

**SIERRA LAKES
ELEMENTARY SCHOOL
STUDENT/PARENT HANDBOOK
2026 - 2027**



**SIERRA LAKES
ELEMENTARY SCHOOL
5740 Avenal Place
Fontana, CA 92336
(909) 357-5270
FAX (909) 357-7575**

**Dr. Rita Bayne
Faria Munmun
Pooja Bhutiani**

**Principal
Assistant Principal
Assistant Principal**

FONTANA UNIFIED SCHOOL DISTRICT
MESSAGE TO FAMILIES

Welcome to the 2026–2027 School Year!

From the Sierra Lakes Elementary School Administration

Dear Sierra Lakes Families,

Welcome to a new and exciting school year at Sierra Lakes Elementary! We are thrilled to begin another year of learning, growing, and creating unforgettable memories together.

At Sierra Lakes, we believe that students thrive in an environment that is both supportive and structured—and that learning should be both meaningful and fun! This year, we are proud to continue using PBIS (Positive Behavior Interventions and Supports) to guide our students in making positive choices that help them succeed academically, socially, and emotionally.

Our school-wide motto is to be a S.H.A.R.K., which represents the values we uphold every day:

S = Safe

H = Honest

A = Accountable

R = Respectful

K = Kind

These core expectations are taught, practiced, and reinforced in all areas of the school—from the classroom to the playground and everywhere in between. When students demonstrate S.H.A.R.K. behaviors, they are recognized and celebrated through a variety of rewards and positive reinforcements. Our goal is to create a welcoming and consistent learning environment where every child feels empowered to be their best self.

We also believe that the partnership between school and home is essential to your child's success. When parents and educators work together, we build a strong foundation for academic achievement, positive behavior, and personal growth. Your involvement, encouragement, and support make a powerful difference—and we value the opportunity to partner with you throughout the school year.

Let's make this school year SHARK-tastic by encouraging our students to take responsibility, make kind choices, and dive into learning with enthusiasm. We look forward to working together for a year full of growth, joy, and discovery!

With Shark Pride,

Sierra Lakes Elementary Administration

**SIERRA LAKES ELEMENTARY SCHOOL
2026-2027 BELL SCHEDULE**

Office Opens	Breakfast	Playground Opens	Office Closes
7:00 a.m.	7:15 - 7:40 a.m.	7:15 a.m.	3:30 p.m.

K – 5TH GRADE REGULAR DAY SCHEDULE

Grade	School Begins	Recess AM	Lunch Cafeteria	Lunch Playground	Recess PM	Dismissal
K	7:45 a.m.	9:00 – 9:20	10:40 -11:00	11:00 -11:20	1:05 -1:15	2:20 p.m.
1	7:45 a.m.	9:20 – 9:40	11:00 – 11:20	11:20 - 11:40	1:15 – 1:25	2:20 p.m.
2/SDC	7:45 a.m.	9:40 – 10:00	11:20 – 11:40	11:40 – 12:00	1:35 – 1:45	2:20 p.m.
3	7:45 a.m.	10:00 – 10:20	11:40 – 12:00	12:00 – 12:20	1:25 – 1:35	2:20 p.m.
4/SDC	7:45 a.m.	10:20 – 10:40	12:00 – 12:20	12:20 – 12:40	-----	2:20 p.m.
5	7:45 a.m.	10:40 – 11:00	12:20 – 12:40	12:40 – 1:00	-----	2:20 p.m.

K – 5TH GRADE MINIMUM DAY SCHEDULE

Grade	School Begins	Recess AM	Lunch Cafeteria	Lunch Playground	Recess PM	Dismissal
K	7:45 a.m.	8:15 – 8:25	9:15 – 9:35	9:35 – 9:45		11:50 a.m.
1	7:45 a.m.	8:25 – 8:35	9:35 – 9:55	9:55 – 10:05		11:50 a.m.
2/SDC	7:45 a.m.	8:35 – 8:45	9:55 – 10:15	10:15 – 10:25		11:50 a.m.
3	7:45 a.m.	8:45 – 8:55	10:15 – 10:35	10:35 – 10:45		11:50 a.m.
4/ SDC	7:45 a.m.	8:55 – 9:05	10:35 – 10:55	10:55 – 11:05		11:50 a.m.
5	7:45 a.m.	9:05 – 9:15	10:55 – 11:15	11:15 – 11:25		11:50 a.m.



ESCUELA PRIMARIA DE SIERRA LAKES
2026-2027 HORARIO DIARIO

LA OFICINA ABRE	DESAYUNO	EL JARDIN DE RECREO ABRE	LA OFICINA CIERRA
7:00 AM	7:15 – 7:40 AM	7:15 AM	3:30 PM

HORARIO REGULAR DE KINDERGARTEN TRANSICIONAL A 5º GRADO					
GRADO	CLASES COMIENZAN	RECREO AM	ALMUERZO	RECREO PM	SALIDA
K	7:45 a.m.	9:00 – 9:20	10:40 -11:00	11:00 -11:20	1:05 -1:15
1	7:45 a.m.	9:20 – 9:40	11:00 – 11:20	11:20 - 11:40	1:15 – 1:25
2/SDC	7:45 a.m.	9:40 – 10:00	11:20 – 11:40	11:40 – 12:00	1:35 – 1:45
3	7:45 a.m.	10:00 – 10:20	11:40 – 12:00	12:00 – 12:20	1:25 – 1:35
4/SDC	7:45 a.m.	10:20 – 10:40	12:00 – 12:20	12:20 – 12:40	-----
5	7:45 a.m.	10:40 – 11:00	12:20 – 12:40	12:40 – 1:00	-----

HORARIO MÍNIMO DE KINDERGARTEN TRANSICIONAL A 5º GRADO					
GRADO	CLASES COMIENZAN	RECREO AM	ALMUERZO	RECREO PM	SALIDA
K	7:45 a.m.	8:15 – 8:25	9:15 – 9:45	N/A	11:50 AM
1	7:45 a.m.	8:25 – 8:35	9:35 – 10:05	N/A	11:50 AM
2/SDC	7:45 a.m.	8:35 – 8:45	9:55 – 10:15	N/A	11:50 AM
3	7:45 a.m.	8:45 – 8:55	10:15 – 10:45	N/A	11:50 AM
4/ SDC	7:45 a.m.	8:55 – 9:05	10:35 – 11:05	N/A	11:50 AM
5	7:45 a.m.	9:05 – 9:15	10:55 – 11:25	N/A	11:50 AM





Fontana Unified School District
Title I School-Level Parent and Family Engagement Policy

Sierra Lakes Elementary
2026-27

With approval from the local governing board, Sierra Lakes Elementary School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. This task was accomplished by using parent survey responses and parent input during meetings such as Coffee with the Principal, SSC ELAC, and PTA..

The school has distributed the policy to parents and family members of children served under Title I, Part A. A copy of the policy is available in the school office in English and Spanish to all parents. All parents attending SSC, ELAC, and/or PTA meetings will receive a copy. It will also be a part of the student handbook given to all students at the beginning of the school year, as well as be available electronically via the website. .

Sierra Lakes Elementary School's policy describes the means for carrying out Title I parent and family engagement requirements.

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

To involve parents and family members in the Title I program at Sierra Lakes Elementary, the following practices have been established:

- a) Sierra Lakes Elementary convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved.

The annual meetings took place in December 2025 Coffee with the Principal and electronically on our site website.

- b) Sierra Lakes Elementary offers a flexible number of meetings, such as meetings in the morning or evening, virtual meetings/teleconferencing, and the school may provide, with Title I funds, transportation, childcare, or home visits, and such services relate to parental involvement.

Meetings are scheduled to include interpreting so that all parents are given the opportunity to participate. The information is disseminated at other various parent group meetings and is available online.

- c) Sierra Lakes Elementary involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide (SWP) program plan.

SSC meetings where the Single Plan for Student Achievement and parental policy are developed are open to all Lierra Lakes Parents. Parent Square messages are sent toa all families informing them of the meetings. Agendas are posted in the school lobby. Translating is available at each meeting During the meeting, parents share their thoughts on the school's instructional focus, budget implications and areas of strength and need.

- d) Sierra Lakes Elementary provides parents of participating children with the following:

- 1. Timely information about the Title I program.

Each year a student/parent handbook is available where all school programs are described as well as their funding source. The SPSA is presented at ELAC, SSC. There is an annual Title I presentation to explain all Title I services. When students are invited to participate in a supplemental program funded by Title I, this is listed in the invitation letter. Some of these services include computer-based learning intervention programs and before/after tutoring as funds provided.

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards.

These are shared through parent orientation, parent trainings, parent teacher conferences, progress reports, navigators, report cards, SIT meetings, Parent Square letters, Parent and student goal reports and iReady reports.

3. If requested by parents, opportunities for regular meetings to make suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Parents are always invited to volunteer and ask for either a parent conference or SIT meeting. SIT has a parental request form. Regular communications of progress reports, report cards and homework folders invite parents to participate. IEP meetings are also held annually and /or at parent request.

- e) If the SWP plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

1. *Teachers and students will use Learning Targets and Success Criteria in an effort to increase clarity in learning.*
2. *Kindergarten – Second grade students shall increase their reading proficiency with the implementation of small group instruction.*
3. *Provide funding for teachers to attend conferences and have sub coverage for ILT and PLC meetings*
4. The continued support of the Watch Dog Dads
5. The opportunity for EL students to receive tutoring
6. The continued implementation of PBIS

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership with the school, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds shall carry out the following requirements.

- a) Sierra Lakes Elementary helps parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Parent trainings each year have been offered in these areas through: Bullying Strategies, Reading Comprehension strategies, Wellness/Nutrition information at Coffee with the Principal, Kindergarten Orientation, Parent Orientation, SSC, and ELAC meetings, Teachers share iReady reports and goal setting charts.

- b) Sierra Lakes Elementary provides materials and training to help parents work with their children to improve their children's achievement to foster parental involvement.

Parent trainings each year have been offered in these areas through: Family Wellness, Kindergarten Orientation, Parent Orientation, and SSC, ELAC and PTA meetings. Furthermore, our Instructional Support Teacher has many resources available to parents. Also SIT gives parents resources to use at home. Our school counselor through newsletters and personal phone calls/conferences also shares information with parents on the social and emotional resources available.

- c) Sierra Lakes Elementary educates teachers, specialized instructional support personnel, principals, other school leaders and other staff, with the assistance of parents, in the value and usefulness of parents' contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

During staff meetings this is discussed on a regular ongoing basis. Educators also present yearly at staff meetings about working with parents. Family wellness information has been shared with staff. Classified staff attends inservice on providing quality customer service. All communications are in English and Spanish.

- d) Sierra Lakes Elementary, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

All parent trainings through the district parent center are posted and flyers are sent home. The districts DAC and parent involvement committee information is shared at PTA, SSC and ELAC as well as on the website. All community events are shared via flyer, newsletter, or Parent Square so that families are fully aware of all opportunities. We also have active representation on the DAC, Superintendent's Advisory Council and parents attending district offered parent workshops

- e) Sierra Lakes Elementary ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

All parent trainings through the district parent center are posted and flyers are sent home. All community events are shared via flyer, newsletter or Blackboard Messages so that families are fully aware of all opportunities. Kindergarten and Preschool enrollment information are given out at the school site. Translators are made available as needed. All parent calendars, newsletters and information flyers are sent in English and Spanish

- f) Sierra Lakes Elementary provides other reasonable support for parental involvement activities parents may request.

As the budget allows, we are able to offer parent activities such as parent trainings, family nights, PAT educators and tutoring. Feedback is received at parent meetings and through surveys. PTA supports many of our additional parent participation opportunities.

Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Sierra Lakes Elementary provides opportunities, to the extent practicable, for the informed participation of all parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under Section 1111 of the ESEA, as amended by the ESSA, in a format and, to the extent practicable, in a language such parents understand.

These opportunities include:

Translation services are always available. In the school office, the clerk, and PTA members are all bilingual in Spanish (our school's primary 2nd language) and English. All parent information is translated verbally or written in both languages. Child care is always provided at parent meetings as well as all IDEA requirements are met for parents with disabilities including ramps, handicap restrooms, sign language interpretations, etc.

