



Southridge Tech Middle School

Home of the Knights

Knights Respect:
Themselves, Peers, Adults, School

**ONE TEAM
ONE GOAL
ONE VISION**

Name: _____ ID # _____

Address: _____

City: _____ Phone: _____

Email: _____

FONTANA UNIFIED SCHOOL DISTRICT **2023-2024 SCHOOL CALENDAR**

JULY 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	N	Student Days = 0				

AUGUST 2023						
Su	M	Tu	W	Th	F	Sa
		PD	X	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Student Days = 21						

AUGUST

3 First Day of School – All Grades

SEPTEMBER

4 Holiday – Labor Day (No School)

OCTOBER

9 Professional Development Day (No School)

NOVEMBER

10 Holiday – Veterans Day Observed (No School)

20-24 Fall Break (No School)

DECEMBER

18-29 Winter Break (No School)

JANUARY

1-5 Winter Break (No School)

8 Professional Development Day (No School)

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

FEBRUARY

12 Holiday – Lincoln's Birthday (No School)

19 Holiday – President's Day (No School)

MARCH

18-22 Spring Break (No School)

MAY

24 Last Day of School – All Grades

27 Holiday – Memorial Day (No School)

JUNE

17 Holiday – Juneteenth Observed (No School)

END OF QUARTER/SEMESTER FOR MIDDLE/HIGH SCHOOLS

Friday, October 6, 2023 – End Quarter 1

Friday, December 15, 2023 – End Semester 1

Friday, March 15, 2024 – End Quarter 3

Friday, May 24, 2024 – End Semester 2

END OF SEMESTER FOR ELEMENTARY SCHOOLS

Friday, December 15, 2023 – End Semester 1

Friday, May 24, 2024 – End Semester 2

ELEMENTARY AND MIDDLE SCHOOL MINIMUM DAYS/CONFERENCES

Wednesday each week

October 23-27, 2023 – Parent/Teacher Conferences

Friday, December 15, 2023

Friday, May 24, 2024 – Last Day of School

HIGH SCHOOL FINAL EXAMS/MINIMUM DAYS

Wednesday each week

December 12-15, 2023

May 22-24, 2024

Board Approved: December 14, 2022

SEPTEMBER 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Student Days = 20						

OCTOBER 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	PD	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Student Days = 21						

NOVEMBER 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Student Days = 16						

DECEMBER 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Student Days = 11						

JANUARY 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	PD	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Student Days = 16						

FEBRUARY 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
Student Days = 19						

MARCH 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Student Days = 16						

APRIL 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Student Days = 22						

MAY 2024						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	MD	X	30	31	
Student Days = 18						

JUNE 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Student Days = 0						

	SCHOOL DAYS
	WEEKENDS/VACATIONS
	HOLIDAYS (NO SCHOOL)

N	NEW TEACHER ORIENTATION
PD	PROFESSIONAL DEVELOPMENT (Non-Student Attendance Day)
X	TEACHER PREP/WORKDAY

MD	MEMBER DIRECTED DAY (Non-Student Attendance Day)
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Southridge Tech Middle School

14500 Live Oak Avenue
Fontana, California 92337
Phone 909-357-5420/Fax 909-357-7585
Office Hours 7:00 a.m. – 3:30 p.m.

School Website

<https://www.fusd.net/Domain/40>

Principal

Amber Knight

Assistant Principal

Matthew Vaudrey

Counselors

Leslie D. Mancilla ~ A-L

Eric Piddington ~ M-Z

Climate & Culture Coach

Stacie O'Neil

Fontana Unified School District Officials

FUSD Board of Education

Marcelino "Mars" Serna

Mary B. Sandoval

Adam Perez

Jennifer Quezada

Joe Armendarez

Superintendent of Schools

Miki R. Inbody

Principal's Message

Southridge Tech Families!

I would like to begin saying welcome to Southridge Tech Middle School for the 2023/2024 school year! As the new principal, I am thrilled to join this vibrant and diverse community of learners, educators, and families. Our foremost commitment is to support all students on their academic journey, fostering an inclusive and nurturing environment where every individual can thrive. As we follow our Knight's code: Be Safe, Be Respectful, Be Responsible

At Southridge Tech, we strongly believe in inspiring innovation and creativity among our students. As the world rapidly evolves, we recognize the importance of nurturing young minds to think critically, solve problems creatively, and adapt to an ever-changing landscape. Our curriculum will be designed to challenge conventional thinking and encourage students to explore new ideas fearlessly. Embracing technology as a powerful tool, we will equip our students with essential digital skills and cultivate a growth mindset, preparing them to excel in an increasingly interconnected and dynamic world.

Together, as a united school community, we will foster a collaborative atmosphere that celebrates diversity, promotes innovation, and empowers our students to embrace their full potential. I look forward to working hand-in-hand with our dedicated staff, parents, and students to create a fulfilling and inspiring educational experience for all. Let us embark on this remarkable adventure together, with passion and determination, and make the 2023/2024 school year a resounding success. Together, we will shape a brighter future for all of our students.

Mrs. Knight
Principal of Southridge Tech

- Southridge Tech Middle School

Student Handbook Disclaimer

Notwithstanding anything contained in the Southridge Tech Middle School Student Handbook, Southridge Tech Middle School expressly reserves the right to change or modify the contents and any policy. The intent of the Student Handbook is to describe, in brief, policies and procedures of Southridge Tech Middle and the Fontana Unified School District. It is not intended to nor does it contain all school site policies, district policies, or regulations that relate to student behavior. Please be advised that, due to printing deadlines, information in the Student Handbook may be outdated. The most updated copy will be made available online at <https://www.fusd.net/Domain/40> any changes are made. In preparing this handbook efforts are made to provide pertinent and accurate information.

Southridge Tech Middle School

Class Schedule

Class schedules and grade are also available on Parent Q!

Semester 1

Period	Class	Teacher Name	Teacher's Email
1			
2			
3			
4			
5			
6			

Semester 2

Period	Class	Teacher Name	Teacher's Email
1			
2			
3			
4			
5			
6			

Remember You Matter!

Ask for Help When Needed. Here are some numbers you can call when you need assistance.

National Suicide Prevention Lifeline	1(800) 273-8255
The Crisis Text Line	Text HOME to 741741
Fontana Unified School District School Police	1(909) 357-5020
California Youth Crisis Hotline	1(800) 543-5230
National Domestic Violence Hotline	1(800) 799-7233
Trevor Project	1(866) 488-7386
WeTip 1	1(855)-862-8559

Be Safe! Be Respectful! Be Responsible!



SBAC Data Goal Setting Sheet

The SBAC test is comprised of several question types, including multiple-choice, short answer, extended-response (essay), and grid-in problems to measure student academic progress and growth.

