedum Nnoli, Dean of Students

Vanessa Casas-Duran, School Counselor

Angel Ramirez, School Counselor

Melanie Delgado, Climate and Culture Coach

Almeria Middle School | 7723 Almeria Avenue | Fontana, CA 92336

Main Office: (909) 357-5350 | Hours: 7:30 a.m. - 4:00 p.m.

<https://almeria.fusd.net/>

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This handbook is the parent/guardian companion to the Almeria Middle School Student Handbook. It includes family procedures, district-required policies, and parent-facing information.

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1. Welcome & School Information

Welcome to Almeria Middle School

Welcome to the 2026-2027 school year at Almeria Middle School. This Parent Handbook provides detailed procedures and policies for families. The Student Handbook provides student-friendly daily expectations. Families are encouraged to review both documents with their students.

We are committed to keeping Almeria safe, structured, inclusive, and focused on learning. Strong family-school communication helps students arrive prepared, attend consistently, follow expectations, and ask for support early.

Dolphins to Know

Name/Contact	Role
Kim M. Hall, Ph.D.	Principal
Jo Ann Conriquez, Ed.D.	Assistant Principal
Chinedum Nnoli	Dean of Students
Vanessa Casas-Duran	School Counselor
Angel Ramirez	School Counselor
Melanie Delgado	Climate and Culture Coach

District Leadership & Governance

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

- 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/Departments under the Superintendent of Schools: Business Services; Human Resources; Student Services; Teaching and Learning; Communication and Community Engagement; Technology and Digital Integration; School Police Services.

2. School Calendar, Bell Schedule & Daily Routines

School Calendar

The official school calendar is shared by Fontana Unified School District and Almeria Middle School through ParentSquare and the school/district websites. Families should rely on official school communications for holidays, minimum days, testing windows, parent conference schedules, and special events.

Bell Schedule

Regular Day Bell Schedule

1st Lunch Schedule	Time	2nd Lunch Schedule	Time
Period 1	8:00-8:57	Period 1	8:00-8:57
Period 2	9:02-9:59	Period 2	9:02-9:59
Period 3	10:04-11:01	Period 3	10:04-11:01
Lunch	11:01-11:36	Period 4	11:06-12:03
Period 4	11:41-12:38	Lunch	12:03-12:38
Period 5	12:43-1:40	Period 5	12:43-1:40
Period 6	1:45-2:42	Period 6	1:45-2:42
Lunch		Who attends	
First lunch		Students whose 4th period class is in the H, P, or T wing.	
Second lunch		Students whose 4th period class is in the I, N, or O wing.	

Wednesday Minimum Day Bell Schedule

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

Daily Routine Reminders

- Campus opens at 7:30 a.m., and breakfast begins at that time. Students should arrive early if they plan to eat breakfast.
- Students must be in first period before the 8:00 a.m. bell. Students should report to the Attendance Office after 8:30 a.m. or when directed by staff.
- Students who arrive before 7:30 a.m. should wait out front under the Almeria Middle School sign. Students may not wait in the parking lot.
- When gates open at 7:30 a.m., students enter through the breezeway, go into the quad, and remain there until the 7:55 a.m. bell rings. Students who want breakfast may enter the cafeteria after going into the quad.
- Students must walk bikes, scooters, and skateboards on campus and lock them in the bike rack area.

3. Student Support & Wellness Services

At Almeria Middle School, student well-being is foundational to academic and personal success. School counselors and the Climate and Culture Coach serve as key resources for students and families seeking support or referrals to additional services.

Support Contact	Role
Vanessa Casas-Duran	School Counselor
Angel Ramirez	School Counselor
Melanie Delgado	Climate and Culture Coach

Support Services

- 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.
- Collaboration with teachers and families to support student success.

Confidentiality & Safety

Student privacy is respected in counseling interactions. Counselors explain the limits of confidentiality, especially in situations involving safety concerns such as harm to self or others. In those situations, 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, Almeria follows established district crisis response protocols. 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 may request support through a counselor, the Climate and Culture Coach, the school office, teacher referrals, or student self-referral. Families may call the Main Office for assistance identifying the appropriate staff member.

4. 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 check messages regularly.

Q ParentConnection and ParentSquare

Tool	Purpose
Q ParentConnection	Families use Q ParentConnection to review grades, attendance, progress reports, report cards, and student information. Families should keep phone numbers, addresses, and emergency contacts current.
ParentSquare	Almeria and FUSD use ParentSquare for school and district messages, event reminders, surveys, forms, and other important communication. Families should confirm notification preferences and preferred language.