School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under Title I, Part A shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements:

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

Home School Compact (teacher, student, parent pledge) is developed and shared at the Title I parent meeting and at SSC meetings. Parents, teachers, and support staff all worked together to revise and make the compact a workable

document. The compact is during Parent-Teacher Conferences each year. Further, the compact is also included in the student/parent handbook.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - Parent Teacher Conference occur after the first quarter of the school year.
 - Parent Teacher Conferences take place during the last week of October and the first week of November.
2. Frequent reports to parents on their children's progress;
 - Common Formative Assessments
 - Progress Reports
 - Report Cards
3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - Back to School Night
 - Classroom Observations
 - Parent-Teacher Conferences
 - Classroom/Office Volunteers
 - Field Trips
 - Watch Dog Dads
 - After School Program
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
 - *Parent Square*
 - *Teacher's email Addresses*
 - *Sierra Lakes Website*
 - *Telephone Calls*
 - *Translators*
 - *Bilingual Aide*
 - *Community Aide*
 - *Visiting Front Office*
 - *Microsoft Translate*
 - *Audio Translation Headphone Set*

Sierra Lakes Elementary School

5740 Avenal Pl. Fontana, CA 92336 – (909)357-5270

2026-2027 Home-School Compact



Student's Pledge

I agree as a student at Sierra Lakes Elementary School that I will:

- Attend school daily, arrive on time, ready to learn/work hard.
- Have the attitude of a scholar—Maximum effort daily in class, on the playground and at home.
- Complete all classwork and homework assignments, at a timely manner.
- Read for 30 minutes daily (1st – 5th grade) – 20 minutes (Kindergarten)
- Get proper rest for the best school performance.
- Follow classroom and school rules.
- Communicate regularly with my parents and teachers about my school experiences so that they can help me to be successful in school.
- Respect the school, students, staff, and families.
- Be a lifelong learner that recognizes school is helping to shape my future career.
- Strive to embody the characteristics of being a SHARK: Safe Honest Accountable Respectful Kind

Student's Signature _____ Date _____

Parent's Pledge

I agree to assist in the learning and success of my son/daughter in school. I will do the following:

- Provide a quiet time and place for homework every night.
- Read with my child and encourage him/her to read every day.
- Ensure that my child attends school on time everyday, gets adequate sleep and is provided with proper nutrition.
- Monitor my child's progress in school.
- Attend Parent – Teacher – Student Conferences, Open House, and other school events.
- Respect the school, staff, students and families through open dialogue and positive interactions.
- Notify office when my child/children is/are absent.
- Pick up my child/children promptly at the end of the school day.
- Communicate the importance of education and learning to my child.
- Talk to my child about college and other career path opportunities on a routine basis.

Parent's Signature _____ Date _____

Teacher's Pledge

I agree as a teacher at Sierra Lakes Elementary School that I will:

- Treat your child with dignity and respect.
- Teach classes through interesting and challenging lessons that promote student achievement.
- Have high expectations and help every child to develop a love of learning.
- Communicate with parents regarding student's progress and parent concerns.
- Provide a safe and stimulating learning environment for my students.
- Provide meaningful, daily classwork and homework assignments to reinforce and extend learning.
- Use appropriate materials as provided by the district to meet the diverse learning needs of my students.
- Respect the school, students, staff and families through open dialogue and positive interactions.
- Talk to my student about college and other career path opportunities on a routine basis.
- Implement impactful strategies, as identified by John Hattie.

Teacher's Signature _____ Date _____

Sierra Lakes Elementary School

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Compromiso Escuela-Hogar 2026-2027 Compromiso del Estudiante



Estoy de acuerdo, como estudiante de la Escuela Primaria Sierra Lakes, en que:

- Asistiré a la escuela diariamente, llegaré a tiempo y estaré listo para aprender/trabajar duro.
- Tendré la actitud de un académico—Esfuerzo máximo diario en clase, en el patio de recreo y en casa.
- Completaré todas las tareas de clase y deberes a tiempo.
- Leeré 30 minutos diarios (1º – 5º grado) – 20 minutos (Jardín de Infantes).
- Descansaré adecuadamente para un mejor rendimiento escolar.
- Seguiré las reglas del aula y de la escuela.
- Me comunicaré regularmente con mis padres y maestros sobre mis experiencias escolares para que puedan ayudarme a tener éxito en la escuela.
- Respetaré la escuela, los estudiantes, el personal y las familias.
- Seré un aprendiz de por vida que reconoce que la escuela está ayudando a moldear mi futura carrera.
- Me esforzaré por encarnar las características de ser un SHARK -TIBURÓN: Seguro, Honesto, Responsable, Respetuoso, Amable.

Firma del Estudiante _____ Fecha _____

Compromiso del Padre

Estoy de acuerdo en ayudar en el aprendizaje y éxito de mi hijo/hija en la escuela. Haré lo siguiente:

- Proveeré un tiempo y lugar tranquilo para hacer la tarea todas las noches.
- Leeré con mi hijo/a y lo/la animaré a leer todos los días.
- Aseguraré que mi hijo/a asista a la escuela a tiempo todos los días, duerma lo suficiente y tenga una nutrición adecuada.
- Monitorearé el progreso de mi hijo/a en la escuela.
- Asistiré a las Conferencias de Padres – Maestros – Estudiantes, Casa Abierta y otros eventos escolares.
- Respetaré la escuela, el personal, los estudiantes y las familias a través de un diálogo abierto e interacciones positivas.
- Notificaré a la oficina cuando mi hijo/a esté ausente.
- Recogeré a mi hijo/a puntualmente al final del día escolar.
- Comunicaré la importancia de la educación y el aprendizaje a mi hijo/a.
- Hablaré con mi hijo/a sobre la universidad y otras oportunidades de carrera de manera rutinaria.

Firma del Padre _____ Fecha _____

Compromiso del Maestro

Estoy de acuerdo, como maestro de la Escuela Primaria Sierra Lakes, en que:

- Trataré a su hijo/a con dignidad y respeto.
- Enseñaré clases a través de lecciones interesantes y desafiantes que promuevan el logro estudiantil.
- Tendré altas expectativas y ayudaré a cada niño a desarrollar un amor por el aprendizaje.
- Me comunicaré con los padres sobre el progreso del estudiante y las preocupaciones de los padres.
- Proveeré un ambiente de aprendizaje seguro y estimulante para mis estudiantes.
- Proveeré tareas de clase y deberes significativos y diarios para reforzar y extender el aprendizaje.

- Usaré materiales apropiados proporcionados por el distrito para satisfacer las diversas necesidades de aprendizaje de mis estudiantes.
- Respetaré la escuela, los estudiantes, el personal y las familias a través de un diálogo abierto e interacciones positivas.
- Hablaré con mi estudiante sobre la universidad y otras oportunidades de carrera de manera rutinaria.
- Implementaré estrategias impactantes, según lo identificado por John Hattie.

Firma del Maestro _____ Fecha _____

INTRODUCTION

At Sierra Lakes Elementary School, it is our goal for each child to fully develop their mind and skillset of his/her capabilities. Our aim is to instill the fundamental knowledge and skills that will allow him/her to function effectively as a participating and contributing citizen in our society. It is our intent to work collaboratively with all students and parents. We will treat you with respect, open-mindedness, courtesy, and kindness. When conducting business in the office, on campus or with our school community, please strive to collaborate with our staff so that we find solutions that are best for children. Our solutions will always be in the student's best interests first. This handbook has been created to help you learn as much as possible about the policies, procedures, and the services at Sierra Lakes. It is a quick reference that you will be useful throughout the school year.

OFFICE STAFF

Principal	Dr. Rita Bayne
Assistant Principal	Faria Munmun
Assistant Principal	Pooja Bhutiani
Secretary	April Gursllin
Attendance Clerk	Karla Aguilar
Community Aide	Adriana Montoya
Clerk Typist	Jasmine Lujan
Health Clerk	Marisa Millan
Nurse	Gema Bonifacio
Lead Custodian	Jeff Vollmer

DROP OFF AND DISMISSAL

The school campus is open to students at 7:15 a.m. **Children may not leave the school grounds during the school day unless checked out by a parent through the office.** At the end of the school day, students are expected to go directly home. Students should not go home with a friend without their parent's knowledge. ***Students who are not picked up within 15 minutes of dismissal will be checked into the office. Only adults on the Emergency list, with a valid picture identification card will be allowed to pick your student up.***

To avoid classroom interruptions, if there is a change in your child's pick-up schedule, please communicate that to your child before they arrive to school that morning. To avoid interruptions, students will not be dismissed 30 minutes before the end of the instructional day (2:20) and Wednesday (11:50). unless there is an emergency or prior arrangements have been made. Please schedule doctor/dentist appointments after school. *Checking students out early will result in a reverse tardy, which will affect your student's attendance and eligibility for a Perfect Attendance award.* Please do not go to your child's classroom to pick them up. If you are near a classroom, or on campus, an administrator, teacher, or a staff member will ask you to wait in the assigned area. This is for the safety of all students. Your cooperation is appreciated and expected.

Our school office closes at 3:30 p.m. and if your child has not been picked up, school police and/or city police will be contacted to pick up your child. (Please keep all contact information current).

CAMPUS SECURITY

Our campus is monitored by security cameras. All gates will be locked during school hours. This is to ensure the safety of all students here at Sierra Lakes Elementary School.

VOLUNTEER/VISITOR INFORMATION

Thank you for your support of Sierra Lakes Elementary by being a Volunteer or Classroom Visitor. Your continued support of our students is greatly appreciated! To ensure that our students continue to receive the best educational program, we have established a few guidelines to help your time here be most productive.

- Volunteering in any *classroom* requires prior approval of the classroom teacher and notification of the administration. Volunteers for *campus activities* should request volunteer status, when opportunities are available, through the administration.
- Classroom observations require at least 48-hour notice, are limited to 15 minutes, are to go through the administration, and are subject to teacher scheduling issues. An administrator/designee will accompany the observer during their visit. *Date and time for the observation will be provided by the principal.*
- Check into the School Office upon arrival. Sign in and receive a Visitor's Pass specific to the location you're visiting. The pass limits access to the designated location. Read, sign and date the volunteer/visitor information sheet.
- The classroom teacher will direct a location to work and/or observe.
- Please do not move about the classroom or interfere with the movement of students (even your own child) unless the teacher directs you to do so.
- To protect instructional time, conversations with students and/or personnel should not occur in the presence of students.
- If, as a result of volunteering or observation, a conference is desired, an appointment should be set with the teacher and/or administration during *non-instructional* time.
- **Ca Ed Code 44811 and Penal Code 626.7 (disruptions)** prohibit disruption of any class or campus activity and will result in being asked to leave campus immediately.
- **Ca Education Code 51512 (recording devices prohibited)**
 - The Legislature finds that the use by any person, including a pupil, of any **electronic listening or recording device** in any

classroom of the elementary and secondary schools without the prior consent of the teacher and the principal of the school given to promote an educational purpose disrupts and impairs the teaching process and discipline in the elementary and secondary schools, and such use is **prohibited**. Any person, other than a pupil, who willfully violates this section shall be guilty of a misdemeanor.

- Thank you again for supporting our students by volunteering your time to be in the classroom. By adhering to these guidelines, students will be able to maximize their learning. Working together, we can accomplish great success for our students!

ACADEMIC INFORMATION

Academic Honesty

The School Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty (BP5131.9). Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school site discipline rules (BP6162.6).

Academic dishonesty, cheating, or plagiarism involves an attempt by the student to show possession of a level of knowledge or skill which the student does not possess. It involves any attempt by a student to substitute the product of another, in whole or in part, as the student's own work. This policy covers all school-related tests, quizzes, reports, class assignments, and projects. Academic dishonesty includes, but is not limited to, **cheating, plagiarism, and collusion**.

Tips for Successful Students

1. Come to class prepared and turn in all assignments on time.
2. After an absence, take responsibility by asking your teachers for work that you need to make-up.
3. If you know in advance of an upcoming long-term absence (ranging from 5-20 days), arrange for Independent Study by calling **909-357-5270**.
4. When you are at home, set aside at least one hour each day to study and review. Some assignments will require longer hours for research and preparation.

Progress Reports and Report Cards

At the end of the first and third quarters, a progress report will be sent home with all students. In addition, at the end of the second and fourth quarters, a report card will be mailed home. These reports indicate both academic and character growth. Comments are also included to indicate areas of commendation and/or concern. The report card has been changed to align with the Common Core State Standards and the shift to being college and career ready. Please contact

your son/daughter's teacher(s) regarding any questions or concerns. The school phone number is 909-357-5270.