ELA GOAL BY GRADE LEVEL

6 th Grade Goal	7 th Grade Goal	8 th Grade Goal
2531	2552	2567

2022-2023 SBAC ELA TEST

ELA Summative Score	ELA Summative Level	ELA Summative DFM

GOAL 2023-2024 SBAC ELA TEST

ELA Summative Score	ELA Summative Level	ELA Summative DFM

MATH GOAL BY GRADE LEVEL

6 th Grade Goal	7 th Grade Goal	8 th Grade Goal
2552	2567	2586

2022-2023 SBAC MATH TEST

Math Summative Score	Math Summative Level	Math Summative DFM

GOAL 2023-2024 SBAC MATH TEST

ELA Summative Score	ELA Summative Level	ELA Summative DFM

Be Safe! Be Respectful! Be Responsible!



MAP Data Goal Setting Sheet

GOAL BY GRADE LEVEL

6 th Grade Goal	7 th Grade Goal	8 th Grade Goal
221-223	225-227	229-231

GROWTH NORM BY GRADE LEVEL

Terms	6 th Grade Goal	7 th Grade Goal	8 th Grade Goal
Winter to Spring	+ 3 points	+ 3 points	+ 3 points
Fall to Spring	+ 8 points	+ 7 points	+ 5 points

2023-2024 MAP TEST

Subject	FALL	WINTER	SPRING
Reading 6+			
Math 6+			

Be Safe! Be Respectful! Be Responsible!



i-Ready Reading Diagnostic Goals and Growth

Target Growth

Test	Placement	Scale Score
Test 1		
	Scale Score	0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800
Test	Placement	Scale Score
Test 2		
	Scale Score	0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800
Test	Placement	Scale Score
Test 3		
	Scale Score	0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

My strengths are...	I need to improve on....

My goal by the **end of the year** is to make ____ points growth, which will put me at a scale score of around ____.

My goal by the **winter diagnostic** is to make ____ points growth, which will put me at a scale score of around ____.

The steps I need to take to achieve my goal are....

I will check in with my teacher about progress on my goal....

Be Safe! Be Respectful! Be Responsible!



Test	Placement	Scale Score
Test 1		
	Scale Score	0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800
Test	Placement	Scale Score
Test 2		
	Scale Score	0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800
Test	Placement	Scale Score
Test 3		
	Scale Score	0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

My strengths are...	I need to improve on....

I will check in with my teacher about progress on my goal....

Be Safe! Be Respectful! Be Responsible!

KNIGHTS' BEHAVIOR SOCIAL SKILLS GUIDE

HOW TO FOLLOW INSTRUCTIONS

1. Look at the teacher.
2. Listen to what the teacher says.
3. Do what you have been asked right away.
4. Check back.

HOW TO WORK WITH OTHERS

1. Identify the task to be completed.
2. Assign tasks to each person.
3. Discuss ideas in a calm voice and let everyone share.
4. Work on tasks.

HOW TO ACCEPT "NO" FOR AN ANSWER

1. Look at the person.
2. Say "okay".
3. Stay calm.
4. If you disagree, ask later.

HOW TO ASK PERMISSION

1. Look at the person.
2. Use a calm and pleasant voice.
3. Say "may I...?"
4. Accept the answer calmly.

HOW TO STAY ON TASK

1. Look at your task or assignment.
2. Think about the steps to complete it.
3. Focus all your attention.
4. Stop working only when instructed.
5. Ignore distractions and interruptions.

HOW TO DISAGREE APPROPRIATELY

1. Look at the person.
2. Use a pleasant voice.
3. Tell why you feel differently.
4. Give a reason.
5. Listen to the person.

HOW TO ACCEPT CRITICISM OR CONSEQUENCE

1. Look at the person.
2. Say "okay".
3. Stay calm

HOW TO GREET OTHERS

1. Look at the teacher.
2. Use a pleasant voice.
3. Say "hi" or "hello"

HOW TO M.Y.O.B (MIND YOUR OWN BUSINESS)

1. When people are having a conversation that does not involve you, mind your own business.
2. Do not involve yourself in arguments between others.
3. Walk away.

HOW TO LISTEN

1. Look at the person who is talking and remain quiet.
2. Wait until the person is through talking before you speak.
3. Show that you heard them.

HOW TO GET A TEACHER'S ATTENTION

1. Look at the teacher.
2. Raise your hand and stay calm.
3. Wait until the teacher says your name.
4. Ask your question.

HOW TO ASK FOR HELP

1. Look at the person.
2. Ask if they have time to help you.
3. Clearly explain the kind of help you need.
4. Thank the person for helping.

HOW TO RESPOND TO TEASING

1. Remain calm but serious.
2. Assertively ask the person to stop teasing you.
3. If the teasing does not stop, ignore the other person or remove yourself.
4. If the teasing stops, thank the other person for stopping and explain how teasing makes you feel.
5. Report continued teasing to an adult.

HOW TO CONTROL EMOTIONS

1. Learn what situations cause you to lose control or make you angry.
2. Monitor the feelings that you have in stressful situations.
3. Instruct yourself to breathe deeply and relax when stressful feelings begin to arise.
4. Reword angry feelings so that they can be expressed appropriately and calmly to others.
5. Praise yourself for controlling your emotional outburst.

HOW TO RESIST PEER PRESSURE

1. Look at the person.
2. Use a calm voice.
3. Say clearly you do not want to participate.
4. Suggest something else to do.
5. If necessary, continue saying no.
6. Leave the situation.

HOW TO USE APPROPRIATE VOICE TONE

1. Listen to the level of voices around you.
2. Change your voice to match.
3. Watch and Listen for visual and verbal cues.

Be Safe! Be Respectful! Be Responsible!



Knights' Student IB Learner Profile

In addition to being Respectful, Responsible, and Safe, Southridge Tech students strive to be excellent learners. Below are character traits that we expect our students to demonstrate throughout the year. In short, our learner profile demonstrates our collective commitment to help all members of the school community learn to respect themselves, others and the world around them. Each month we will be focusing on one learner profile!

WE ARE RISK-TAKERS!

AUGUST

They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies.

WE ARE INQUIRERS!

SEPTEMBER

We Develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence and learning.

WE ARE BALANCED

OCTOBER

We understand the importance of intellectual, physical, an emotional balance.

WE ARE THINKERS.

NOVEMBER

We exercise initiative and applying thinking skills critically and creatively to recognize an approach complex problem.

WE ARE CARING.

DECEMBER

We show empathy compassion and respect towards the needs and feelings of others we have a personal commitment to service.

WE ARE OPEN-MINDED!

JANUARY

We are accustomed to seeking a range of points of view and are willing to grow from the experience.

WE ARE COMMUNICATORS!

FEBRUARY

We understand and express ideas and information confidently and creatively in more than one language. We work effectively and willingly collaborate.

WE ARE PRINCIPLED

MARCH

We act with integrity and honesty, with a strong sense of fairness. We take responsibility for our own actions and the consequences that accompany them.

WE ARE KNOWLEDGEABLE.

APRIL

We explore concepts, ideas and issues that have local and global significance. We acquire in-depth knowledge range of disciplines.

WE ARE REFLECTIVE.

MAY

We consider our own learning and experience. We can assess and understand our strengths and limitations in order to support our development.

Be Safe! Be Respectful! Be Responsible!