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 Conferences	Provides opportunities for individualized academic and behavioral discussions.
Other School-Related Gatherings	Includes workshops, forums, advisory meetings, and family engagement opportunities hosted by the school or district.

Meeting dates and agendas are shared in advance through ParentSquare or other school communications. Unless otherwise noted, committee meetings are open to the public.

Volunteer and Chaperone Guidelines

Volunteers and chaperones are welcomed and appreciated. All volunteers and chaperones must complete all current district clearance requirements before volunteering or chaperoning. Requirements may include district screening, TB clearance, background clearance, and any additional process required by FUSD.

- Contact your child's teacher or the school office before volunteering.
- Complete all current district clearance requirements before volunteering or chaperoning.
- Sign in and out at the office and wear a visitor badge.
- Remain under the supervision of school staff when working with students.
- Avoid discussing your child's progress while volunteering.

- Please make other arrangements for your younger children when volunteering.

Meeting Recording Policy

The school values open communication and encourages families and community members to participate in school meetings and events. Recording of meetings may be permitted in accordance with state law, including for public meetings. The school also recognizes the importance of privacy, 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 and will inform participants in advance when a school meeting will be recorded.

5. Campus Safety & Daily Procedures

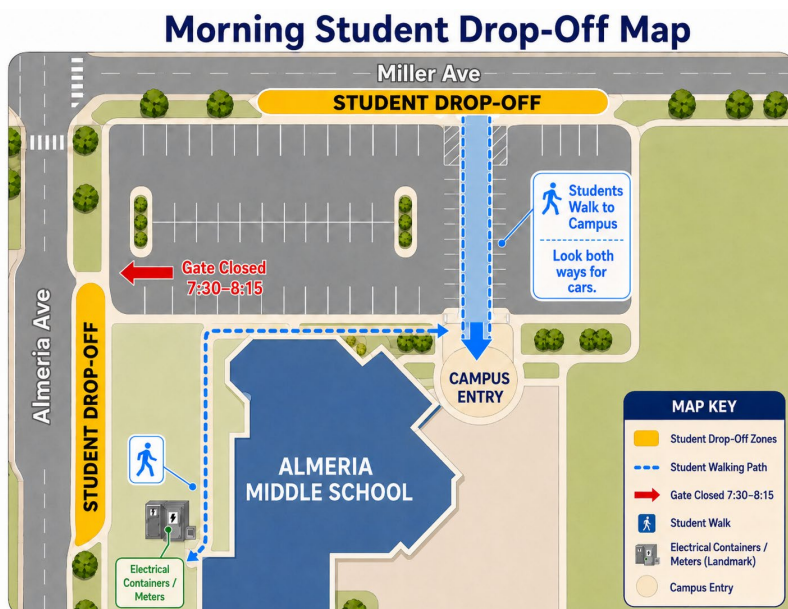
Clear routines help keep students safe, minimize congestion, and protect instructional time. Families are expected to follow staff directions during arrival, dismissal, special events, and emergency situations.

Car Line & Pedestrian Safety

- Use designated drop-off and pick-up lanes and pull forward as directed by staff.
- Students should enter and exit vehicles curbside whenever possible.
- If you need to walk your child to or from school, 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 directions from crossing guards, staff, and school police.
- Do not call or wave for students to cross traffic or walk between vehicles.

Morning Parking Lot Closure & Student Drop-Off Map

For student safety, the parking lot is closed to vehicles from 7:30–8:15 a.m. During this time, students walk through the parking lot as they enter campus. The map below shows the designated drop-off areas and walking routes and helps explain why this safety procedure is necessary.



Closed Campus Policy

- Almeria Middle School operates as a closed campus. Students may not leave during the school day unless properly signed out through the Attendance Office.
- Students must remain in designated areas during lunch and throughout the school day.
- Students may not leave campus to buy food, pick up food, meet someone, or return later on their own.
- Food deliveries from outside vendors such as Uber Eats, DoorDash, Grubhub, or similar services are not allowed and will not be accepted.
- Students may not open exterior doors or gates for delivery drivers, visitors, or anyone who is not approved to enter campus.