Academic Recognition

Semester Awards (Certificates)

- Principal's Honor Roll (ALL 4s ONLY)
- Honor Roll (3s and 4s ... NO 2s or 1s)
- Attendance
- Citizenship

Classroom teachers acknowledge achievements with awards. If parents believe a mistake has been made, they should go to the office and schedule a meeting with the teacher to discuss their concern(s). Collaborative conversations are encouraged and recommended. Parents should frequently check Q Parent Connection for updated progress and discuss concerns early—the week before or after awards if possible. The awards are ordered several weeks in advance, so monitoring is important.

Balloons, Flowers, and Congratulatory Sign

Although we understand you would like to congratulate your child for their accomplishments, balloons, flowers, and signs are not permitted on campus because they block people's line of sight and cause distractions during assemblies and in the classroom setting. Please plan to give these items to your children after school. Thank you, we appreciate your support.

ATTENDANCE

California State Education Code requires daily school attendance for minors. All students between the ages of six (6) and eighteen (18), unless exempted, must comply with compulsory school attendance laws. If a student is absent, please notify the school on the first day of absence. The attendance line is available 24 hours by calling **909-357-5270**. If parents are unable to call the school about an absence, the student must return with a signed note from a parent/guardian. The note should contain the following information:

1. Date the note was written
2. Student's first and last name
3. Grade of the student
4. Reason for the absence(s)
5. Date(s) of absence
6. Full signature of parent or guardian

If your child must be absent for **more than five (5) days**, you may contact his/her teacher to fill out an **Independent Study Contract**. The teacher needs to be given 3 days' notice. Upon the child's return and the successful completion of that contract (as verified by the teacher), those absences will be changed from "unexcused" to "excused" on the school records. Continuous absences may result in a SARB (School Attendance Review Board) referral.

Tardy (Being Late for School)

The first bell rings at 7:40 and the second (late) bell rings at 7:45 a.m. This time is the official start of the school day.

When the late bell rings, students not in their classroom are considered tardy. If a student is tardy more than thirty minutes (30) on three or more days during the school year, without a valid excuse, he/she shall be classified as truant and shall be reported to the Attendance Supervisor (Education Code 48260).

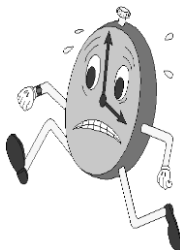
* A student's tardiness may be excused if his bus is late.

To monitor and discourage tardiness, Sierra Lakes Elementary School will use the following procedure:

SART 1: letter to the parent (copy to the teacher) when the student has three (3) unexcused or excused absences and/or three (3) tardies of 30 or more minutes.

SART 2: letter to the parent for six (6) absences and/or tardies. The parent is requested to set up a meeting with the principal to discuss the attendance problem.

SART 3: letter to the parent for nine (9) absences and/or tardies. A meeting time and date will be scheduled for the parent to meet with the principal.



LAMP (SART 4): letter to parent with a meeting time and date at the Office of Child Welfare & Attendance, if there is still no change.

SARB (School Attendance Review Board): letter to the parent with a date and time for a formal SARB Hearing Board meeting at the district. The board can consist of school administrators, legal personnel, nurse, CPS, Welfare and other community members who encourage the parent to resolve attendance problems.

CalWorks Notice (TAD) to the appropriate agency for the parents of students who receive public assistance is also sent when absences exceed 20 in any given school year. The family's public assistance could then be reduced.

Types of Absences

Excused Absences

Absences are excused for the following reasons:



"But I can't be sick,
it's pizza day at school!"

1. Illness
2. Observance of a holiday or religious ceremony
3. Funeral service for a member of the immediate family or close friend
4. Medical, dental or optometry appointment
5. Court appearance

Unexcused Absences

Unexcused absences are all absences not listed above.

Excessive Absences

Students are considered to have excessive absences after missing ten (10) or more days during the school year. If a student has excessive absences or is in danger of having excessive absences, the school will make contact to the parents.

Parents must furnish the school with a written or oral excuse for each student's absence. If absences become excessive, the school may request verification from a recognized medical practitioner. Continued irregular attendance is a violation of Education 48200 and may be cause for a referral to the School Attendance Review Board (SARB).

Truancy

Any student who has been absent without a valid excuse for more than three (3) days in a school year or tardy in excess of thirty (30) minutes on more than three (3) occasions in a school year is considered truant.



SOAR Academic Program (Saturday Opportunity for Attendance Recovery)

Students can clear absences by attending Saturday School. In an effort to provide students with an opportunity to recover instructional time, the Fontana Unified School District will implement a Saturday Opportunity for Attendance Recovery Academic Program (SOAR) during the school year. The SOAR sessions will include instruction in language arts, mathematics, and extracurricular areas. In addition, students attending a SOAR session will be eligible to recover an absence that may be applied towards perfect attendance. Please keep in mind, SOAR is an opportunity to make up absences only. SOAR absences cannot be recovered after the state deadline after Spring Break.

BEHAVIOR

General:

- No food on the playground, except in designated eating areas (tables under the covered area).
- All students walk to their line when their bell rings.
- NO playing or “hanging” around in the Quad Area.
- Playing tag and chase is NOT allowed.
- “Play fighting” is NOT allowed.
- No rock throwing, bad language, fighting, rough play, teasing others, or other dangerous behavior is allowed.
- Office visits are only permitted with a pass or permission from an adult.
- **Balls and sports/P.E. equipment from home are NOT permitted at school.**
- No toys, radios, trading cards etc. should be brought to school without teacher permission.
- Tackle football is not allowed at any time.
- Running is only permitted in the designated areas.

Student Bus Behavior

1. No recording is allowed on the bus.
 2. Always keep all parts of the body inside the bus (arms, legs, head, hair, etc.)
 3. Keep your hands to yourself and do not bother other students aboard the bus, or outside the bus.
 4. No boisterous conduct, singing, whistling, or other unnecessary noises.
 5. No throwing of any objects inside the bus or out the window
 6. No profane or vulgar language.
 7. Always remain seated, with feet and personal belongings out of the aisle
 8. No eating or drinking aboard the bus except at rest stops on field trips.
- * Any violation of the above-mentioned Student Bus Conduct rules may result in the loss of bus riding privileges.

Suspension /Expulsion

Definition

Suspension means the removal of a student from ongoing instruction for adjustment purposes. Suspension normally lasts between 1-5 days. It may be longer in some situations.



Suspension from Class by the Teacher

When other means of corrective action fail to bring about proper conduct, a teacher may suspend a student from class for up to two (2) school days under provisions of Education Code 48910. The student has a right to know the reason(s) for the suspension and to have the opportunity to explain what happened. As soon as possible after the suspension, the teacher must notify the parent of the suspended student and arrange a parent/guardian/teacher conference regarding the suspension. A teacher may also refer a student to the principal for consideration of suspension from school.

Teacher Notification of Suspended Students

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

Suspension by Administration

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

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

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including students with exceptional needs, may be suspended on a first offense for any of the reasons in Education Code 48900:

- If the student violated subdivision a, b, c, d, or e
- If the principal finds and declares that the student's presence causes
 - a danger to persons or property
 - threatens to disrupt the educational process

As in the case of suspension from class, the student has the right to know the charges and to explain what happened.

PBIS Expectations

Expectations are a part of life and help students understand limits. At Sierra Lakes, our primary goal when addressing poor choices is to have students learn about and use positive alternatives that may change the outcome of a similar incident in the future. Therefore, the principal will discuss events with students and counsel them on making a better choice next time, if a similar situation should reoccur.

Our school expectation is...

“Make your mark by being a SHARK!”

S - Safe
H - Honest
A - Accountable
R - Respectful
K - Kind

PBIS

Positive Behavior Intervention & Supports

Overview

PBIS is a research-based framework that promotes positive school climate and maximizes student success. PBIS focuses on improving a school's ability to explicitly teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement and evaluate clear expectations in all settings, support students with positive, restorative interventions, and frequently review data to determine changes. PBIS methods are research-based and have been proven to reduce the occurrence of problem behaviors in schools. One of the key components of the system is a focus on prevention. School-wide procedures and processes are explicitly taught, and students are provided with predictable responses to their behavior, both positive and corrective. Families are encouraged to visit www.PBIS.org for more information.

Mission Statement

Our mission is to create and maintain a positive school climate for students, families and staff by establishing clear expectations and behavioral supports that foster an effective learning environment and social culture needed for students to achieve academic, social and emotional success.

Behavioral Expectations

All students, staff and families follow our School-wide Expectations: Sierra Lakes SHARKS are Safe, Honest, Accountable, Respectful, and Kind. Classroom teachers develop the expectations for their classroom, defining what it looks like to be **Safe, Honest, Accountable, Respectful and Kind** in their classroom. A copy of School-Wide and area specific expectations are included in this handbook.

Our Positive Behavior Acknowledgement System

Once appropriate behaviors have been taught, they should be acknowledged on a regular basis. All staff members are able to acknowledge students' positive behavior throughout the school day and across the campus on various levels.

- S.H.A.R.K. Rewards are a way for all staff to recognize when a student is meeting the expectations of Sierra Lakes Elementary. Any staff member can acknowledge a student's positive behavior by giving them a S.H.A.R.K. Point. Earned rewards are put into PBIS Rewards. Rewards are tallied and are eligible for a weekly drawing each Monday. Prizes include restaurant coupons, toys, books, clothing, and lunch with the Principal.
- At the end of each quarter, students with no office referrals are eligible to attend PBIS special schoolwide events.

Our Tiered Approach to Discipline

When students do not meet the behavioral expectations, staff must intervene in order to advise the student of the problem behavior, re-teach the appropriate behavior for the particular situation, and possibly administer appropriate consequences, if/when necessary. The PBIS system uses a tiered approach to discipline that includes several pro-active interventions for all staff members. Consequences are based on the philosophy of progressive discipline which uses a consistent approach that starts with a minor consequence for first offenses to more stern consequences for repeated or severe offenses. Staff members will refer to the Behavior Management Flowchart included in this handbook. Office managed offenses will be handled by an administrator. Individual needs are considered when determining consequences.

Family Involvement

Your help is very important, and your support sends a message to your child that we are working together to help him/her be successful. Please spend time reviewing the expectations with your child. Talk to your child about their day and ask if they received a S.H.A.R.K. Points. Offer extra praise when your child receives one. You can develop a home matrix, defining behavior at home. If your child has earned a consequence, use the matrix as a tool to review expected behaviors. If you have questions regarding the situation, please speak to the classroom teacher before contacting an administrator.

Please check our school website periodically for additional information or updates.

Sierra Lakes Elementary School
PBIS Behavioral Expectation Matrix

Sierra Lakes Elementary Discipline Flow Chart

Observe Problem Behavior

Is the behavior
Teacher/Staff Managed or
Office Managed?

Teacher/Staff
Managed Behaviors

Re-direct student
Review expectation

1st Offense:

Investigate to determine cause and provide individual counseling

Possible Interventions

- Differentiate the task or offer an alternative
- Consider parent contact
- Choose an alternative from the bottom of the page

2nd Offense:

Investigate to determine cause, review expectation and history of behavior with student

Possible Interventions

- Parent phone call
- Reflection sheet- teacher should discuss sheet with student prior to sending home
- Choose an alternative from the bottom of the page

3rd Offense:

Investigate to determine cause, review expectation, review history of behavior with student

Possible Interventions

- Parent conference
- Behavior contract
- Choose an alternative below

4th Offense:

Complete office referral

Office Managed
Behaviors

Notify office of major
infraction and complete
an office referral

Administrator or designee determines
appropriate intervention per Discipline
Matrix

Possible Interventions

- Corrective feedback
- Conference with student
- Conference with parent
- Referral to counselor
- Time out
- Alternative activities/schedule
- Suspension

Administrator logs information in Q for
data collection and follows through with
intervention with student

Administrator provides teacher with
feedback via referral

Behavior data are collected and reviewed
monthly by PBIS team

Interventions will vary depending on the function and severity of the behavior:

(Use a different intervention with each offense and document on Q)

- | | | | |
|-------------------------------|--|---|-----------------------------------|
| • Modified assignments | • Teach/reteach conflict resolution or coping skills | • Praise when on task/Incentive system | • Parent phone call or conference |
| • Alternate activity | • Reteach, model or role-play correct behavior | • Self-monitoring with teacher assistance | • Pair with a class "buddy" |
| • Seat change | • Reflection sheet | • Behavior contract | • Cross age peer support |
| • Sensory movement break | | • Check In Check Out | • Adult mentor |
| • Take a break/Cool down time | | | • Referral to counselor |
| • Restorative conference | | | |

This list is not inclusive. Use PBISWorld.com and additional resources for positive, restorative practices

If a logical consequence is given, it should always immediately follow, not replace, an intervention.