School Wide Expectations Matrix

Location	Be Safe	Be Respectful	Be Responsible
ALL LOCATIONS	<ul style="list-style-type: none"> Keep hands and feet to yourself Maintain appropriate distance from others Always walk Report conflicts 	<ul style="list-style-type: none"> Listen to adult guidance Use STMS Social Skills Use positive and polite language Be sure phone is off and put away 	<ul style="list-style-type: none"> Be prepared to learn Take pride in your school Be honest and admit mistakes Make good choices; know our school policies
Classrooms	<ul style="list-style-type: none"> While seated: keep feet and chair legs on the floor Keep backpack out of walkways Maintain appropriate distance from others 	<ul style="list-style-type: none"> Respect others and your right to learn Raise your hand and wait to be acknowledged Say "please"/ "thank you" Listen when others speak 	<ul style="list-style-type: none"> Work on assigned tasks/ask good questions Take care of supplies/equipment Clean up after yourself Come to class with necessary materials
Entering Classroom	<ul style="list-style-type: none"> Move quickly to destination Stand in your own space- one behind another 	<ul style="list-style-type: none"> Stand quietly in line: quiet voices Face forward and look at your teacher Greet your teacher at the door or as you enter 	<ul style="list-style-type: none"> Use the restroom before getting in line Arrive to class on-time Enter the classroom READY TO LEARN!
Library	<ul style="list-style-type: none"> While seated: keep feet and chair legs on the floor Use approved materials and devices Use clean hands/ Keep area clean 	<ul style="list-style-type: none"> Use Quiet voices Listen to instructions and directions Wait quietly in a single file line 	<ul style="list-style-type: none"> Use place maker to mark the book's place Keep food/drinks outside
Indoor and Outdoor Dining Areas	<ul style="list-style-type: none"> Avoid running/pushing/chasing Sit while eating/drinking 	<ul style="list-style-type: none"> Avoid throwing any objects/food Follow directions given by adults 	<ul style="list-style-type: none"> Throw away trash; clean your area before leaving Sit in designated areas
Cafeteria/Snack Bar Line	<ul style="list-style-type: none"> Line up one behind another Maintain appropriate distance from others 	<ul style="list-style-type: none"> Keep your own place in line only Be prepared with your order and/or money 	<ul style="list-style-type: none"> Follow directions from adults Move to dining areas to eat
Bathroom	<ul style="list-style-type: none"> Two students in the building at a time Wash your hands correctly 	<ul style="list-style-type: none"> Follow the 10/10 policy Notify an adult if there is any flooding, blood, vomit, graffiti 	<ul style="list-style-type: none"> Avoid ANY type of horseplay Use restroom closest to your class Keep our restrooms clean
Outside of class: Non-instruction	<ul style="list-style-type: none"> Walk always- watch out for door paths Stay in designated areas (inside blue lines) 	<ul style="list-style-type: none"> Maintain appropriate distance from others Use respectful language Listen to adult guidance 	<ul style="list-style-type: none"> Move quickly to destination when the bell rings Campus is monitored on camera Use Restroom and get drinks before class
Outside of class: During instruction	<ul style="list-style-type: none"> Walk quickly to your destination only Have a pass or wear the bathroom vest 	<ul style="list-style-type: none"> Observe the 10/10 rule Leave class during independent work times if possible 	<ul style="list-style-type: none"> Minimize time outside of class during instruction Move quickly back to class
Front Offices/ Knight's Corner	<ul style="list-style-type: none"> Have a pass from a teacher during instructional time Wait your turn 	<ul style="list-style-type: none"> Keep your voice low State your purpose or ask a question Be courteous and helpful 	<ul style="list-style-type: none"> Do not linger in the office Have a purpose
P.E. Locker Room/Gym	<ul style="list-style-type: none"> Participate Safely; avoid horseplay Lock up your belongings in your OWN locker Follow the rules of the game Phones remain off and locked up 	<ul style="list-style-type: none"> Get out and MOVE! Use respectful language Be a team player Keep lotions and sprays out 	<ul style="list-style-type: none"> Dress out in your uniform everyday Take care of equipment Food/drinks/gum out Be dressed out and on your number
Front and Rear Gates	<ul style="list-style-type: none"> Exit campus promptly when bell rings Pay attention to crosswalks and sidewalk 	<ul style="list-style-type: none"> Avoid loitering on the corner or at local businesses Be courteous to parents, peers and adults on duty 	<ul style="list-style-type: none"> Go directly toward your expected destination Report any incidents involving accidents or injury to office immediately

Be Safe! Be Respectful! Be Responsible!

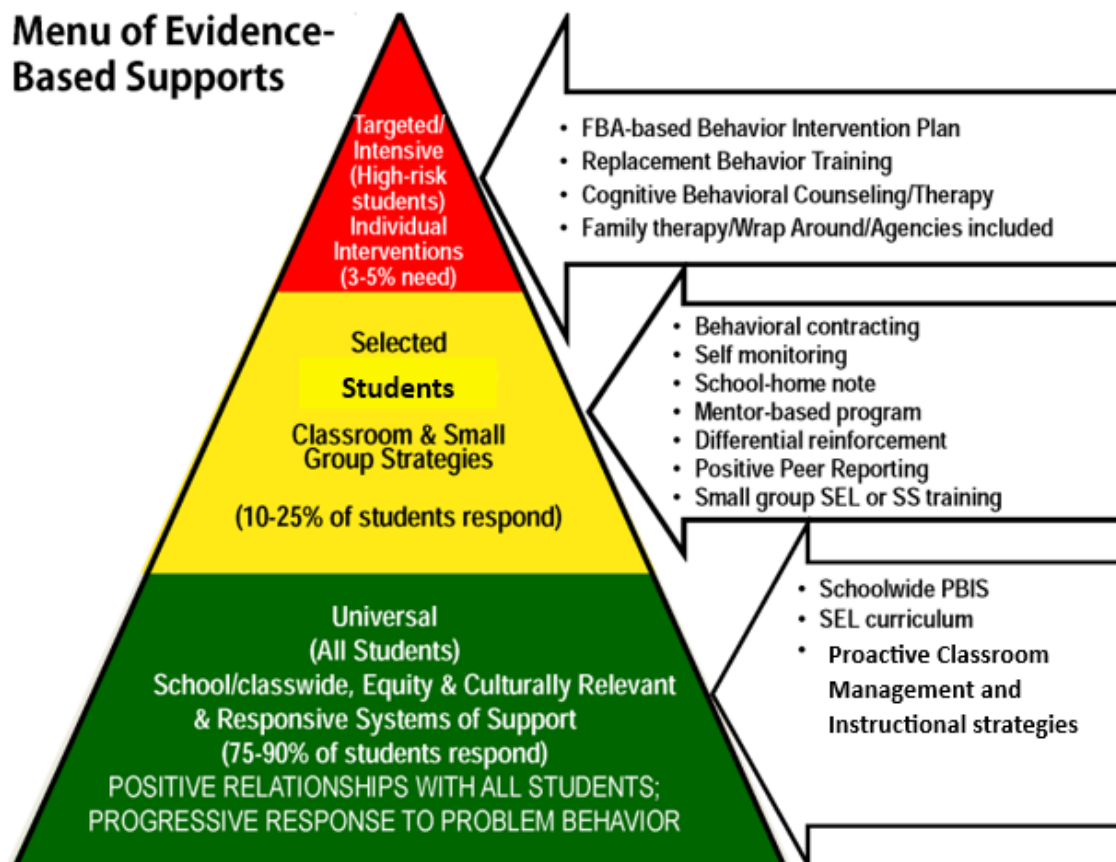
POSITIVE BEHAVIOR INTERVENTION SUPPORT

Southridge Tech Middle School is a Platinum PBIS school. We have set up three tiers of support for students and school staff.