Item Drop-Offs

If you need to drop off clothing, shoes, or another personal item for a student, place the item in a clearly labeled bag with the student's name and leave it at the front office. Office staff will coordinate with the student when possible. To maintain campus safety and minimize disruptions, all drop-offs must follow this procedure.

Regular School-Day Check-Out and Emergency Contacts

Important distinction: regular check-out is not the same as emergency/disaster release.

Parents/guardians have permission to sign students out of school during the day. If someone on the Emergency Contact list comes to sign a student out, the school will contact the parent/guardian for permission before releasing the student.

Being listed as an emergency contact does not automatically authorize a person to arrive unannounced and remove a student from school during the regular school day.

- A valid photo ID is required for any adult signing out a student.
- If a parent/guardian is sending someone else to pick up a student, the parent/guardian should contact the front office or Attendance Office ahead of time and speak personally with staff. Do not rely on a voicemail or message that may not be received in time.
- If the communication is by phone, the school may call the parent/guardian back using the contact information listed on the emergency card to verify the request.
- The person picking up the student must bring identification.
- The parent/guardian may also be asked to present identification by school staff.
- Emergency contacts are especially important for district or school emergency situations when students may need to be released as part of a reunification process.

Early Pick-Up and Late Arrivals

Situation	Procedure
If early pick-up is unavoidable	Notify the office in advance, bring photo ID, and allow time for transitions so lessons can conclude smoothly. Students will not be called out of class until required procedures are followed.
Students arriving late	Students arriving after the bell must follow staff directions, check in when required, proceed directly to class, and enter quietly without disrupting instruction.
Late after 8:30 a.m. or when the black gate is closed	Students report to the Attendance Office before going to class.

Loitering Ordinance

In accordance with Fontana Municipal Ordinance 15-16, juveniles may not loiter in public areas, including streets, parks, and restaurants, between 8:30 a.m. and 3:30 p.m. on school days unless accompanied by a parent/guardian. Students are also not permitted on other school campuses during the school day. Violations may result in juvenile court citation, fines/community service, or suspension of driving privileges.

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.
- We request that parents/guardians who wish to observe a classroom or attend class with their child coordinate in advance through Administration or the Counseling Office and follow visitor procedures.
- All visitors must check in at the front office, present identification when required, wear a visitor badge, and proceed directly to the approved destination.

6. Transportation, Wheels on Campus & Courtesy Guidelines

Wheeled Transportation

For safety, students must walk all wheeled items, including bikes, scooters, and skateboards, while on campus. These items must be locked at designated racks during the school day. Helmets are required by California law for all riders under 18 when traveling to and from school.

Electric Wheelchairs and Mobility Devices

Individuals who use electric wheelchairs or other mobility devices as a medical or accessibility accommodation may operate these devices on campus in accordance with their individual needs. These devices are not considered recreational wheeled transportation. The school will work collaboratively to ensure access, safety, and compliance with applicable laws, including Section 504 and the ADA.

Bus and 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/guardian as early as possible.

Accessibility and Courtesy During Pick-Up

Designated loading areas are available for families with accessibility needs. If you require accommodations, please contact the office in advance. Families are expected to model patience and kindness during pick-up because small courtesies help keep the line moving safely.

7. Health Services & Medication Policy

Almeria is committed to supporting the health and well-being of all students. Students who feel ill should notify a staff member and report to the Health Office. The Health Office will contact parents/guardians when appropriate. Students should not make independent arrangements for early pick-up using personal devices.

Health Office Services

- Assistance with daily health concerns.
- Medication dispensing when proper documentation is on file.
- Vision and hearing screenings.

- Communication with parents/guardians when a student needs to go home because of illness or injury.

Medication Policy

Students who require medication during the school day may be assisted by the school nurse or designated personnel only when the required documentation is provided. The medication must be delivered to the Health Office by a parent/guardian. Students may not transport medication to school or carry medication unless specifically authorized through the school nurse and district health procedures.

- A written statement from the physician with the medication name, dosage, time schedule, and method of administration.
- A written statement from the parent/guardian requesting school assistance in administering the medication.
- Arrangements made in advance with the school nurse for medications needed during field trips or off-campus activities.

Emergency Contact Updates

Families must notify the school office immediately of changes to student information, including home address, parent/guardian phone numbers, and emergency contact information. Current information helps the school respond quickly and appropriately when needed.

8. Attendance, Absences & Independent Study

Attendance Expectations

Consistent attendance is one of the strongest predictors of student success. Families are expected to help students attend school every day, arrive on time, and remain in class for the full day unless circumstances require an absence or early dismissal.