CELL PHONE AND ELECTRONIC DEVICES

California's AB 3216 mandates school districts to regulate student smartphone use. FUSD has a districtwide phone policy.

ANY TYPE of cell phone is only allowed at school if they are in the child's backpack in the "OFF" position – not silent or vibrate.

This includes watches that function as cell phones.

- **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.**



New Cell Phone Policy Effective January 13, 2026

Dear Parents and Guardians,

Beginning January 13, 2026, our schools will implement a new Cell Phone and Electronic Device Policy to help students connect, engage, and learn in a distraction-free environment.

What Families Need to Know:

- Students may bring devices to school, but they must be powered off and stored out of sight during the school day, unless a teacher authorizes use for educational purposes or in a life-threatening emergency.
- What are "educational purposes"?

Teacher-supervised use for activities that directly support learning, such as:

- Accessing digital textbooks or learning platforms
- Taking notes or researching for assignments
- Using educational apps (calculators, language learning, coding)
- Viewing teacher-approved instructional videos
- All non-emergency communication should go through the school office.
- Repeated violations may result in progressive consequences, including parent pick-up of the device and possible loss of privileges.
- The school is not responsible for lost, stolen, or damaged devices.

This policy is designed to create a safe and focused learning environment where students can connect with peers, engage in class, and learn without distractions.

If you have any questions, please contact your school's administration.

Thank you for partnering with us to provide the best educational experience for your child!

BICYCLES



A bike rack is provided near the front of the school. Owners of bicycles must lock their bicycles to safeguard their property. We encourage students to register their bikes with the police department and to wear helmets, as required by law. The district is not responsible for lost, stolen, or damaged bicycles and/or safety helmets.

- Students in grades 4 and 5 may ride bicycles to school. It is the student's responsibility to learn and observe the traffic rules.
- Bicycles are to be locked to the bicycle rack.
- Bicycles are not to be ridden on campus.
- Students should not ride or coast bicycles while crossing the street.
- The school does not carry insurance for damage or theft of personal property. Therefore, students choosing to bring bicycles to school should be prepared to assume responsibility for any problems that occur.
- **Students must wear a safety helmet.**
- Students who do not observe bicycle regulations at school may be required to leave bicycles at home.



BULLYING

Statement of Policy on Bullying

The Fontana Unified School District's policy on bullying or harassment is that it is unacceptable. Bullying is a breach of a student's rights and responsibilities under the laws of the State of California. Every student has a right to feel protected, nurtured and valued.

What is bullying?

Bullying is any willful, conscious behavior intended to hurt another person, physically, verbally, or by intimidation, isolation, or cyber bullying. Bullying is against the law in California.

Cyber bullying is a new form of bullying. It happens over the Internet by computer, cell phone, or other electronic devices. It usually involves nasty words or pictures about someone or spreading lies about the victim to those on the Internet, Facebook, and Twitter, which are common places for bullying. Parents can assist with anti-bullying by monitoring internet use of students on a regular basis. Families should discuss cyberbullying as "a community who wants all students to feel safe at home and school."

Bullying may take many forms and can include:

- Picking on others
- Making hurtful and/or racist comments
- Any form of physical violence, such as hitting, pushing or spitting
- Suggestive comments or other forms of sexual abuse
- Forcing others to act against their will.
- Acts of vandalism

How do you stop bullying?

Stand Up for Others!

1. Talk to a parent, teacher, or another adult you trust. Students need to know when bad things happen, so they can report them.
2. Be kind to the kid being bullied. Show them that you care, by trying to include them. Sit with them at lunch or on the bus, talk to them at school, or invite them to do something.



CAFETERIA

Sierra Lakes Elementary offers both breakfast and lunch programs for students. Breakfast and lunch menus are found on the Fontana Unified School District web site. We expect students to maintain a satisfactory standard of conduct and self-control in the cafeteria and outside picnic table area.

Breakfast

The breakfast program is offered before school from 7:15a.m. – 7:40a.m., for all grades (K-5). If you want your child to eat breakfast, they need to be here by 7:40 a.m.

Class begins at 7:45 a.m., and if your child arrives at 7:45 a.m. to eat breakfast, they will be considered tardy and will not be eligible for an award for Perfect Attendance.

Lunch

A child may bring a packed lunch or eat the school's free lunch. Sack lunches and containers should be clearly marked with the child's name. Your child is responsible for his/her own lunch.

* CA state law prohibits parents from eating with their children in the cafeteria. There are no exceptions to this rule, as our funding requires that students and staff are the only people in the cafeteria.

Wellness Policy

In June 2006, the FUSD School Board adopted the Student Wellness Policy (Board Policy 5030) to meet state and federal laws regarding student's health. The policy recognizes the link between student health and learning.

Commented [PB1]: Maybe we can remove this highlighted sentence.

CLASSROOM INTERRUPTIONS

In an effort to improve our instructional program, we make every effort to minimize classroom interruptions. If parents bring in an item to school that a student forgot, the office will leave a voicemail on the teacher's phone to limit interruptions. The office staff will:

1. Place all late homework in the teachers' mailboxes for them to retrieve during their break times.
2. Hold lunches in the office for students to pick up during their recess or lunch periods.
3. Send any special messages for students to their teachers' voice mail or mailboxes.
4. Not call classrooms for early dismissal of students after 1:50 p.m. on regular days and after 11:20 a.m. on minimum days unless there is an emergency.

Now, being aware of this policy, please ensure that your child is fully prepared for his/her day and make all special arrangements with your son/daughter before school begins. Thank you in advance for your continued support and consideration.

COMPREHENSIVE SCHOOL SAFETY PLAN

Sierra Lakes Elementary School has a Comprehensive School Safety Plan. It provides for the safety of children in a variety of emergencies. Every precaution is taken to ensure the safety of your child during normal school hours. Periodic drills such as fire, earthquake and lockdown drills are scheduled to practice proper safety procedures and adhere to all safety guidelines.

If a disaster does occur, we realize parents and children will want to be together. Until this can be safely accomplished, children will be cared for at school. During such a time, our goal is to maintain strict accountability and release students to an adult listed as an emergency contact on the student emergency form. This process will involve a checkout procedure that requires adults to present a government ID for student release.

Emergency Card Updates

Parents need to assist the school in this plan by *providing accurate information on addresses, telephone numbers, babysitters, medical conditions, doctors, etc.* **Information needs to be updated as it changes.** Parents coming on campus during an emergency will need to adhere to emergency procedures in effect.

Fire, Earthquake, Lockdown and Disaster Drills

In the event of a fire drill, an earthquake drill, a lockdown drill or a disaster drill, teachers will evacuate students to the playground. If the alarm sounds before school begins, students are to go directly to the playground and report to their teacher.

CONTACT INFORMATION

Emergencies

Parents/guardians must update contact information such as addresses and phone numbers in the office with ID. It is of utmost

importance that we have your phone number or the numbers of a friend, neighbor, or relative in case of an emergency. If we are unable to reach you in the case of an emergency, the police will be notified to assist in getting proper emergency care. If a medical emergency appears serious in nature, the school will notify 911 and an ambulance will be called. Parents will assume financial responsibility for this medical assistance.

In the case of accident or sudden illness at school, emergency treatment is given to the child, and the parent is notified. You are urged to keep the School Emergency Information up to date. Please notify the school at once when your address or phone number has changed. No child will be sent home in the absence of parents.

DRESS CODE

Sierra Lakes Elementary School provides a safe and distraction free learning environment for all students. Therefore, we reserve the right to monitor the mode of dress on campus and make appropriate adjustments to the dress of individuals, groups, or the entire student body, as is necessary.



The administration, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities. Parents of students who violate the policy will be notified. Any dress that is "interruptive" to the schooling environment, as deemed by the principal or administrative

designee, is prohibited.

The purpose of these basic dress guidelines is not to infringe on any individual student's right to freedom of expression, but rather to encourage students to "dress for success" and come to school properly prepared for participating in the educational process.

The following guidelines shall apply to all regular school activities:

Clothes shall be sufficient to conceal undergarments at all times, with dresses, shirts, and shorts at an appropriate length for school. Examples of unacceptable clothing would include pajamas, see-through garments, spaghetti straps, strapless, backless, or halter-tie garments, bare midriff or low-cut garments, off-the-shoulder, muscle shirts, and sagging pants or ripped/torn jeans halter tops.



•**See-through**, tank tops with straps less than 1 inch thick and fishnet fabrics are prohibited.

•**Skirts** shorter than mid-thigh are prohibited.

Writing on Clothes

Students are not allowed to wear shirts for friends to autograph. Unfortunately, inappropriate, and offensive comments are often written.

This policy is in place to protect our students.

Jewelry and Accessories shall be free of writing, pictures, or any other insignia which is crude, vulgar, profane, gang-related, sexually suggestive, or which advocates racial, ethnic, or religious prejudice or the use of drugs or alcohol or suggests any act, which is illegal or hazardous to one's health.

Make-up is not allowed to be worn at school. This includes, but is not limited to, lipstick, eye liners, eye shadow, rouge, and fake nails.

Pants must be worn at the waist. Those, which do not stay up at the waist without a belt are not acceptable... this includes sagging pants. Pants that are excessively baggy or long are prohibited.

Footwear should be appropriate for normal activities and should have hard comfortable soles and back support. Shoes must be worn at all times. Sandals must have heel straps. Thongs, flip-flops, backless shoes, or sandals are not acceptable. Bedroom slippers, moccasins, or footsies are not acceptable. Shoes that convert into skates are prohibited. Platform shoes or shoes with excessively high heels are not acceptable.

Hats shall be worn outside and taken off inside buildings. They will be free of writing, pictures, or any other insignia, which are crude, vulgar, gang related, profane, or sexually suggestive, which advocate racial or religious prejudice and/or promote the use of drugs or alcohol (examples: ball caps, bandanas, and doo rags).

ENGLISH LANGUAGE LEARNERS ADVISORY COMMITTEE (ELAC)

This committee is composed of parents and school staff. The committee advises and assists in planning an appropriate educational program to meet the needs of students of non or limited English proficiency, as well as students learning English as a second language. The committee also serves as a liaison between the school and the parent community. ELAC is an advisory committee to the SSC and offers suggestions and solutions to meet the needs of English Language Learners.



Early Pick-Up

Students leaving school will only be called out of class once the parent/guardian has arrived in the office. Students will only be signed-out through the office to people who are listed as an "Primary Guardian". **Please note that "Emergency Contacts" will not be able to pick up students without prior approval from "Primary Guardian."** There will be no exceptions—it is for your child's safety. Valid I.D. from an adult is required to protect the safety of all students. If it is possible, please schedule appointments during times when school is not in session or after dismissal on Minimum Days.

FIELD TRIPS

Field trips will be aligned with academic learning. Students may not go on a field trip without a permission slip signed by a parent. Only approved classroom volunteer parents or school employees will serve as chaperones. If a parent is interested in being a chaperone, they must...

1. Fill out a Volunteer form in the office.
2. Valid ID

Pre-school children and any child not enrolled in the participating class may not accompany chaperones on field trips. The School Board has established a 10:1 ratio of students to adults for field trips. Teachers will determine who the chaperones will be, and that decision is final. Any student that poses a safety risk will not be allowed to participate in off-site trips.

FUND-RAISERS

Students will periodically be involved in fund-raisers to help defer the costs of school activities. ***At no time are students to sell items door to door.*** This is the policy of Sierra Lakes Elementary School. Students are to sell only to members of their immediate families, relatives, or friends. It is recommended that fund-raiser monies be paid by money order or cashier's check so that large amounts of cash are not brought to school. Money raised through a school-sponsored fund-raiser belongs to the PTA and not the individual student.