Tier 1: Universal, schoolwide system for everyone. All students at the school learn basic behavior expectations: BE SAFE, BE RESPECTFUL, BE RESPONSIBLE. School staff recognize and praise students for good behavior. Students can earn points and purchase prizes from our online store. We also have special events to recognize students for academic, attendance and behavioral achievements.

Tier 2: Extra, targeted support for struggling students. Some kids have a harder time with behavior expectations. The school gives these kids focused, evidence-based interventions and instruction.

Tier 3: Intensive support for individual students. The third tier of PBIS is the most intensive. It's for students who need individualized supports and services because of ongoing behavioral concerns. In addition to supports provided on site, STMS works with the district and community to pair students and families with appropriate resources.



Be Safe! Be Respectful! Be Responsible!

Southridge Tech Annotation Guide

Reading Fiction and Non-Fiction Text

Standard Focus	ELA	Social Studies	Science
CCSS Standard 1 Citing Evidence	<ul style="list-style-type: none"> • UNDERLINE possible evidence that supports claims drawn from of the text. • WRITE a claim that answers the question(s). 	<ul style="list-style-type: none"> • UNDERLINE possible evidence that supports claims drawn from the primary and secondary sources. • WRITE a claim that answers the question(s). 	<ul style="list-style-type: none"> • UNDERLINE possible evidence that supports conclusions drawn from scientific experiments and technical texts. • WRITE a claim that answers the question(s).
CCSS Standard 2 Main Idea	<ul style="list-style-type: none"> • HIGHLIGHT YELLOW the central idea of each paragraph of the text. • RE-STATE the main idea on the right-hand column of the paragraph in your own words. 	<ul style="list-style-type: none"> • HIGHLIGHT YELLOW the central ideas or information of the primary/secondary source. • RE-STATE the main idea on the right-hand column of the paragraph in your own words 	<ul style="list-style-type: none"> • HIGHLIGHT YELLOW the central ideas or conclusions of a text. • RE-STATE the main idea on the right-hand column of the paragraph in your own words
CCSS Standard 3 Author's Development	<ul style="list-style-type: none"> • HIGHLIGHT BLUE how a key individual, event, or idea is introduced, illustrated, and explained in a text. • HIGHLIGHT GREEN key event dates, time of day, historical time period, era. • BOX—Titles, Headings, subtitles 	<ul style="list-style-type: none"> • HIGHLIGHT BLUE key people, groups, documents • HIGHLIGHT GREEN key dates, locations, inventions, battles, actions, new laws or decrees, or important events. • BOX— Titles, Headings, subtitles 	<ul style="list-style-type: none"> • HIGHLIGHT BLUE multistep procedures for carrying out experiments, taking measurements, or performing technical tasks. • HIGHLIGHT GREEN key dates information was discovered and published. • BOX— Titles, Headings, subtitles
CCSS Standard 4 Vocabulary Development	<p>HIGHLIGHT ORANGE words that are unfamiliar to you. Use context clues or the dictionary to find the meaning.</p> <p>WRITE a prediction of the word meaning near the word.</p>	<p>HIGHLIGHT ORANGE words that are unfamiliar to you. Use context clues or the dictionary to find the meaning.</p> <p>WRITE a prediction of the word meaning near the word.</p>	<p>HIGHLIGHT ORANGE words that are unfamiliar to you. Use context clues or the dictionary to find the meaning.</p> <p>WRITE a prediction of the word meaning near the word.</p>
Talk to the Text	<p>WRITE down questions you may have as you read the text left-hand column.</p> <ul style="list-style-type: none"> • What confuses you? • What intrigues/interests you? • What are your feelings about the topic? 	<p>WRITE down questions you may have as you read the text left-hand column.</p> <ul style="list-style-type: none"> • What confuses you? • What intrigues/interests you? • What are your feelings about the topic? 	<p>WRITE down questions you may have as you read the text left-hand column.</p> <ul style="list-style-type: none"> • What confuses you? • What intrigues/interests you? • What are your feelings about the topic?

Essential Question/Statement of Inquiry: Have the students list the essential question for the lesson at the top of the paper

Be Safe! Be Respectful! Be Responsible!

Southridge Tech Middle School

Language Strategies for Active Classroom Participation

Expressing an Opinion...

I think/believe that...

In my opinion...

Based on my experience, I think...

Asking for Clarification

What do you mean?

Will you explain that again?

I have a question about that.

Soliciting a Response

What do you think?

We haven't heard from you yet.

Do you agree?

What answer did you get?

Reporting a Partner's Idea

_____ indicated that...

_____ pointed out to me that...

_____ emphasized that...

_____ concluded that...

Disagreeing

I don't agree with you because...

I got a different answer than you.

I see it another way.

Affirming

That's an interesting idea.

I hadn't thought of that.

I see what you mean.

Predicting

I predict/imagine that...

Based on... I infer that...

I hypothesize that...

Paraphrasing

So, you are saying that...

In other words, you think...

What I hear you saying is...

Acknowledging Ideas

My idea is similar to/related to _____'s idea.

I agree with (a person) that...

My idea builds upon _____'s idea.

Reporting a Group's Idea

We decided/agreed that...

We concluded that...

Our group sees it differently.

We had a different approach.

Offering a Suggestion

Maybe we could...

What if we...

Here's something we might try.

Holding the Floor

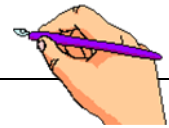
As I was saying...

If I could finish my thought...

What I was trying to say was...

Be Safe! Be Respectful! Be Responsible!

Claim-Evidence-Reasoning



CLAIM

A claim is a statement that answers the question.

Tip #1: Restate the question in your answer. Look at the example below:

Questions: Should schools enforce a dress code policy?	Question Stem: Schools should not enforce dress code policies because_.
---	--

C

The following are other sentence starters a writer can use:

- Some people (believe, feel, claim) that ___ because ___.
- Most ___ (agree/disagree) that ___ because ___.
- It is (evident/clear) that ___ is ___ because ___.

EVIDENCE

Evidence is any type of information that supports a certain claim.

Acceptable evidence quotes from the text, statistic, fact, expert quote or opinion, or relevant anecdote.

Tip #1: Introduce your quote—tell the reader who said or made the statement or established the claim

Tip #2: To reduce the percentage of plagiarism, paraphrase the quote or summarize the idea.

E

The following are other sentence starters a writer can use:

- The author claims, “_____” (Source C).
- According to ___, “_____” (Source A).
- Researchers acknowledge, “_____” (pg #).
- In the text, the author expresses, “_____” (pg #).