Reporting an Absence

If your child is absent, please report it using Q ParentConnection or call the Attendance Office each morning of the absence. Include the student's name and grade, date(s) of absence, and reason. This helps the school accurately record the absence and offer support if needed.

Excused Absences

- Illness or medical appointments, including dental and mental health appointments.
- 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/guardian must notify the Attendance Office with a valid reason within the school's designated timeframe.

Unexcused Absences and Truancy

- Oversleeping.
- Transportation issues.

- Family vacations not approved in advance.
- Leaving campus without permission.
- Absences not verified by a parent/guardian.

A student may be 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 additional attendance notices, intervention meetings, or referral to district attendance support processes.

Independent Study

If your child will be absent for three or more consecutive days for reasons other than illness, contact the office as early as possible to ask about Independent Study. If your child will be traveling outside the country, please notify the school at least 5-7 school days in advance. For other planned absences, please notify the school at least 3-5 school days in advance. Early notice helps teachers prepare meaningful assignments that align with classroom instruction. When all assigned work is submitted on time and in full, attendance credit may be applied for those days.

Saturday School / Attendance Recovery

Saturday School gives students an opportunity to recover absences and remain eligible for attendance recognition when available. It supports learning but does not replace daily classroom instruction. Details about dates, times, and sign-up will be shared by the school.

Attendance Notices and Support

Families may receive truancy or chronic absence notices when a student has excessive absences or tardies. These notices are intended to inform and support families. If you receive a notice, contact the school office to review the details and discuss next steps.

Make-Up Work

When a student has an excused absence, the student is given a reasonable amount of time to complete missed assignments. Students should check Microsoft Teams, Q, and teacher directions for missed work. For Independent Study, all assigned work must be completed and submitted by the agreed-upon deadline.

9. Instruction, Interventions & Academic Support

Almeria believes that strong instruction, timely support, and meaningful enrichment help every student grow. Families and school staff share responsibility for monitoring progress and responding early when students need support.

Progress Reports, Report Cards, and Grade Monitoring

- Families receive progress reports and report cards according to the district calendar.
- Q ParentConnection is the primary platform for viewing current grades, attendance, progress reports, and report cards.
- Report cards are no longer mailed home; families can access and download report cards through Q ParentConnection.
- Families should contact the teacher first with questions about class progress, assignments, or grading.

Homework and Classwork

- Homework provides practice, review, and enrichment of classroom learning.
- Teachers share homework expectations, grading practices, and communication methods at the start of the year.

- When no homework is assigned, students are encouraged to read and practice basic math facts at home.
- Parents can support learning by creating a quiet, consistent space for homework each evening.

Multi-Tiered System of Support (MTSS)

MTSS is a framework used to identify and respond to students' academic, behavioral, and social-emotional needs. Support is provided at increasing levels of intensity based on student needs and may include interventions, progress monitoring, and collaboration with families.

- Reviewing multiple measures, including state tests, district benchmarks, classroom performance, and teacher input.
- Providing targeted support during the school day and occasional before/after-school sessions when available.
- Monitoring progress and adjusting supports as needed.
- Communicating with families through ParentSquare, email, phone calls, and teacher conferences.

Student Success Team (SST)

The SST process is an early intervention tool that helps identify and address academic, behavioral, or social-emotional challenges before they become long-term barriers. Parents are active partners in the process and may be invited to participate in SST meetings to share insights and collaborate on solutions.

Parent Conferences

Parent-teacher conferences are held during the first semester and provide an opportunity to discuss academic progress, behavior, and support needs. Families may also request conferences outside the scheduled window by contacting the teacher or school office.

Specialized Student Support Services

Almeria provides access to specialized supports for students who qualify through district and legal processes. Families should contact the school counselor, school psychologist, or administration with questions about support services.

Service	Description
Special Education - Specialized Academic Instruction (SAI)	Students with IEPs receive services based on individualized needs and the least restrictive environment determined by the IEP team. Services may include co-teaching, small group instruction, or special day class support.
Related Services	The IEP team may recommend services such as speech and language therapy, occupational therapy, adapted physical education, counseling, or other supports as appropriate.
School Psychologist Services	The school psychologist may support assessments, consultation, crisis response, behavior planning, and IEP/504-related processes.
Section 504 Plan	A 504 Plan may provide accommodations or supports for students whose disabilities substantially limit one or more major life activities.
English Learners (ELs)	ELs receive Designated and Integrated English Language Development support until reclassified as Fluent English Proficient.