HEALTH OFFICE

The Health Office is located in the main office and is open daily from 7:15 to 2:30. A health clerk is available daily to answer your general health-related questions. A school nurse is on call for emergencies only. Health Office personnel assist with daily health problems and medicine dispensing. Students who are ill or injured must obtain a pass from the teacher to visit the Health Office and are expected to respect the valid authority of the nurse and the health clerk at all times. When an accident or illness occurs at school, emergency treatment is given, and the parent is notified. Since the school does not have facilities or staff to care for sick children, a child not well enough to participate in classroom activities will be sent home. This is not only in the best interests of the ill child, but serves as a protection for other children, as well. Parents should make prior arrangements for someone to transport and care for their child in case such a situation should arise. You are urged to completely fill-out the emergency section of the registration card and keep it up to date. Please notify the school at once when your address or phone number or that of a contact person has been changed.

Contagious Diseases

Please notify the school immediately if your child has a contagious disease. The health clerk or the school nurse will advise you of what is required depending on the disease. If your child has a contagious disease, the school will take steps to prevent a possible epidemic. Measles needs to be verified in writing by a physician and the health department. If you suspect

your child may be coming down with something, please keep your child home. All students with a contagious disease must see the Health Clerk or School Nurse before returning to class.

Contagious diseases may be life threatening to some of our students. Your child may be re-admitted to school when the contagious period of the disease has passed.

District Medication Policy

Education Code 49423 makes it possible for the school nurse, health clerk, or other designated school person to assist a pupil in taking medication. If you have questions, call the Health Office at 357-5720, extension #75224.

1. A physician must complete the form requesting medication be given during school hours. A parent must also sign the form.
2. An adult must bring the medication to school each week. The

medication must be in a prescription container and properly labeled by the pharmacist. (Only one week's supply will be kept at school.)



School personnel cannot give non-prescription medications (aspirin, cough syrup, cold medication, allergy medication, etc.) unless a form from a doctor is submitted. A parent may come to school to give their child medication. However, it is best to give this medication during the hours when the student is at home.

Required Immunization Against Communicable Disease

Senate Bill 535 added to the Health and Safety Code Division 4, Chapter 10, Section 3480 and 3489, requires that: All students entering California schools must produce proof of immunization against:

- | | |
|---------------|-----------------|
| 1. Diphtheria | 5. Measles |
| 2. Pertussis | 6. Mumps |
| 3. Tetanus | 7. Tuberculosis |
| 4. Polio | 8. Varicella |

Head Lice

Students who are identified with head lice will be excluded from school until all NITS (eggs) have been removed from the hair per district policy. These students must be seen in the health office, accompanied by an adult, prior to re-admission to school.

Vision and Hearing Screening

The district school nurses conduct a vision and hearing screening each year, which seeks to identify those students who may have either vision or hearing problems. All students in kindergarten, special education, 2nd/5th grade, new to the State of California, and those students referred by their teachers, are screened. If any problems are discovered, the parents are notified.

Child Health and Disability Prevention Program

The State of California requires that all students entering kindergarten have a health screening prior to school entry, which includes the following:

1. Health and developmental evaluation

2. Physical examination
3. Vision and hearing evaluation
4. Tuberculin test
5. Blood and urine screening
6. Necessary immunizations
7. Nutritional evaluation

When screening is completed, the child receives a certificate that should be given to the school at the time of school entry. Those parents who do not want their children to have the examination must sign a waiver certificate that must be filed in the school office. The State of California will pay for the health screening of children who are in the following groups:

1. All Medi-Cal recipients.
2. All kindergarten age children whose parents /guardians' income falls below a specific level (check with the Department of Public Health for eligibility).



HOME/HOSPITAL INSTRUCTION

Home/Hospital Instruction is provided for any student who is physically unable to attend school for a period of at least two weeks due to a temporary disability. To qualify for Home/Hospital Instruction, the disability must be diagnosed and verified in writing by a licensed physician. A student receiving the services of special education may also be placed on Home/Hospital Instruction by the recommendation of the Individual Education Plan (IEP) team and the school psychologist. Forms for requesting this service are available in the school office. Home/Hospital Instruction will not be assigned during the last 20 days of the school year.



HOMEWORK

The Board of Education recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives. (cf. 6011 - Academic Standards)

Homework is an opportunity for students to show their real capabilities and to further educational growth. Teachers can provide assignments, parents can provide encouragement and good study conditions, but it is the student's responsibility to complete the work. For most students in a normal school week, a minimum of four nights of homework will be assigned.

Weekly Homework Assignments are Approximately:

- Kindergarten... 1-2 hours
- Grades 1-2..... 2-3 hours
- Grades 3-5..... 3-5 hours

Parents Are Encouraged to:

- Provide conditions at home conducive to study: the needed space, materials, and quiet time.

- Encourage completion of all homework assignments.
- Assist teachers in developing student initiative and responsibility.

INDEPENDENT STUDY

Students who must be away from school for reasons not normally excused (i.e., "family emergency") may apply for Independent Study. Independent Study is a program that allows students to complete all classroom assignments during the time that they will be away from school and be credited for daily attendance. In order to qualify for the Independent Study program, the absence must range between 3 to 14 days long. If all work is satisfactorily completed, the students will be given appropriate grades and attendance credit. If it is not completed, the teacher will appraise the work turned in and credit the student's attendance proportionately.

Please follow the timelines listed below if you are applying for Independent Study:

1. At least 3 days prior to the absence, parents need to request an appointment with the Independent Study Coordinator in the school office.
2. Upon receiving the written request, the principal will review the student's attendance, grades, and behavior records, before approving or denying the request.
3. If approved, the paperwork will be returned to the Independent Study Coordinator.
4. The coordinator will inform the classroom teacher of the name of the student and the dates of the proposed absence. By contract, the teacher will be given a three-day notice to prepare a packet of all materials.
5. Once the packet of material has been prepared by the classroom, he/she will return it to the Independent Study Coordinator.
6. The parent and the student will meet with the Independent Study Coordinator, sign a contract, and receive the packet of work to be completed.
7. On the first day that the student returns to school, he/she must turn in the packet of completed work to their teacher.
8. The teacher will evaluate the student work and credit him/her proportionately, with grades and the number of days to be excused for attendance.
9. In order for a student to qualify for Independent Study, he/she must attend the first five days of school.



INSTRUCTIONAL PROGRAMS

Curriculum Guides

The Fontana Unified School District has developed and adopted Curriculum Guides. A Curriculum Guide provides a framework that specifies the content of district curriculum. Although individual teaching strategies are left to the discretion of the school and the teacher, course content as outlined in the Curriculum Guide is mandated. All teachers use these Units of Study in English Language Arts and Mathematics in their long and short-range planning to ensure curriculum is being introduced and taught at the appropriate grade levels.

Professional Development

Professional development is an integral part of school and student performance. During Minimum days, teachers collaborate to learn best practices and research-based strategies that assist students academically or behaviorally. The school site makes every effort to ensure that teachers are in the classroom during normal school days. However, staff development can occur during the school day and our students will have a professional substitute. Teachers also attend Professional Development Days on Saturdays or before/after the school year.

Title I

Title I is a federally funded program. The goal of the Title I program is to provide extra help and instruction for those students who need it the most. These students are not achieving in school, as would be expected based on standards for their age group. At Sierra Lakes, Title I assist with professional development, parent involvement and during/after/before school tutoring.



KINDERGARTEN

Entrance Requirements

To enter kindergarten a child must be five years of age on or before September 1st of the current year. You will need proof of birth, record of immunizations, including tuberculosis and hepatitis testing, and a physical are necessary to complete registration. Kindergarten students will be on minimum day schedule until after Parent/Teacher conference week. Kindergarten students will then attend school full day except on Wednesday. Wednesday is a minimum day.

LIBRARY

The main purpose of the library is to help strengthen the instructional program of the school. Students routinely visit the library on a regularly scheduled basis. Students may be sent to the library with a specific assignment from their teacher and are assisted in finding information or materials to help them. Students are allowed to check books out of the library.



Lost/Damaged Books

Textbooks and other reading materials furnished to your child by the school system on a loan basis and should be treated as borrowed property. According to California Education Code, section 489809, parents are liable for the damage or loss of books that have been loaned textbooks. All lost/damaged books will be charged at the replacement fee for the book(s). Parents are liable for paying to replace all lost or damaged library books.

LOST AND FOUND

Lost and found for clothing items is located in the cafeteria. All other items are turned into the front office. Items may be claimed

after school. To prevent losses, students should write their names on all books and personal belongings. They should never leave belongings unattended. Parents and students will be financially responsible for the loss of their own items. Objects left unclaimed will be donated to a charitable organization.

MINIMUM DAYS

Minimum Days are scheduled every Wednesday, and dismissal takes place at 11:50. Once the students leave campus, the staff attends faculty meetings, trainings on/off site, work collaboratively with their grade level Professional Learning Community (PLC), or independently complete tasks associated with grading, planning and/or improving instruction.

PARENT CONFERENCES

Individual parent conferences are held once every school year. Conferences provide parents and teachers with an opportunity to discuss each child as an individual. Through a free exchange of information and ideas, the school becomes more effective in planning and carrying out programs that meet each child's individual needs. Either the teacher or parents may initiate additional conferences. Parents are encouraged to make communication a two-way process. Email your child's teacher and make appointments for conferences whenever you deem it necessary. Parent communication will be reported through the Q system, accessible by any primary guardian who has signed-up in the office with valid identification.

Each child's teacher(s) will notify parents for an appointment. You may also arrange parent conferences with teachers, school counselors, and/or administrators, by calling the school at 357-5270. Parents may call with any questions and/or concerns regarding their child.

PARENT - TEACHER ASSOCIATION



Parents, teachers, and students working together to:

- Promote the education, health, and welfare of children in the home, community, and place of worship.
- Raise the standards of home life.
- Secure adequate laws for the protection of children and youth
- Improve the public schools that children attend.

The California State PTA is a volunteer organization of nearly one million members in approximately 35,000 public schools in California working for children and with youth, both inside and outside the classroom, wherever there is a need that must be met.

Sierra Lakes Elementary School has an active Parent-Teacher Association, which supports school award programs and purchases various classroom and playground equipment.

It is with your support that we can make these things happen. Get involved with PTA We are looking forward to an exciting, fun-filled year and would like to invite parents to join and attend our PTA meetings. All parents and teachers will be welcomed. We hope to see you there. Keep your Parent Handbook handy for important dates, telephone numbers, and any information you might need. All PTA members are considered volunteers and must follow the volunteer guidelines stated above.

PARTIES/SCHOOL EVENTS

There are scheduled class parties and school events during the school year. These activities are privileges and must be earned by the students. Students who fail to maintain acceptable behavior and/or academic effort may lose their privilege to participate in the activity. This can include end of the year activities and field day or other such events. Room parents and/or the classroom teacher arrange for the class parties and may call upon other parents to contribute refreshments. Any child not enrolled in the class cannot attend class activities, including siblings. This includes field day and any other school sponsored events.

In an effort to keep our focus on the academic achievement of our students at Sierra Lakes Elementary, student birthday parties are strongly discouraged and should be viewed as a personal family event, not a school event. In addition, please do not bring balloons, flowers, cupcakes etc. for your child during class time, as they are a disruption to the classroom. These items will not be taken to the classrooms nor be allowed in the classrooms. The Fontana Unified School District has implemented the Health and Wellness Policy.

PERSONAL PROPERTY

Students may not bring personal items, such as toys, Pokémon cards, balls, or electronic devices to school. These items will be taken away, and parents will have to come in to get the items back. Confiscated items will be released only to parents/guardians, not emergency contacts. The only exception to this rule is if the classroom teacher has directed students to bring it for an educational purpose.

Students assume the responsibility for loss or damage to their clothing, equipment, books, or instruments. The school makes every effort to protect all personal property but is not responsible for it. Large sums of money and articles of value should not be brought to school. The school/district is not responsible for lost or damaged personal property.

PETS AT SCHOOL

Animals are not to be brought to school. Please call ahead if you need to bring a service animal. Wandering pets are a nuisance and of possible danger to children. The Animal Control Center will be contacted to pick up wandering pets.



PHYSICAL EDUCATION REQUIREMENTS

California Education Code requires that all students participate in physical education. Students are expected to wear appropriate clothing and shoes for running, jumping, climbing, and calisthenics (sit-ups, push-ups, etc.) Students may change shoes for P.E.

A student may be excused from P.E. if he/she is ill or injured. Parent notes excusing a student will be honored by the teacher for one to three-day excuses. A doctor's note is required to excuse a student from P.E. for more than three consecutive days or for recurring illness.