REASONING

The reasoning is the explanation of why and how the evidence supports the claim.

Tip #1: Select a text structure that will help you best explain your reason.










Tip #2: Use transition words that relate to the selected text structure.

R

CAUSE AND EFFECT	<ul style="list-style-type: none"> • People fear ___. So, they ___ because ___. • If ___ happens/occurs, then ___ will ___. • Just because ___, does not mean ___.
PROBLEM SOLUTION	<ul style="list-style-type: none"> • The problem lies in [describe the problem]. As a result, people respond by [describe their solution] • The problem is bigger than simply [describe the proposed solution]. So, ___ should consider doing [describe your solution]
COMPARE	<ul style="list-style-type: none"> • Likewise, both are ___ because ___. • Similarly, ___ and ___ are ___ because ___. • ___ and ___ both show ___. • and ___ are like in that ___.
CONTRAST	<ul style="list-style-type: none"> • Although experts believe ___, people should ___ because ___. • ___ believe ___. However, experts have found ___. • On the other hand, some may feel ___ because ___.

Be Safe! Be Respectful! Be Responsible!










Informative-Explanatory Writing Organizer

Paragraph 1 Introduction	Hook (attention grabber, quote, fact, (Title, Author, Genre – TAG), list....
	Background information on the topic
	State your ideas/thesis/claim
Paragraph 2 Body 1	<u>Claim/Topic Sentence</u> 
	<u>Evidence</u> 
	<u>Reasoning</u> 
Paragraph 3 Body 2	<u>Claim/Topic Sentence</u> 
	<u>Evidence</u> 
	<u>Reasoning</u> 
Paragraph 4 Body 3	<u>Claim/Topic Sentence</u> 
	<u>Evidence</u> 
	<u>Reasoning</u> 
Paragraph 5 Conclusion	Restate your ideas/thesis/claim and wrap-up the essay

Be Safe! Be Respectful! Be Responsible!

Argumentative Writing Organizer

Remember: You must choose a side and use persuasive techniques to convince your audience.

Paragraph 1 Introduction	Hook: (attention grabber, Quote, fact, TAG (Title, Author, Genre), list....
	Background information on the topic (Provide 2-3 sentences of background information)
	State your thesis/ clear position: what side are you arguing?
Paragraph 2 Body 1	Claim/Topic Sentence 
	Evidence  Consider using one of the following transitions to introduce your evidence: 1) For example, 2) To demonstrate, 3) For instance...
	Reasoning 
Paragraph 3 Body 2	Claim/Topic Sentence 
	Evidence  Consider using one of the following transitions to introduce your evidence: 1) For example, 2) To demonstrate, 3) For instance...
	Reasoning 
Paragraph 4: Counter Argument	Claim/Topic Sentence 
	Evidence  Consider using one of the following transitions to introduce your evidence: 1) For example, 2) To demonstrate, 3) For instance...
	Reasoning 
Paragraph 5 Conclusion	Restate your position/thesis/claim and highlight your strongest arguments Call to action

Be Safe! Be Respectful! Be Responsible!

Cornell Notes/Focused Notes Guide



Name
Period
Date

Note Title:
Essential Question (EQ):

Step Two: MAIN IDEAS

When: During class lecture, or after lecture/discussion

What: To reduce learning to main ideas or concepts

How:

- Facts
- Main Ideas
- Key Details
- Important Words
- Questions

Why: Students cannot remember everything and need to reduce the learning to the most important concepts.

Step One: DETAILS (Record & Write Notes)

When: During a class lecture, discussion or activity

What: Write down as many important, key facts from the lesson as you can.

How Do I Do This?

- Bullets, Phrases and Pictures
- Avoid whole sentences and paragraphs
- Develop abbreviations and symbols
- Leave space to add in information later

Why: Students need to write down their learning in a way that is meaningful to them!

Step Three: SUMMARY (Reflect & Review)

When: After class or at the end of class – for homework or as a warmup.

What: Summarizes the main ideas from the lesson and answers the lesson's Essential Question.

How: (In complete sentences... answer questions such as....)

- Why was this information important?
- What conclusions could I make?
- How can this information be applied to what I ALREADY know or have learned?

Why: Summarizing and reviewing information after it's learned is one of the best research-based strategies for ensuring long-term learning of a topic.

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Standards for Student Mathematical Practice

1 Make sense of problems and persevere in solving them.



Keep on going !

2 Reason abstractly and quantitatively.

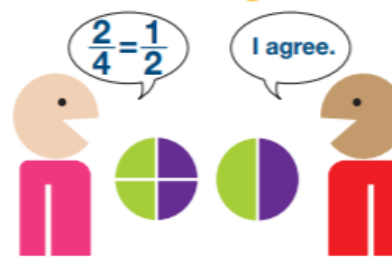
Write a story for the mathematical equation



DeJuan exercises $\frac{1}{2}$ hour a day for 4 days. How many total hours does he exercise?

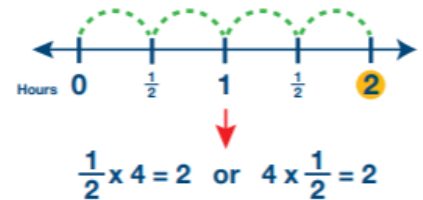
Think what makes sense.

3 Construct viable arguments and critique the reasoning of others.



Talk and explain.

4 Model with mathematics.



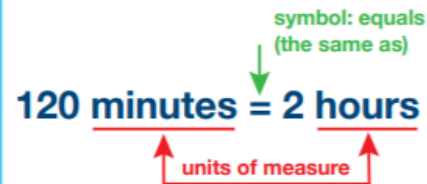
Show your thinking.

5 Use appropriate tools strategically.



Use the right tools.

6 Attend to precision.



Check your work.

7 Look for and make use of structure.



See the pattern or connection.

8 Look for and express regularity in repeated reasoning.



See the pattern or connection.

Be Safe! Be Respectful! Be Responsible!

MONTHLY STUDENT GRADE CHECK

Students should complete during the second week of each month

	AUG Grade	SEPT Grade	OCT Grade	NOV Grade	DEC Grade	JAN Grade	FEB Grade	MAR Grade	APR Grade	MAY Grade
Period 1										
# of Missing Assignments										
Period 2										
# of Missing Assignments										
Period 3										
# of Missing Assignments										
Period 4										
# of Missing Assignments										
Period 5										
# of Missing Assignments										
Period 6										
# of Missing Assignments										
Elective Teacher Signature										
Guardian Signature										

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Proper Heading

Student's Name
Teacher's Name
Class and Period
Day Month Year

Jose Smith

Mr. Marmo

Language Arts Period 3

3 August 2023

Last Name and Page
number in the upper
right-hand corner

Smith 1

Title of the Assignment

Scarlet Ibis Objective Summary

The author uses a 1st person narrator to share about a terrible accident. Brother, the narrator, opens the story describing a bleeding ibis that has landed near a tree. It was noted that the birds' nests were empty, and the flowers were decaying. Brother comments on how much things have changed since that summer, which was the death of his 6-year-old disabled younger brother, Doodle.