Student Recognition and Incentive Programs

Recognition	Criteria/Purpose
Principal's Honor Roll	GPA of 4.0
Academic Honor Roll	GPA of 3.5 to 3.99
Honor Roll	GPA of 3.0 to 3.49
Attendance Recognition	Recognizes strong attendance according to school/district criteria.
Students of the Month / WAVE Recognition	Recognizes exemplary behavior, citizenship, academic effort, and demonstration of WAVE expectations.
Reclassification Awards	Celebrates students who successfully transition out of English Learner status.
Athletic Recognition	Acknowledges student-athletes for participation, sportsmanship, and achievement in school-sponsored athletic programs.

10. Technology, Devices & Digital Citizenship

Acceptable Use Policy and 1:1 Laptop Agreement

Technology is a regular part of learning. Families must review and sign the Acceptable Use Policy (AUP) and 1:1 Laptop Agreement each year. Students must use school technology responsibly, safely, and for school-related purposes.

Device Care and Expectations

- Students must bring their school-issued device fully charged each day.
- 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.
- Students should report laptop, charger, textbook, or library book loss/damage to a teacher or library staff immediately.

Cell Phones, Earbuds, Smartwatches, and Personal Devices

Almeria implements the district TK-8 cell phone and electronic device policy. Personal devices must be powered off and stored out of sight from arrival until departure unless explicitly authorized by school personnel for instructional purposes or when a student has an approved documented need.

School site policy alignment: Almeria's site process may include more specific or more restrictive procedures than the district's general policy, including office confiscation, documentation, parent/guardian contact, parent/guardian pick-up, and detention for repeated violations. However, the site process may not remove or reduce any rights, exceptions, or protections provided by district policy.

- Phones, earbuds, headphones, smartwatches, and other personal devices must remain off and out of sight during class, passing periods, breaks, lunch, and school events unless staff gives explicit permission.
- Parents/guardians who need to reach a student during the school day should call the school office.
- Students may not film, photograph, livestream, AirDrop, message, or post during the school day without permission.

- Students may not use devices on field trips or off-campus activities unless a supervising adult explicitly authorizes it.

Cell phone and electronic device violations are addressed progressively. The chart below outlines the typical site response.

Issue	Almeria site process
1st time	Device is taken to the office. Student may pick it up at the end of the school day. Incident is documented.
2nd time	Device is taken to the office. Parent/guardian contact is made. Student may pick it up at the end of the school day. Incident is documented.
3rd time and after	Device is taken to the office. A parent/guardian must pick it up. Detention may be assigned. Incident is documented.

Important exceptions

Students may use a phone or electronic device only when a teacher/staff member gives permission for a school activity, when an approved health plan or documented medical need allows device access, or when there is a life-threatening emergency and school staff are not present or immediately available to help.

Online Safety and Reporting

Families are encouraged to talk with students about being kind online, protecting personal information, and reporting unsafe or inappropriate behavior. If cyberbullying, inappropriate messages, or unsafe digital content affects school, students should report it to a teacher, counselor, or administrator immediately.

11. WAVE, PBIS & Behavior Expectations

Almeria WAVE Expectations

Almeria uses WAVE as the schoolwide expectations framework. WAVE helps students understand what safe, respectful, responsible, and learning-focused behavior looks like across campus.

WAVE	What it means
Work Hard	Turn in classwork and homework on time; participate and stay focused; use mistakes to learn.
Act Responsibly	Come prepared with materials; be on time; ask for help when needed.
Very Polite	Use kind words and school-appropriate language; use one voice at a time; include others and respect differences.
Everyone Safe	Keep hands, feet, objects, and backpacks to yourself; walk unless an adult says otherwise; respond quickly to adult directions.

Tiered Behavior Support

- Tier 1: Schoolwide expectations, proactive teaching of behaviors, and recognition systems for all students.

- Tier 2: Targeted interventions such as check-in/check-out, small group support, behavior contracts, or goal setting.
- Tier 3: Intensive individualized supports such as behavior intervention planning, counseling, and wraparound services.