Q-PARENT CONNECTION

Q's Parent Connection is a web application that will allow you to track your son/daughter's progress and help them continue to excel in Fontana Unified School District. You will first need to submit a Parent Connection Access Request Form to your child's school to receive your Parent Connection PIN number and password. In order to protect student confidential information in accordance with Federal and State regulations, parents must present a valid ID, in person, when submitting the form. The Q Parent Connect Website is: <https://sis.fusd.net/ParentPortal>

REQUESTING A CLASSROOM CHANGE OR A SPECIFIC TEACHER

We take student placements very seriously when assigning students to their next grade level. All classrooms are created with a focus on homogeneous grouping. This means that when teachers meet to discuss/create class lists, they include equal amounts of boys/girls of all ability levels. For this reason, we do not accept parent requests for their child's teacher prior to the school year beginning. We believe that all teachers are qualified to guide your child to the next level.

No classroom changes will be made for the first two weeks of school.
Guidelines for Requesting a Classroom Change

Step 1: Make an appointment to meet and discuss concerns with the classroom teacher.

The purpose of this step is to provide an opportunity to communicate your concerns to the classroom teacher and to give him/her an opportunity to address your concerns. By meeting in person, you will be able to discuss all factors having an impact on the situation. When we have the opportunity to gather as much information as possible, we have the ability to see the whole picture more objectively. Furthermore, this gives the classroom teacher an opportunity to implement a possible change in the classroom that may adequately address your concern.

Step 2: Schedule and attend a classroom observation.

The purpose of this step is to provide an opportunity to experience the classroom environment. You can schedule a classroom observation with an administrator for up to 30 minutes and will be able to see and feel the climate of the classroom. Thus, enabling you to understand the instructor's teaching style and discipline procedures more clearly. Our expectation is that you will objectively be able to become familiar with the classroom experience that your daughter/son has on a daily basis. An administrator will accompany you during your classroom observation.

Step 3: Complete the "Teacher Change Request Form" and schedule an appointment with the administrator.

After progressing through Steps 1 and 2, if you still feel strongly that you would like to move forward with a room change, please complete the Teacher Change Request Form. You can obtain this in this front office. When completing the form, please be specific as possible when describing your reason(s). **This/these reason(s) should be based on the academic and/or behavioral needs of your child.**

Step 4: Attend a conference with the administrator.

Please bring notes with you from steps 1 and 2. You will have an opportunity to discuss them with an administrator. Be prepared to review and discuss your notes from the meeting with the teacher and provide specific examples that illustrate your concerns, which you personally witnessed during your observation.

RETENTION POLICY/GRADE PLACEMENT

When considering promotion, the primary consideration is the probability of the student's success at the next grade level. Student achievement will be reviewed and validated by the following:

- Report card grades
- Grade level standards
- Scores on standardized achievement tests
- Scores on MAP tests
- Intellectual, social, and emotional development
- Information from parents and support personnel

A student may be recommended for retention if he/she fails to meet grade level requirements. The teacher will establish contact with the principal, parent, and student as soon as the possibility of retention becomes apparent.

SCHOOL SITE COUNCIL (SSC)

The School Site Council includes a representation of the school community – parents, other community members, and school staff who are elected and meet monthly to develop the local school plan in order to meet the needs of Sierra Lakes Elementary School students. An essential part of this School Site Council is the development of a working partnership between the school community and staff. The School Site Council meetings are held after school, on the second Tuesday of each month, in room #19. It is vital that we have parent involvement and participation. We encourage any interested

parent to join us. Special notices will be sent out to members monthly. The District provides training for council members.

SEXUAL HARASSMENT

It is the intent of the Board of Education (BP 5145.7) that no student shall be discriminated against because of unwelcome sexual advances, requests for sexual favors, and/or other verbal, visual, or physical conduct of a sexual nature by any person within the educational setting. Such conduct committed under the following conditions shall be considered as sexual harassment:

1. Submission to the conduct is a condition of academic status or progress.
2. Submission is used as a basis of academic decisions affecting the student.
3. The conduct has the purpose or effect of negatively affecting the student.
4. The conduct has the purpose or effect of negatively affecting academic progress or creates an intimidating, hostile, or offensive educational environment.
5. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits, services, honors, programs, or activities available through the educational institution.

Any student/parent may report any instance of sexual harassment/bullying to the principal or secretary for investigation and resolution through appropriate disciplinary procedures. This policy is in effect for students fourth and fifth in grades.

SMOKING POLICY

SMOKING IS PROHIBITED ON SCHOOL PROPERTY PER BOARD POLICY 3513.3:

"In the best interests of students, employees and the general public, the Governing Board therefore prohibits the use of tobacco products at all times on district property and in district vehicles. This prohibition applies to all employees, students, visitors and other persons at any school or school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased or rented by or from the district." This policy shall be extended to include outside areas on the grounds of buildings and structures owned and operated by the Fontana Unified School District on July 1, 1995." Policy Adopted May 19, 1993.

SPECIAL SERVICES

Section 504

A 504 plan can help students with learning and attention issues understand and participate in the general education curriculum. A 504 plan outlines how a child's specific needs are met with accommodations, modifications, and other services. These measures "remove barriers" to learning.

Keep in mind that a student with a 504 plan usually spends the entire school day in a general education classroom. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Counseling Services

We have a counselor on site. The counselor will work with students, staff and parents to develop a plan of action, if counseling services are needed. It is our pleasure to serve you and your family. We want to collaborate with you to make an exceptional place for your child. Please let us know how we can better meet your needs.

English Language Learner (ELL) Program

English Language instruction is available to children whose first or primary language is not English. The ELL program helps limited English proficient (LEP) students by offering services in Structured English Immersion (SEI) or Sheltered English classes. The ELL program is designed to help children make an easier transition into the English Language, so that success will follow in the classroom.

Gifted and Talented Education (G.A.T.E.)

Each year, all second-grade students are given a diagnostic exam to determine those who qualify for the G.A.T.E. program. Teachers and parents may also refer students to the G.A.T.E. Coordinator, as a first step in the G.A.T.E. placement process. Students in grades 3-5 who qualify for G.A.T.E. are serviced in self-contained classrooms. The school site can also provide before/after school programs and enrichment during the school day.

Psychologist

The services of a school psychologist are available weekly. A parent must give written permission for their child to be assessed. The psychologist evaluates the student to determine if she/he is eligible for special education services per state criteria after being referred by the parent or the Student Study Team.

Resource Specialist

Students identified for Resource Specialist support receive the majority of their instruction in the general education classroom. The Resource Specialist support may occur in the general education classroom or in the resource room for small group instruction.

Special Education

Special Education is provided by our district for students with exceptional needs. These needs may be physical, developmental, or cognitive. They may involve extra support or enrichment. Admission to these special programs is based upon an individual study made by an Individualized Education Planning Team. Referrals for participation may be made by a teacher, administrator, or parent via the Student Intervention Team (SIT) process.

Speech, Language and Hearing

Speech and language services are provided for identified students whose speech and language needs cannot be sufficiently addressed in the general education classroom. The classroom teacher, parent, or administrator refers a student for these services. A trained speech and language therapist assesses the student; if a significant language/speech disorder is found, a program is established to meet the needs of the student.

STEAM and Math Itinerant Classes

STEAM and Math Itinerant Classes are provided for K – 3rd grade students on a weekly basis through the district enrichment program.

Vocal Music and Chorus

Chorus and vocal music are provided for 4th – 5th grade students on a weekly basis through the district enrichment program.

TELEPHONE CALLS

Students are permitted to use the office phone only if an emergency exists. If the need arises for you to contact your child, we will give the student a phone message to call home or a phone number we have on the student's information record. By following this procedure, we can verify that the person making the phone call is actually the student's parent. Students will need to have prior permission from their teacher to use the telephone. Teachers do not have access to call long distance numbers from their classroom's phones. Please allow time for teachers to return phone calls that are long distance numbers.

TRANSFERING TO A DIFFERENT SCHOOL

Before a student transfers to another school, his/her parent or guardian must come to school and request a transfer of records. At this time, all textbooks, library books and laptop must be returned, and all school fines paid (if any). This process takes one school day; notification should be made in time to complete procedures.

- **Sierra Lakes Elementary School asks that classroom observations be limited to 30 minutes.**

Volunteering

Please bring ID to sign-in at the office anytime you are on campus. The office staff will issue a Volunteer badge to wear, while you are at Sierra Lakes.

1. Please avoid questions or discussions about your individual child to teachers while volunteering in the classroom. This is not an appropriate time to conduct a conference.
2. Smoking is not allowed on campus.
3. Cell phone use is not allowed in classrooms.
4. The use of profane language at school is inappropriate and volunteers will not be allowed to volunteer with inappropriate comments.
5. Please refrain from making negative comments about students, staff, or other volunteers. If concerns should arise, please discuss the matter with the staff involved or make an appointment with the principal.
6. Small children are not allowed to accompany parents volunteering in the classroom. Observance of the above will help to make a positive experience for all concerned.
7. **Volunteer hours are from 8:00 am until 2:20 pm.**



Distributing Invitations

Occasionally, students want to invite other students to non-school sponsored parties and wish to hand out their invitations at school. This process creates a variety of problems. Therefore, we have established the practice that unless the entire class is invited, these invitations may not be distributed at school.

WALKING TO/FROM SCHOOL

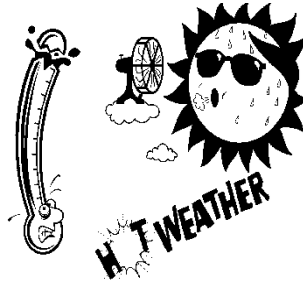
Students living in the neighborhood close to Sierra Lakes Elementary School may choose to walk to/from school. Please keep in mind that we are responsible for all students from the time that they leave their homes in the morning, until they walk through their door at night. Therefore, when walking, we ask that students come directly to school or go directly home, by NOT stopping at Patricia Marrujo Park. For student safety, students in kindergarten, 1st, 2nd and 3rd grade are encouraged to not walk home alone and be accompanied by an adult.

WEATHER ALERTS

High Heat Procedures

When temperatures are excessive, 100 degrees Fahrenheit or above, "hot weather precautions" shall be observed. If the forecast indicates that high temperatures are predicted, please encourage your children to:

1. Wear light clothing
2. Limit their physical activity both indoors and outdoors.
3. Remain in areas protected from the sun.
4. Drink large amounts of liquid—send a water bottle to school with your child.



Rain and/or High Winds

Sierra Lakes experiences times throughout the school year when it is either raining or the winds are very high. In order to keep our students dry from rain and safe from flying debris or even being blown over by the high winds, the administrator(s) will determine when it is necessary to use an inclement weather schedule. During this time,

students and the teaching staff receive scheduled breaks to use the restroom and/or participate in a recess activity indoors.

Smog Alert

When the Sierra Lakes office staff is notified that a health advisory or smog alert exists, the staff will also be notified. Staff members will inform their students of the health advisory or smog alert, advise them of the dangers and take the necessary action to ensure the curtailment of student participation in strenuous play or exercise during a smog alert. Parents are urged to explain to their children why they should avoid anything that causes hard breathing or mouth breathing during a smog alert.

* Sierra Lakes Elementary School does not discriminate on basis of gender, race, color, national origin, ancestry, religion, creed, age, or handicap, in enrollment in its educational programs and student activities



Fontana USD

Administrative Regulation

Title IX Sexual Harassment Complaint Procedures

AR 5145.71

Students

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 – Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 – Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's right under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 – Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any

consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process.
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process.
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

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

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process.
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence.
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process.

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

Investigation Procedures

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

1. Provide an equal opportunity for all parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties.
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate.

6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report.
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness.
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

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

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

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

Written Decision

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

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

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

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

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

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

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

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process.
3. Findings of fact supporting the determination.
4. Conclusions regarding the application of the district's code of conduct or policies to the facts.

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant.
6. The district's procedures and permissible bases for the complainant and respondent to appeal.

Appeals

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

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

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

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

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

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

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

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the Section "Supportive Measures," until the complaint procedure has been completed and a determination responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery

at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law.
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law.