Do not in
the margins
or write
pass the red
line.

When Doodle was born, he has a large head and a tiny, shriveled body. His doctor and parents believe that he will die quickly so they did not give him name immediately. But to everyone's surprise, Doodle lived. They named him William Armstrong but eventually they called him Doodle.

Do not in
the margins
or write
pass the red
line.

At first, the narrator shared his excitement about getting a little brother, but he soon felt that Doodle was a disappointment and became more of a burden and new responsibility because he had a disability. Even though he tried to help Doodle learn how to walk and stand, all of his efforts failed. His parents would make him play and care for Doodle. He just wanted to be free to play and have fun like a normal kid.

One day, the narrator said that there wasn't any rain that year. But eventually there was a major hurricane. As they were preparing to return back to the house because the storm was near, doodle was unable to move, and this made the narrator frustrated. Doodle kept crying and calling for his brother to come and help him, but the narrator refused to go back. Doodle yelled, "Brother help! Help me!"

DO NOT WRITE ON
THE LAST 2-LINES

Be Safe! Be Respectful! Be Responsible!



Time Management Tips



- **Use a to-do list.** Not only will it prevent you from forgetting important tasks, but it will also alleviate stress by clearing your mental checklist.
- Remember that **"Done" is better than "Perfect."** Focus on accomplishing everything, and if time permits, you can revisit and improve your work later.
- **Prioritize your tasks wisely.** Start with the most crucial and quickest ones first. Knock out the short, five-minute to-dos for peace of mind.
- Large tasks can feel overwhelming, so **break big projects down into smaller, manageable pieces.** For example, if you have to write a paper, divide it into steps like conducting research, outlining, and writing the introduction.
- **Minimize distractions.** Observe how much time you spend on activities like social media or TV for a few days. Set alarms to ensure you return to work promptly.
- If you struggle to limit distractions, **distance yourself from them.** Establish clear boundaries between work and leisure by putting up a "Do Not Disturb" sign, turning off your phone, or choosing a location without a TV.
- Allow yourself some breathing **space between tasks.** Scheduling buffer time will reduce stress when things don't go as planned.

August 2023

	7/31	Monday	✓	8/1	Tuesday	✓	8/2	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Risk-Takers!

	8/3	Thursday	✓	8/4	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We approach uncertainty with forethought and determination; we work independently and co-operatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

August 2023

	8/7	Monday	✓	8/8	Tuesday	✓	8/9	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Risk-Takers!

	8/10	Thursday	✓	8/11	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We approach uncertainty with forethought and determination; we work independently and co-operatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

August 2023

	8/14	Monday	✓	8/15	Tuesday	✓	8/16	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Risk-Takers!

	8/17	Thursday	✓	8/18	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We approach uncertainty with forethought and determination; we work independently and co-operatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

August 2023

	8/21	Monday	✓	8/22	Tuesday	✓	8/23	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Risk-Takers!

	8/24	Thursday	✓	8/25	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We approach uncertainty with forethought and determination; we work independently and co-operatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

August 2023

	8/28	Monday	✓	8/29	Tuesday	✓	8/30	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Risk-Takers!

	8/31	Thursday	✓	9/1	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We approach uncertainty with forethought and determination; we work independently and co-operatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

September 2023

	9/4	Monday	✓	9/5	Tuesday	✓	9/6	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Inquirers!

	9/7	Thursday	✓	9/8	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

September 2023

	9/11	Monday	✓	9/12	Tuesday	✓	9/13	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Inquirers!

	9/14	Thursday	✓	9/15	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

September 2023

	9/18	Monday	✓	9/19	Tuesday	✓	9/20	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Inquirers!

	9/21	Thursday	✓	9/22	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

September 2023

	9/25	Monday	✓	9/26	Tuesday	✓	9/27	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Inquirers!

	9/28	Thursday	✓	9/29	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

October 2023

	10/2	Monday	✓	10/3	Tuesday	✓	10/4	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Balanced!

	10/5	Thursday	✓	10/6	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

October 2023

	10/9	Monday	✓	10/10	Tuesday	✓	10/11	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Balanced!

	10/12	Thursday	✓	10/13	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

October 2023

	10/16	Monday	✓	10/17	Tuesday	✓	10/18	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Balanced!

	10/19	Thursday	✓	10/20	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

October 2023

	10/23	Monday	✓	10/24	Tuesday	✓	10/25	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Balanced!

	10/26	Thursday	✓	10/27	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

October 2023

	10/30	Monday	✓	10/31	Tuesday	✓	11/1	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Balanced!

	11/2	Thursday	✓	11/3	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

November 2023

	11/6	Monday	✓	11/7	Tuesday	✓	11/8	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Thinkers!

	11/9	Thursday	✓	11/10	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We exercise initiative and apply thinking skills critically and creatively to recognize an approach to complex problems.

November 2023

	11/13	Monday	✓	11/14	Tuesday	✓	11/15	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Thinkers!

	11/16	Thursday	✓	11/17	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We exercise initiative and apply thinking skills critically and creatively to recognize an approach to complex problems.

November 2023

	11/20	Monday	✓	11/21	Tuesday	✓	11/22	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Thinkers!

11/23		Thursday	✓	11/24		Friday	✓
Period 1							
Period 2							
Period 3							
Period 4							
Period 5							
Period 6							

Goals		✓

Weekly Grades		

We exercise initiative and apply thinking skills critically and creatively to recognize an approach to complex problems.

November 2023

	11/27	Monday	✓	11/28	Tuesday	✓	11/29	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Thinkers!

	11/30	Thursday	✓	12/1	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We exercise initiative and apply thinking skills critically and creatively to recognize an approach to complex problems.

December 2023

	12/4	Monday	✓	12/5	Tuesday	✓	12/6	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Caring!

	12/7	Thursday	✓	12/8	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We show empathy, compassion, and respect towards the needs and feelings of others we have a personal commitment to service.

December 2023

	12/11	Monday	✓	12/12	Tuesday	✓	12/13	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Caring!

	12/14	Thursday	✓	12/15	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We show empathy, compassion, and respect towards the needs and feelings of others we have a personal commitment to service.

December 2023

	12/18	Monday	✓	12/19	Tuesday	✓	12/20	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Caring!

	12/21	Thursday	✓	12/22	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We show empathy, compassion, and respect towards the needs and feelings of others we have a personal commitment to service.

December 2023

	12/25	Monday	✓	12/26	Tuesday	✓	12/27	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Caring!

	12/28	Thursday	✓	12/29	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We show empathy, compassion, and respect towards the needs and feelings of others we have a personal commitment to service.

January 2024

	1/1	Monday	✓	1/2	Tuesday	✓	1/3	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Open-Minded!

	1/4	Thursday	✓	1/5	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We are accustomed to seeking a range of points of view and are willing to grow from the experience.

January 2024

	1/8	Monday	✓	1/9	Tuesday	✓	1/10	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Open-Minded!

	1/11	Thursday	✓	1/12	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We are accustomed to seeking a range of points of view and are willing to grow from the experience.

January 2023

	1/15	Monday	✓	1/16	Tuesday	✓	1/17	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Open-Minded!