Hands Off and Keeping Everyone Safe

Students must keep hands, feet, body, backpacks, and belongings to themselves at all times. Playing is not an excuse for unsafe behavior. Pushing, shoving, hitting, kicking, tripping, grabbing, play fighting, wrestling, chasing, fake hitting, pulling on backpacks or clothing, blocking someone's path, throwing objects, touching belongings without permission, recording fights, encouraging fights, or gathering around fights is not allowed.

Restorative Practices to Support Student Growth

Almeria uses restorative practices to help students learn from mistakes, repair harm, strengthen relationships, and remain connected to the school community. Depending on the situation, restorative practices may include facilitated conversations, reflection and accountability activities, peer mediation, problem-solving, apologies, restitution, service, reintegration meetings, or safety plans following more serious incidents.

Reporting Concerns

Almeria encourages students and families to report safety concerns, bullying, harassment, discrimination, threats, weapons, vaping, drugs, alcohol, dangerous objects, restroom concerns, or other unsafe behavior.

Students may report concerns through the school's online reporting system in Microsoft Teams or by speaking directly with a trusted adult on campus.

Parents/guardians may report concerns by contacting a teacher, counselor, Climate and Culture Coach, Dean of Students, Assistant Principal, Principal, District Safety Officer, school police officer, office staff member, librarian, Health Office staff member, or another appropriate school employee.

Progressive Discipline Model

Almeria uses a progressive discipline model that emphasizes reteaching, reflection, restorative practices, accountability, safety, and family communication. Interventions may include teacher reminder, conference, reflection, parent/guardian contact, detention, behavior contract, Peer Success Panel referral, restorative conference, loss of privileges, alternative learning setting, suspension, citation, or other district-approved actions. Serious safety violations may result in immediate administrative action.

Behavior	What may happen
Minor behavior or classroom disruption	Teacher reminder/reteaching; seat change; reset or reflection; parent/guardian contact if needed; teacher detention or classroom consequence if needed.
Repeated minor behavior	Parent/guardian contact; documentation; counselor/dean/administrator check-in; behavior goal or contract; referral to Peer Success Panel.
Tardies, skipping, or out of class without permission	Staff conference; parent/guardian contact; lunch reflection, After School Work Program, or restricted pass privileges; attendance or

Behavior	What may happen
	behavior plan; Peer Success Panel referral.
Technology misuse	Device may be taken to the office; parent/guardian contact and documentation; digital citizenship reteaching; restricted device privileges or detention for repeated violations.
Unsafe physical behavior	Parent/guardian contact; No Contact/No Fight Contract or safety plan; restorative conference or reintegration meeting; alternative learning setting, suspension, citation, or other discipline depending on severity.
Bullying, threats, harassment, hazing, or retaliation	Report is investigated; safety/support plan may be created; parent/guardian contact; no-contact plan, loss of privilege, alternative learning setting, suspension, or other discipline depending on findings.
Drugs, alcohol, tobacco, vaping, or paraphernalia	Parent/guardian contact; item confiscated; substance-use education or referral; alternative learning setting, suspension, citation, or law enforcement response depending on the situation.
Weapons, dangerous objects, or look-alike weapons	Immediate administrator response; parent/guardian contact; confiscation and possible law enforcement notification; suspension or possible expulsion recommendation depending on the object and situation.

Searches and Detection Dogs

To help keep campus safe, school officials may search student belongings when allowed by law, district policy, and safety rules. This may include backpacks, bags, school materials, lockers, desks, or other items on campus. The district may also use trained, non-aggressive detection dogs to help check for drugs, weapons, or other unsafe items. Detection dogs may sniff the air around areas or belongings, but they do not directly sniff students.

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

12. Personal Belongings, Prohibited Items & Dress Code

Personal Belongings and Lost Property

- Students are responsible for their personal belongings. Backpacks, devices, books, and valuables should not be left unattended.
- The school cannot assume responsibility for lost, damaged, or stolen personal items.
- Families are encouraged to label jackets, lunch boxes, water bottles, and other personal belongings.
- Lost items may be checked in the office, cafeteria, library, Health Office, or designated lost and found areas. Unclaimed items may be donated at the end of the school year.

Prohibited Items and Student Conduct

Students should bring only materials needed for school. Items that distract from learning, create safety concerns, cause allergy/asthma concerns, damage property, or are likely to be lost or stolen should remain at home.