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

Record-Keeping

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

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

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Reglamento Administrativo 5145.71: Título IX, Procedimientos de Quejas por Acoso Sexual

Los procedimientos de quejas descritos en este reglamento administrativo se utilizarán para abordar cualquier queja regida por el Título IX de las Enmiendas Educativas de 1972 alegando que un estudiante, mientras se encuentra en un programa educativo o actividad en la cual una escuela del distrito ejerce un control sustancial sobre el contexto y el encuestado, fue objeto de una o más de las siguientes formas de acoso sexual: (34 CFR 106.30, 106.44)

1. Un empleado del distrito que condiciona la provisión de una ayuda, beneficio o servicio del distrito a la participación del estudiante en una conducta sexual no deseada
2. Conducta no deseada determinada por una persona razonable como tan grave, generalizada y objetivamente ofensiva que niega efectivamente a un estudiante el acceso equitativo al programa o actividad educativa del distrito.
3. Agresión sexual, violencia en el noviazgo, violencia doméstica o acecho según se define en 20 USC 1092 o 34 USC 12291

Todas las demás quejas o alegaciones de acoso sexual presentadas por o en nombre de los estudiantes se investigarán y resolverán de acuerdo con BP/AR 1312.3 – Procedimientos Uniformes de Quejas. La determinación de si las alegaciones cumplen con la definición de acoso sexual bajo el Título IX será hecha por el Coordinador del Título IX del distrito.

Debido a que el denunciante tiene derecho a presentar una denuncia conforme a BP/AR 1312.3 por cualquier alegación que se desestime o niegue conforme al procedimiento de denuncia del Título IX, el Coordinador del Título IX se asegurará de que todos los requisitos y plazos para BP/AR 1312.3 se cumplan simultáneamente mientras implementa el procedimiento del Título IX.

Informe de denuncias/Presentación de una queja formal

Un estudiante que es la presunta víctima de acoso sexual o el padre/tutor del estudiante puede presentar un informe de acoso sexual al Coordinador del Título IX del distrito utilizando la información de contacto que figura en AR 5145.7 - Acoso sexual o a cualquier otro empleado escolar disponible, quien deberá enviar el informe al Coordinador del Título IX dentro de un día de haber recibido el informe.

Al recibir dicho informe, el Coordinador del Título IX informará al denunciante sobre el derecho a presentar una denuncia formal y el proceso para presentar una denuncia formal. (34 CFR 106.44)

Se puede presentar una queja formal, con la firma física o digital del denunciante, ante el Coordinador del Título IX en persona, por correo, por correo electrónico o por cualquier otro método autorizado por el distrito. (34 CFR 106.30)

Incluso si la presunta víctima elige no presentar una denuncia formal, el Coordinador del Título IX presentará una denuncia formal en situaciones en las que exista una amenaza a la seguridad. Además, el Coordinador del Título IX puede presentar una queja formal en otras situaciones según lo permitido por las reglamentaciones del Título IX, incluso como parte de la obligación del distrito de no ser deliberadamente indiferente a las denuncias conocidas de acoso sexual. En tales casos, el Coordinador del Título IX deberá proporcionar a la presunta víctima avisos según lo exigen las reglamentaciones del Título IX en puntos específicos del proceso de denuncia.

El Coordinador del Título IX, el investigador, el responsable de la toma de decisiones o el facilitador de un proceso de resolución informal no deberá tener un conflicto de intereses o parcialidad a favor o en contra de los denunciantes o demandados en general o de un denunciante o demandado individual. Dichas personas deberán recibir capacitación de acuerdo con 34 CFR 106.45. (34 CFR 106.45)

Medidas de apoyo

Al recibir un informe de acoso sexual del Título IX, el Coordinador del Título IX se comunicará de inmediato con el denunciante para analizar la disponibilidad de medidas de apoyo y considerará los

deseos del denunciante con respecto a las medidas de apoyo implementadas. Se ofrecerán medidas de apoyo según corresponda, según estén razonablemente disponibles y sin cargo para el denunciante o el demandado antes o después de la presentación de una denuncia formal o cuando no se haya presentado ninguna denuncia formal. Dichas medidas serán no disciplinarias, no punitivas y diseñadas para restaurar o preservar la igualdad de acceso al programa o actividad educativa del distrito sin sobrecargar injustificadamente a la otra parte, incluidas las medidas diseñadas para proteger la seguridad de todas las partes o el entorno educativo del distrito o para disuadir el acoso sexual. Las medidas de apoyo pueden incluir, entre otras, asesoramiento, ajustes relacionados con el curso, modificaciones de los horarios de clases, restricciones mutuas de contacto, mayor seguridad y vigilancia de ciertas áreas del campus. (34 CFR 106.30, 106.44)

El distrito mantendrá confidencial cualquier medida de apoyo brindada al denunciante o al demandado, en la medida en que mantener dicha confidencialidad no perjudique la capacidad del distrito para proporcionar las medidas de apoyo. (34 CFR 106.30)

Retiro de emergencia de la escuela

Un estudiante no será disciplinado por presunto acoso sexual bajo el Título IX hasta que se haya completado la investigación. Sin embargo, en caso de emergencia, el distrito puede retirar a un estudiante del programa o actividad educativa del distrito, siempre que el distrito realice un análisis individualizado de seguridad y riesgo, determine que la remoción está justificada debido a una amenaza inmediata a la salud o seguridad física de cualquier estudiante u otra persona que surja de las alegaciones, y proporciona al estudiante un aviso y la oportunidad de impugnar la decisión inmediatamente después de la expulsión. Esta autoridad para remover a un estudiante no modifica el derecho del estudiante bajo la Ley de Educación para Individuos con Discapacidades o la Sección 504 de la Ley de Rehabilitación de 1973. (34 CFR 106.44)

Si un empleado del distrito es el demandado, el empleado puede ser puesto en licencia administrativa durante la tramitación del proceso de queja formal. (34 CFR 106.44)

Desestimación de la denuncia

El Coordinador del Título IX desestimará una queja formal si la supuesta conducta no constituiría acoso sexual según se define en 34 CFR 106.30, incluso si se prueba. El Coordinador del Título IX también deberá desestimar cualquier queja en la que la supuesta conducta no ocurrió en el programa o actividad educativa del distrito o no ocurrió contra una persona en los Estados Unidos, y puede desestimar una queja formal si el denunciante notifica al distrito por escrito, que al denunciante le gustaría retirar la denuncia o cualquier alegato en la denuncia, el demandado ya no está inscrito o empleado por el distrito, o circunstancias suficientes impiden que el distrito reúna pruebas suficientes para llegar a una determinación con respecto a la denuncia. (34 CFR 106.45)

Al momento de la desestimación, el Coordinador del Título IX enviará de inmediato notificación por escrito de la desestimación y las razones de la desestimación simultáneamente a las partes, y les informará de su derecho a apelar la desestimación de una denuncia formal o cualquier alegato en la denuncia de conformidad con los procedimientos de apelación descritos en la sección "Apelaciones" a continuación. (34 CFR 106.45)

Si se desestima una queja, la conducta aún puede abordarse de conformidad con BP/AR 1312.3 - Procedimientos Uniformes de Quejas, según corresponda.

Proceso de resolución informal

Cuando se presenta una denuncia formal de acoso sexual, el distrito puede ofrecer un proceso de resolución informal, como la mediación, en cualquier momento antes de llegar a una determinación con respecto a la responsabilidad. El distrito no requerirá que una parte participe en el proceso de resolución informal o que renuncie al derecho a una investigación y adjudicación de una queja formal. (34 CFR 106.45)

El distrito puede facilitar un proceso de resolución informal siempre que el distrito: (34 CFR 106.45)

1. Proporciona a las partes un aviso por escrito que revela las alegaciones, los requisitos del proceso de resolución informal, el derecho a retirarse del proceso informal y reanudar el proceso de queja formal, y cualquier consecuencia que resulte de participar en el proceso de resolución informal, incluido que los registros serán mantenidos o podría ser compartido.
2. Obtiene el consentimiento voluntario por escrito de las partes para el proceso de resolución informal
3. No ofrece ni facilita un proceso de resolución informal para resolver acusaciones de que un empleado acosó sexualmente a un estudiante

Aviso por escrito

Si se presenta una queja formal, el Coordinador del Título IX proporcionará a las partes conocidas un aviso por escrito de lo siguiente: (34 CFR 106.45)

1. El proceso de quejas del distrito, incluido cualquier proceso de resolución informal
2. Las acusaciones que potencialmente constituyen acoso sexual con suficientes detalles conocidos en ese momento, incluida la identidad de las partes involucradas en el incidente, si se conocen, la conducta que supuestamente constituye acoso sexual y la fecha y el lugar del presunto incidente, si se conocen. Dicha notificación se proporcionará con tiempo suficiente para que las partes preparen una respuesta antes de cualquier entrevista inicial.
3. Si, durante el curso de la investigación, surgen nuevas alegaciones del Título IX sobre el denunciante o el demandado que no están incluidas en el aviso inicial, el Coordinador del Título IX notificará las alegaciones adicionales a las partes.
4. Una declaración de que se presume que el demandado no es responsable de la conducta alegada y que se toma una determinación con respecto a la responsabilidad al concluir el proceso de denuncia.
5. La oportunidad para las partes de tener un asesor de su elección que puede ser, pero no está obligado a ser, un abogado, y la capacidad de inspeccionar y revisar la evidencia.
6. La prohibición de hacer declaraciones falsas a sabiendas o presentar información falsa a sabiendas durante el proceso de queja

El aviso anterior también incluirá el nombre del investigador, facilitador de un proceso informal y responsable de la toma de decisiones, y deberá informar a las partes que, si en algún momento una de las partes tiene inquietudes sobre un conflicto de intereses o parcialidad con respecto a cualquiera de estas personas, la parte debe notificar inmediatamente al Coordinador del título IX.

Procedimientos de investigación

Durante el proceso de investigación, el investigador designado por el distrito deberá: (34 CFR 106.45)

1. Proporcionar igualdad de oportunidades para que todas las partes presenten testigos, incluidos testigos de hechos y expertos, y otras pruebas inculpatorias y exculpatorias.
2. No restringir la capacidad de cualquiera de las partes para discutir las acusaciones bajo investigación o para recopilar y presentar evidencia relevante
3. Brindar a las partes las mismas oportunidades de tener a otros presentes durante cualquier procedimiento de queja, incluida la oportunidad de estar acompañados a cualquier reunión o procedimiento relacionado por el asesor de su elección, que puede ser, pero no está obligado a ser, un abogado.
4. No limitar la elección o presencia de un asesor para el denunciante o el demandado en cualquier reunión o procedimiento de queja, aunque el distrito puede establecer restricciones con respecto a la medida en que el asesor puede participar en los procedimientos, siempre que las restricciones se apliquen por igual a ambas partes.
5. Proporcionar, a una parte cuya participación se invita o se espera, notificación por escrito de la fecha, hora, lugar, participantes y propósito de todas las entrevistas de investigación u otras reuniones, con tiempo suficiente para que la parte se prepare para participar.
6. Enviar en formato electrónico o en papel a ambas partes y a sus asesores, si los hubiere, las pruebas obtenidas como parte de la investigación que tengan relación directa con los alegatos planteados en la denuncia, y otorgar a las partes por lo menos 10 días para que presenten un escrito. respuesta para que el investigador la considere antes de completar el informe de investigación

7. Evaluar objetivamente todas las pruebas pertinentes, incluidas las pruebas inculpatorias y exculpatorias, y determinar la credibilidad de una manera que no se base en el estado de una persona como denunciante, demandado o testigo.
8. Crear un informe de investigación que resuma de manera justa la evidencia relevante y, por lo menos 10 días antes de la determinación de la responsabilidad, enviar a las partes y sus asesores, si los hubiere, el informe de investigación en formato electrónico o en copia impresa, para su revisión y por respuesta escrito

Las preguntas y las pruebas sobre la predisposición sexual o el comportamiento sexual anterior del denunciante no son pertinentes, a menos que dichas preguntas y pruebas se ofrezcan para probar que alguien que no sea el demandado cometió la conducta alegada por el denunciante o si las preguntas y las pruebas se refieren a incidentes específicos de la conducta del denunciante. comportamiento sexual previo con respecto al encuestado y se ofrecen para probar el consentimiento. (34 CFR 106.45)

Los derechos de privacidad de todas las partes de la queja se mantendrán de acuerdo con las leyes estatales y federales aplicables.

Si la denuncia es contra un empleado, se aplicarán los derechos conferidos en virtud de un convenio colectivo aplicable en la medida en que no entren en conflicto con los requisitos del Título IX.