	1/18	Thursday	✓	1/19	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We are accustomed to seeking a range of points of view and are willing to grow from the experience.

January 2024

	1/22	Monday	✓	1/23	Tuesday	✓	1/24	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Open-Minded!

	1/25	Thursday	✓	1/26	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We are accustomed to seeking a range of points of view and are willing to grow from the experience.

January 2024

	1/29	Monday	✓	1/30	Tuesday	✓	1/31	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Open-Minded!

	2/1	Thursday	✓	2/2	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We are accustomed to seeking a range of points of view and are willing to grow from the experience.

February 2024

	2/5	Monday	✓	2/6	Tuesday	✓	2/7	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Communicators!

	2/8	Thursday	✓	2/9	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We understand and express ideas and information confidently and creatively in more than one language. We work effectively and willingly collaborate.

February 2024

	2/12	Monday	✓	2/13	Tuesday	✓	2/14	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Communicators!

	2/15	Thursday	✓	2/16	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We understand and express ideas and information confidently and creatively in more than one language. We work effectively and willingly collaborate.

February 2024

	2/19	Monday	✓	2/20	Tuesday	✓	2/21	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Communicators!

	2/22	Thursday	✓	2/23	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We understand and express ideas and information confidently and creatively in more than one language. We work effectively and willingly collaborate.

February 2024

	2/26	Monday	✓	2/27	Tuesday	✓	2/28	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Communicators!

	2/29	Thursday	✓	3/1	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We understand and express ideas and information confidently and creatively in more than one language. We work effectively and willingly collaborate.

March 2024

	3/4	Monday	✓	3/5	Tuesday	✓	3/6	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Principled!

	3/7	Thursday	✓	3/8	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We act with integrity and honesty, with a strong sense of fairness. We take responsibility for our own actions and the consequences that accompany them.

March 2024

	3/11	Monday	✓	3/12	Tuesday	✓	3/13	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Principled!

	3/14	Thursday	✓	3/15	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We act with integrity and honesty, with a strong sense of fairness. We take responsibility for our own actions and the consequences that accompany them.

March 2024

	3/18	Monday	✓	3/19	Tuesday	✓	3/20	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Principled!

	3/21	Thursday	✓	3/22	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We act with integrity and honesty, with a strong sense of fairness. We take responsibility for our own actions and the consequences that accompany them.

March 2024

	3/25	Monday	✓	3/26	Tuesday	✓	3/27	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Principled!

	3/28	Thursday	✓	3/29	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We act with integrity and honesty, with a strong sense of fairness. We take responsibility for our own actions and the consequences that accompany them.

April 2024

	4/1	Monday	✓	4/2	Tuesday	✓	4/3	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Knowledgeable!

	4/4	Thursday	✓	4/5	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We explore concepts, ideas, and issues that have local and global significance. We acquire in-depth knowledge on a range of disciplines.

April 2024

	4/8	Monday	✓	4/9	Tuesday	✓	4/10	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Knowledgeable!

	4/11	Thursday	✓	4/12	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We explore concepts, ideas, and issues that have local and global significance. We acquire in-depth knowledge on a range of disciplines.

April 2024

	4/15	Monday	✓	4/16	Tuesday	✓	4/17	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Knowledgeable!

	4/18	Thursday	✓	4/19	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We explore concepts, ideas, and issues that have local and global significance. We acquire in-depth knowledge on a range of disciplines.

April 2024

	4/22	Monday	✓	4/23	Tuesday	✓	4/24	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Knowledgeable!

	4/25	Thursday	✓	4/26	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We explore concepts, ideas, and issues that have local and global significance. We acquire in-depth knowledge on a range of disciplines.

April 2024

	4/29	Monday	✓	4/30	Tuesday	✓	5/1	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Knowledgeable!

	5/2	Thursday	✓	5/3	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We explore concepts, ideas, and issues that have local and global significance. We acquire in-depth knowledge on a range of disciplines.

May 2024

	5/6	Monday	✓	5/7	Tuesday	✓	5/8	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Reflective!

	5/9	Thursday	✓	5/10	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We consider our own learning and experience. We can assess and understand our strengths and limitations in order to support our development.

May 2024

	5/13	Monday	✓	5/14	Tuesday	✓	5/15	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Reflective!

	5/16	Thursday	✓	5/17	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We consider our own learning and experience. We can assess and understand our strengths and limitations in order to support our development.

May 2024

	5/20	Monday	✓	5/21	Tuesday	✓	5/22	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Reflective!

	5/23	Thursday	✓	5/24	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We consider our own learning and experience. We can assess and understand our strengths and limitations in order to support our development.

May 2024

	5/27	Monday	✓	5/28	Tuesday	✓	5/29	Wednesday	✓
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									

We are Reflective!

	5/30	Thursday	✓	5/31	Friday	✓
Period 1						
Period 2						
Period 3						
Period 4						
Period 5						
Period 6						

Goals	✓

Weekly Grades	

We consider our own learning and experience. We can assess and understand our strengths and limitations in order to support our development.



STMS

POLICIES

Southridge Tech Middle School
Dress Code

Southridge Tech provides students freedom and choice regarding the clothes they wear to school, while seeking to foster and support an academic environment.

With this in mind, students must wear clothes that:

1. Ensure the safety of that student or others.
2. Foster a positive learning environment without distractions.
3. Indicate positive social influences and affiliations.

Moreover, we expect students to follow the dress code while on campus or in attendance at any school event or function. Please review our STMS Dress Code Policy with your student. It is not intended to be a complete list of rules regarding dress. **Remember that the ultimate decision regarding dress code violation will be made by administration or designee.**

The purpose of these basic dress guidelines is not to infringe on any individual student's rights to freedom of expression, but rather to encourage students to "dress for success" and to ensure safety on campus. The following regulations set limit on what is permissible:

1. Students must wear school appropriate clothing to school. Pajamas are not school appropriate attire. They should be worn at home.
2. Shoes must be worn at all times. Sandals must have heel straps. Thongs/Flip-Flops or backless shoes are not acceptable. Crocs must be worn in "sports mode" or with the strap around the ankle.
3. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, violent, vulgar, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions, and likenesses, or which advocate racial, ethnic, or religious prejudice. This includes writing, stickers, etc. placed on these items after purchase.
4. Southridge MS hats are the only hats allowed. Allowable hats, caps and other head coverings shall not be worn indoors. Southridge MS hats must be worn properly, with the front of the hat facing forward.
5. Clothes shall always be enough to conceal undergarments.
6. The following are prohibited:
 - Pants must be worn at waist level.
 - Brief shorts – should not extend above the thumb when arms are placed straight and to the side of the body.
 - Brief skirts – should not extend above the index finger when arms are placed straight and to the side of the body.
 - Ripped jeans – should not expose pockets nor expose excessive skin. The rip in the jeans should not extend above the index finger when arms are placed straight and to the side of the body.
 - Halter top, tube tops, off-the-shoulder-shirts, bare midriffs, see-through shirts, racer back tanks, or spaghetti strap shirts
 - Novelty tee shirts containing crude, violent, vulgar, profane, or sexually suggestive messages, drugs, alcohol, tobacco, and/or religious or racial prejudice.