- Gum, sunflower seeds, toys, trading cards, collectibles, balloons, or stuffed animals.
- Large sums of money or items that are valuable or sentimental.
- Permanent markers such as Sharpies unless specifically authorized by a teacher.
- Aerosol sprays, perfume, cologne, nail polish, or items with strong smells.
- Portable speakers, gaming devices, or personal electronics not needed for school.
- Toy weapons, look-alike weapons, laser pointers, chains, or other items that may create a safety concern.
- Tobacco, drugs, alcohol, weapons, knives, look-alike weapons, or dangerous objects.

If a student brings an item that is not allowed, the item may be taken to the office. A parent/guardian may be contacted or asked to pick it up. FUSD is not responsible for replacing or reimbursing confiscated items.

Selling Items on Campus

Selling items on campus must be approved by the ASB Director. This includes fundraisers. Selling food, candy, personal items, or other products without permission may lead to parent/guardian contact, the item being taken to the office, and a referral to administration.

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.

Topic	District dress code guideline
Footwear	Shoes must be worn at all times. Sandals must have heel straps. Backless shoes or flip-flops are not allowed.
Clothing and 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.
P.E. 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 P.E. 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 clothing or accessories identified as gang-related or associated with gang affiliation, activity, or symbolism when such items could pose a threat to campus safety or disrupt the educational setting. Because gang symbols and trends can change, the criteria for prohibited items may be updated as new information becomes available.

Enforcement

- A site administrator will make the final determination regarding dress code concerns.
- A respectful solution, such as loaner items, may be used to return students to class promptly.
- Disciplinary action may be taken if violations persist.

13. Activities, Athletics, Field Trips & Eligibility

Participation in athletics, clubs, field trips, dances, assemblies, student government, and special events is a privilege. Eligibility expectations help maintain safety, accountability, and a positive school environment.

General Activity Eligibility

Area	Student expectation
Attendance	Attend at least four periods on the day of the event and avoid truancy.
Forms	Turn in permission forms by the deadline with parent/guardian signature.
Grades	Earn at least a 2.0 GPA with no more than one F, unless a more specific event rule applies.
Citizenship	Avoid an Unsatisfactory (U) in Citizenship on the most recent grading report.
Behavior	Follow school rules. Suspension, serious discipline, or placement on the No-Go list may affect participation.
Approval	Have administrative approval when required.

8th Grade End-of-Year Activity Eligibility

Eighth grade end-of-year activities are special privileges. Students must meet the criteria for each activity. Eligibility is checked separately for each activity. Students who do not meet the criteria may have the opportunity to submit an appeal; appeal information and deadlines will be shared through school announcements.

Activity	Criteria
Promotion	Free of suspensions during second semester; free of trancies during second semester; passing grades with no more than one F on the 4th Quarter Progress Report; fewer than 4 unexcused absences during second semester; no more than 6 tardies to periods 2-6 during second semester.
Dinner/Dance	Free of suspensions and trancies during second semester; clear all ASB fines; passing grades with no more than one F on the 4th Quarter Progress Report; fewer than 4 unexcused absences; no more than 6 tardies to periods 2-6.
Picnic	Free of suspensions and trancies during second semester; clear all ASB fines; passing grades with no more than one F on the 4th Quarter Progress Report; avoid a U in Citizenship on the 4th Quarter Progress Report; fewer than 4 unexcused absences; no more than 6 tardies to periods 2-6.
Field Trip	Free of suspensions and trancies during second semester; clear all ASB fines; passing grades with no more than one F on the 4th Quarter Progress Report; 2.0 GPA or higher on the 4th Quarter Progress Report; avoid a U in Citizenship; fewer than 4 unexcused absences; no more than 6 tardies to periods 2-6.

Athletics

- Available sports may include volleyball, basketball, and soccer.
- Students must meet eligibility requirements and attend tryouts.
- Coaches select team members based on skill, effort, attitude, and team needs. Selection does not guarantee playing time.
- Athletes represent Almeria and are expected to show good sportsmanship on and off the field or court.

- Medical P.E. exemption notes may affect sports participation.
- Detentions or assigned consequences must be served before practices or games.

Field Trips and Off-Campus Activities

- Students must return signed permission slips and required medical forms by stated deadlines.
- If a student requires medication during a trip, arrangements must be made with the school nurse in advance. Students may not carry medication unless specifically authorized.
- Some trips may have specific criteria related to behavior, academic performance, or attendance.
- Students are expected to follow all school rules during off-campus activities. Failure to meet expectations may affect future trips.
- Parents/guardians must pick up students promptly at the designated return time and location.
- Chaperones must complete all current district volunteer/chaperone clearance requirements before participating.