Decisión escrita

El Superintendente designará a un empleado como responsable de la toma de decisiones para determinar la responsabilidad por la supuesta conducta, que no podrá ser el Coordinador del Título IX ni una persona involucrada en la investigación del asunto. (34 CFR 106.45)

Después de que se haya enviado el informe de investigación a las partes, pero antes de llegar a una determinación con respecto a la responsabilidad, la persona que toma la decisión le dará a cada parte la oportunidad de presentar por escrito las preguntas pertinentes que la parte quiera que se le hagan a cualquier parte o testigo. proporcionar a cada parte las respuestas y permitir preguntas de seguimiento adicionales y limitadas de cada parte.

La persona que toma la decisión deberá emitir, y proporcionar simultáneamente a ambas partes, una decisión por escrito sobre si el demandado es responsable de la conducta alegada. (34 CFR 106.45)

La decisión por escrito se emitirá dentro de los 60 días naturales siguientes a la recepción de la denuncia.

El plazo puede extenderse temporalmente por una buena causa con notificación por escrito al denunciante y al demandado de la extensión y las razones de la acción. (34 CFR 106.45)

Al tomar esta determinación, quien toma la decisión deberá usar el estándar de “preponderancia de la evidencia” para todas las denuncias formales de acoso sexual. Se utilizará el mismo estándar de evidencia para las quejas formales contra los estudiantes que para las quejas contra los empleados. (34 CFR 106.45)

La decisión escrita deberá incluir lo siguiente: (34 CFR 106.45)

1. Identificación de las acusaciones que potencialmente constituyen acoso sexual según se define en 34 CFR 106.30
2. Una descripción de los pasos procesales tomados desde la recepción de la queja formal hasta la decisión por escrito, incluidas las notificaciones a las partes, las entrevistas con las partes y los testigos, las visitas al sitio, los métodos utilizados para recopilar otras pruebas y las audiencias celebradas si el distrito incluye audiencias como parte del proceso de queja
3. Hallazgos de hecho que respaldan la determinación
4. Conclusiones sobre la aplicación del código de conducta o políticas del distrito a los hechos
5. Una declaración y justificación del resultado de cada alegación, incluida una decisión con respecto a la responsabilidad, cualquier sanción disciplinaria que el distrito imponga al demandado y si se aplicarán remedios diseñados para restaurar o preservar la igualdad de acceso al programa o actividad educativa del distrito. proporcionado por el distrito al denunciante
6. Los procedimientos del distrito y las bases permitidas para que el denunciante y el demandado apelen

Apelaciones

Cualquiera de las partes puede apelar la decisión del distrito o la desestimación de una queja formal o cualquier alegato en la queja, si la parte cree que una irregularidad procesal afectó el resultado, hay nueva evidencia disponible que podría afectar el resultado, o un conflicto de interés o parcialidad. por el Coordinador del Título IX, los investigadores o los responsables de la toma de decisiones afectaron el resultado. Si se presenta una apelación, el distrito deberá: (34 CFR 106.45)

1. Notificar a la otra parte por escrito cuando se presenta una apelación e implementar procedimientos de apelación por igual para ambas partes
2. Asegúrese de que las personas encargadas de tomar decisiones para la apelación estén capacitadas de acuerdo con 34 CFR 106.45 y no sean las mismas personas que tomaron decisiones que llegaron a la determinación con respecto a la responsabilidad o el despido, los investigadores o el Título IX. Coordinador
3. Brinde a ambas partes una oportunidad razonable e igualitaria para presentar una declaración por escrito en apoyo o impugnación del resultado.
4. Emitir una decisión por escrito que describa el resultado de la apelación y la justificación del resultado
5. Proporcionar la decisión por escrito simultáneamente a ambas partes.

El recurso debe interponerse por escrito dentro de los 10 días naturales siguientes a la recepción de la notificación de la decisión o desestimación, expresando los motivos del recurso e incluyendo cualquier documentación pertinente que sustente el recurso. Las apelaciones presentadas después de este plazo no son oportunas y no serán consideradas.

Se proporcionará una decisión por escrito a las partes dentro de los 20 días calendario a partir de la recepción de la apelación.

La decisión del distrito puede apelarse ante el Departamento de Educación de California dentro de los 30 días posteriores a la decisión por escrito de acuerdo con BP/AR 1312.3.

Cualquiera de las partes tiene derecho a presentar una queja ante la Oficina de Derechos Civiles del Departamento de Educación de EE. UU. dentro de los 180 días posteriores a la fecha de la supuesta mala conducta más reciente.

Se informará al denunciante sobre cualquier recurso de derecho civil, incluidos, entre otros, interdictos, órdenes de restricción u otros recursos u órdenes que puedan estar disponibles en virtud de las leyes antidiscriminatorias estatales o federales, si corresponde.

Remedios

Cuando se haya hecho una determinación de responsabilidad por acoso sexual contra el demandado, el distrito proporcionará remedios al denunciante. Dichos recursos pueden incluir los mismos servicios individualizados descritos anteriormente en la sección "Medidas de apoyo", pero no es necesario que no sean disciplinarios ni punitivos, y no es necesario que eviten una carga para el demandado. (34 CFR 106.45)

Acciones correctivas/disciplinarias

El distrito no impondrá sanciones disciplinarias u otras acciones contra un demandado, aparte de las medidas de apoyo descritas anteriormente en la Sección "Medidas de apoyo", hasta que se haya completado el procedimiento de queja y se haya hecho una determinación de responsabilidad. (34 CFR 106.44)

Para estudiantes en los grados 4-12, la disciplina por acoso sexual puede incluir suspensión y/o expulsión. Después de completar el procedimiento de denuncia, si se determina que un estudiante en cualquier nivel de grado ha cometido agresión sexual o agresión sexual en la escuela o en una actividad escolar fuera de la escuela, el director o el superintendente suspenderá inmediatamente al estudiante y recomendará la expulsión. . (Código de Educación 48900.2, 48915)

Otras acciones que se pueden tomar con un estudiante que se determina que es responsable de acoso sexual incluyen, pero no se limitan a:

1. Transferencia de una clase o escuela según lo permita la ley
2. Conferencia de padres/tutores
3. Educación del estudiante sobre el impacto de la conducta en los demás.
4. Apoyo al comportamiento positivo
5. Remisión del estudiante a un equipo de éxito estudiantil
6. Denegación de participación en actividades extracurriculares o cocurriculares u otros privilegios permitidos por la ley

Cuando se determina que un empleado ha cometido acoso sexual o represalias, el distrito tomará las medidas disciplinarias correspondientes, que pueden incluir el despido, de conformidad con la ley aplicable y el convenio colectivo de trabajo.

Mantenimiento de Registros

El Superintendente o su designado deberá mantener, por un período de siete años: (34 CFR 106.45)

1. Un registro de todos los casos denunciados e investigaciones del Título IX de acoso sexual, cualquier determinación de responsabilidad, cualquier grabación y transcripción de audio o audiovisual, si corresponde, cualquier sanción disciplinaria impuesta, cualquier recurso proporcionado al denunciante, y cualquier apelación o resolución informal y los resultados. de eso
2. Un registro de cualquier acción, incluidas las medidas de apoyo, tomadas en respuesta a un informe o queja formal de acoso sexual, incluida la base del distrito para su conclusión de que su respuesta no fue deliberadamente indiferente, las medidas tomadas que fueron diseñadas para restaurar o preservar la igualdad de acceso al programa o actividad educativa y, si no se proporcionaron medidas de apoyo al denunciante, las razones por las que tal respuesta no fue irrazonable a la luz de las circunstancias conocidas
3. Todos los materiales utilizados para capacitar al Coordinador del Título IX, a los investigadores, a los responsables de la toma de decisiones y a cualquier persona que facilite un proceso de resolución informal. El distrito pondrá dichos materiales de capacitación a disposición del público en su sitio web o, si el distrito no mantiene un sitio web, estará disponible a pedido de los miembros del público.

Board Policy
Fontana Unified School District

Policy 5145.7: Sexual Harassment

Status: ADOPTED

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

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

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

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

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

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

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

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

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

Disciplinary Actions

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

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

Record-Keeping

In accordance with law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. 2



FONTANA UNIFIED SCHOOL DISTRICT

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: 9680 Citrus Avenue, Fontana, CA 92335; Equity Compliance Officer: Craig Baker, Associate Superintendent, Student Services (909) 357-5000, Ext 29194, TitleIX@fUSD.net; Title IX Coordinator: Carol Tomeo, Director, Certificated Human Resources (909) 357-5000, Ext. 29045, Title IX@fUSD.net; and 504 Coordinator: Mark Shalhoub, Director, Online Learning and Alternative Programs, (909) 357-5000, Ext. 29086, 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.

Rev. 06/2025



FONTANA UNIFIED SCHOOL DISTRICT

Nondiscrimination Statement

The Fontana Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on a person's actual or perceived ancestry, color, disability, race, ethnicity, religion, gender, gender expression, gender identity, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

For questions or complaints, contact

Equity Compliance Officer: Craig Baker, Associate Superintendent, Student Services at 9680 Citrus Avenue, Fontana CA 92335 (909) 357-5000 extension 29194 TitleIX@fUSD.net;

Title IX Coordinator: Carol Tomeo, Executive Director, Certificated Human Resources, at 9680 Citrus Avenue, Fontana CA 92335 (909) 357-5000 extension 29045 TitleIX@fUSD.net;

504 Coordinator: Mark Shalhoub, Director, Online Learning and Alternative Programs, at 9680 Citrus Avenue, Fontana, CA 92335 (909) 357-5000, extension 29086, 504Coordinator@fUSD.net.

El Distrito Escolar Unificado de Fontana prohíbe la discriminación, la intimidación, el acoso (incluyendo el acoso sexual) o acoso escolar basado en lo actual o percibido de una persona como; la ascendencia, el color, la discapacidad, la raza, la etnia, la religión, el género, la expresión de género, la identidad de género, el estado migratorio, el origen nacional, el sexo, la orientación sexual o la asociación con una persona o grupo con una o más de estas características reales o percibidas.

Para preguntas o quejas, comuníquese con

NOTICE OF PROCEDURAL RIGHTS AND SAFEGUARDS FOR PARENT AND STUDENT RIGHTS
UNDER SECTION 504, THE REHABILITATION ACT OF 1973

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

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

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

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

1. You have a right to be informed by the school district of your rights under Section 504. (The purpose of this Notice form is to advise you of those rights) 34 CFR 104.32.
2. Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of no disabled students are met. 34 CFR 104.33
3. Your child has the right to free educational services except for those fees that are imposed on nondisabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
4. Your child has a right to placement in the least restrictive environment. 34 CFR 104.34.
5. Your child has a right to facilities, services, and activities that are comparable to those provided for nondisabled students. 34 CFR 104.34.
6. Your child has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 CFR 104.35.
7. Testing and other evaluation procedures must conform with the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc., The district shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, anecdotal reports, and MAPS/CAASPP scores. 34 CFR 104.35.
8. Placement decisions must be made by a group of persons (i.e., the Section 504 Committee), including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

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

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

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

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

13. If you wish to challenge the actions of the district's Section 504 Committee regarding your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district's Section 504 Coordinator (Coordinator of Alternative Education, 9680 Citrus Avenue, Building B, Fontana, CA (909) 357-5000 Ext. 29077) within ten (10) calendar days from the time you received written notice of the Section 504 Committee's action(s). A hearing will be scheduled before an impartial hearing officer, and you will be notified in writing of the date, time, and place for the hearing.

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

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

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

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



FUSD

FONTANA UNIFIED
SCHOOL DISTRICT

Every Student Successful | Engaging Schools | Empowered Communities

UNIFORM COMPLAINT PROCEDURES (UCP) ANNUAL NOTICE 2025-2026

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

Please cut here

FONTANA UNIFIED SCHOOL DISTRICT

**ACKNOWLEDGMENT OF RECEIPT
OF SCHOOL HANDBOOK**

**Sierra Lakes Elementary School
2026 - 2027**

Date Received _____

Teacher's Name _____

Student's Name _____

I hereby acknowledge receipt of the Sierra Lakes Elementary School Handbook. I am aware that I am responsible for following the legal requirements, policies, regulations and directives of the State of California, the Fontana Unified School District Board of Education and Sierra Lakes Elementary School. I understand that a failure to abide by the laws of the State of California, policies of the Board of Education, or the rules and directions of Sierra Lakes Elementary School, whether received in written or verbal form, may result in disciplinary consequences.

Parent/Guardian Signature

Date

** * Please remove and return to the office. * * **