Dance and Event Expectations

- Only currently enrolled Almeria students may attend on-campus dances unless the event specifically states otherwise.
- A valid student ID may be required for entry.
- Dances are closed events. Students who leave the venue will not be permitted to re-enter.
- Students must be dropped off and picked up promptly at designated times. Parents/guardians are expected to pick up students within 15 minutes of the event ending.
- All event attire must align with school standards and promote a safe, respectful environment. Students who do not comply may be denied entry or removed from the event.

14. Safety & Emergency Procedures

Safety Drills

Safety drills are conducted regularly in coordination with school police. Drills help students and staff practice appropriate responses to emergencies such as natural disasters, fires, and armed intruder situations. Students are expected to follow procedures promptly and calmly during drills and actual emergencies.

Disaster Preparedness

Almeria maintains a disaster plan to respond to emergencies such as earthquakes, floods, fires, or chemical spills. In a disaster, students will remain at school until released through district/school reunification procedures.

Emergency/Disaster Reunification

Emergency release is different from regular school-day check-out.

During an actual emergency or reunification process, students will be released only to parents/guardians or authorized adults listed on the student's emergency contact form, with valid photo identification and according to district/school instructions. Families should not come onto campus until directed by school or district officials.

- Families will receive instructions through official communication channels such as ParentSquare, phone calls, and email when conditions allow.
- Bring a valid photo ID to the designated reunification site.
- Keep emergency contact information current throughout the year.
- Students will only be released to authorized adults listed on the emergency contact form during a crisis.

General Evacuation Procedures

- Evacuation plans are posted in classrooms.
- Students must follow all directions from teachers and staff, remain with their assigned class, and evacuate to the designated assembly area.
- Teachers take attendance and report missing or extra students to administration.
- The school will notify parents/guardians via official district communication systems when conditions allow.

Lockdown Procedures

A lockdown may be initiated by school police and site administration in response to police activity near or on campus or another safety threat. During a lockdown, students and staff take immediate action to protect themselves. Communication with the public is managed by FUSD Police Department and/or district officials. Families should wait for official updates and instructions.

- 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 unless directed or required for a life-threatening emergency.

Disaster Response Assignments

Time of Day	Evacuation Area Assignment
Before School	Report to the academic area of your First Period class or assigned work area.
After School	Report to the academic area of your Sixth Period class or assigned work area.
During Lunch	Report to the academic area of your Third Period class or assigned work area.
During Passing Periods	Report to the academic area of your previously attended class or assigned work area.



Appendix A: District Required Notices, Policies, and Complaint Procedures

The following required district notices and procedures are reproduced from the district-provided 2026-2027 notices document. Families should also review annual notifications sent by Fontana Unified School District.

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
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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)

Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

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.

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:

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

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:

Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

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)

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)

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)

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)

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)

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)

A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

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

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)

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.

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

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

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

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.

Describe the range of, or list, the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility

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

Include the procedures and permissible bases for the complainant and respondent to appeal

Describe the range of supportive measures available to complainants and respondents

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)

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

Obtains the parties' voluntary, written consent to the informal resolution process

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)

The district's complaint process, including any informal resolution process

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.

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

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

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)

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

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

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

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

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

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

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

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)

Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30

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

Findings of fact supporting the determination

Conclusions regarding the application of the district's code of conduct or policies to the facts

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

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)

Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

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

Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome

Issue a written decision describing the result of the appeal and the rationale for the result

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:

Transfer from a class or school as permitted by law

Conference with parent/guardian

Educating the student regarding the impact of the student's conduct on others

Positive behavior support

Referral of the student to a student success team

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)

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

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

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)

A record of the allegation(s)

A record of the investigation procedures followed

A record of the written determination

A record of the corrective action implemented, if any

A record of any appeals and the outcome of the same

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
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Notice of Parent and Student Rights Under Section 504, The Rehabilitation Act Of 1973

The Rehabilitation Act of 1973, commonly referred to as "Section 504", is a nondiscrimination 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.

School site policy alignment: Individual school procedures may differ from this districtwide policy when they add site-specific procedures or more restrictive expectations. However, a school site procedure may not remove or reduce any rights, exceptions, or protections provided by district policy.

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:

First Infraction: Temporary confiscation of the device with a verbal warning.

Second Infraction: Confiscation of the device and return at the end of the school day.

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.