Any violation will result in student changing into Southridge Tech Middle School attire.

Southridge Tech Middle School

Electronic Device Policy

The purpose of this policy is to establish guidelines for the appropriate use of cell phones and other electronic devices by students during school hours and on school property.

Policy Statement:

Cell phones are not to be used on campus during the instructional day and must remain “off”. Electronic devices are not to be on at any time. Students may not use their cell phones or other electronic devices during class time, except for specific educational purposes as directed by the teacher.

Disciplinary Action:

- 1st Offense: Confiscate the device and turn in to the office; Student can pick up at end of day. Warning
- 2nd Offense: Confiscate the device and turn in to office; Parent/Guardian must pick up device; Logged into discipline screen.
- 3rd Offense: Confiscate the device and turn in to office; Parent/Guardian must pick up device; Logged into discipline screen; Assigned 1 day After School Work Program.

Recording/Photo Policy

The purpose of this policy is to promote a safe and respectful learning environment for all middle school students and to establish a clear process for dealing with students who take photos, videos, or record fights. Students are prohibited from recording fights, misbehavior, or other students in the locker/restroom.

Policy Statement:

Recording fights, misbehavior, or students in the locker/restroom is strictly prohibited. This includes using cell phones, cameras, or any other recording device. Students who violate this rule will be subject to disciplinary action.

Disciplinary Action:

Students who are caught recording fights, misbehavior, or students in the locker/restroom will be subject to disciplinary action. The type of discipline may vary depending on the severity of the offense and the school's policies. Possible disciplinary actions include detention, suspension, or expulsion.

The act of using your phone during school hours is not permitted. If a student is caught recording fights, misbehavior, or students in the locker/restroom with their cell phones, then the following disciplinary procedures will be followed:

- The phone will be confiscated and returned to the student's parent/guardian.
- The person responsible for recording the fight could receive disciplinary actions including detention, suspension, or expulsion.
- Anyone who is caught forwarding the video to other students/persons could also receive disciplinary actions including detention, suspension, or expulsion.
- Finally, any student who posts the video on any social networking platform, will be suspended.

Reporting Incidents:

- Students who witness a fight on school grounds and/or on their way to or from school should report the incident to a teacher or administrator immediately. This includes reporting if they see someone recording fights, misbehavior, or students in the locker/restroom. This will help to prevent the fight from escalating and ensure that appropriate action is taken.

Southridge Tech Middle School
ACADEMIC HONESTY POLICY

The students and staff at Southridge Tech Middle School believe honesty and integrity are integral to the school culture and climate. We stand united with the International Baccalaureate Organization, and we believe that students must see academic honesty as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. To meet the standards of academic honesty, our school community is encouraged to embrace and exemplify the traits of the IB Learner Profile that demonstrate the academic honesty that we strive for at Southridge Tech Middle School.

Purpose

The purpose of the academic policy is to:

- define incidences of academic dishonesty and delineate student, faculty, and administrative responsibilities in the process.
- communicate the roles and responsibilities of each member of the learning process as it pertains to academic honesty.
- communicate the formal citation and documentation process to ensure that students recognize and I'm here to intellectual property rights.
- share processes employed to help students reflect and correct incidences where students may need more support with their academic dishonesty.
- set the expectations for honest academic work and provide fair and equitable administrative procedures for addressing breaches of those expectations and include options for handling incidents.

What is Academic Honesty?

IB learners' work needs to exemplify academic integrity and honesty throughout their educational journey, as it is foundational to the learning process. Due to technological advancement, these policies help ensure that students are integral throughout the learning process, and they properly recognize the intellectual property of others as they develop their scholarship and innovation.

Academic honesty means students do their work. When students submit papers from older siblings or copy work from the Internet to get a better grade, they cheat everyone involved in the learning process. STMS expects that students recognize others' intellectual property and submit assignments that reflect their skills, knowledge, and ability.

Definitions

Authentic Authorship

Authentic authorship is when a student completes their work and uses their own intellectual and creative ideas. It is important to note that students may use resources that support their ideas, but they must also cite the source. It is expected that all work will be the student's individual and original ideas with the ideas and work of others fully acknowledged. All assignments and assessments must wholly and authentically use that student's own language, expression, and ideas.

Intellectual Property

Intellectual property is defined as the ideas or work of another person, including professionals and students. The rights to intellectual property vary from patents, registered designs, trademarks, moral rights and copyright and are usually protected by law; however, all forms of intellectual and creative expression will be respected at Southridge Tech Middle School.

Paraphrasing

Paraphrasing is defined as using other words to restate another person's ideas. Paraphrased ideas usually have a sentence structure, style, and vocabulary different from the original author. Paraphrasing is an acceptable way to use a source. However, because paraphrasing still uses another person's ideas, students must acknowledge the author through citations.

Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, forgery, fabrication, or misrepresentation. The following are examples of academic dishonesty:

- claiming the work or thoughts of others as your own
- copying the writing of others into your written work without appropriate attribution
- writing papers for other students or allowing them to submit your work as their own
- buying papers and turning them in as your own
- submitting the same paper for more than one study or class without explicit permission from the teacher
- making up or changing data for a research project

While we do understand that the given conditions of academic dishonesty may not always be deliberate, we also want our community to be aware and conscious of what constitutes 'dishonesty' in their academic life and the kind of consequences it entails. Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

Plagiarism

Plagiarism is defined as "using words, ideas, or products which belong to another person or source, without giving credit to the source from which it was taken." Plagiarism can occur when a person tries to represent another person's work as their own to obtain some benefit, credit, or gain. However, plagiarism can also occur unintentionally if a person does not acknowledge the work of others that helped him/her complete the assessment task. Regardless of motivation, plagiarism is unacceptable and can be avoided with proper teaching and learning.

Collusion

Collusion is defined as supporting malpractice of another student, as in allowing one's work to be copied or submitted for assessment by another. Collusion happens when more than one student contributes to a piece of work that is submitted as the work of an individual. Individual assessment work should be entirely the work of the student submitting that work. For example, supposed a group of students agree to divide different components of a research topic assigned by their teacher. To save time and lessen the workload, each prepares a well-researched summary of their theory, and then share the summaries among the others. Then they each write their own assignment alone. ***This is collusion and constitutes academic misconduct. Each student should do all their own research and not use any work done by another student.***

Duplication

Duplication is defined as the student turning in the same work for different assessment tasks or subject areas. For example, suppose a student completed a research paper on the Dangers of Pollution for her English teacher the year before. For a writing task, her science teacher assigns a paper that requires the class to discuss issues affecting our ecosystem. Instead of drafting a separate paper because the topics are similar, the student decides to change the title of the paper and the dates to submit it to their science teacher. ***This is duplication and constitutes academic misconduct. Each student works to submit current work and research to meet their requirements of an assignment or obtain permission from their instructor to submit the assignment for fulfillment of requirements.***

Falsifying data

Falsifying data is creating or altering data to one's advantage which has not been collected in an appropriate way. for example, suppose the student most complete research for an assignment. To ensure their hypothesis or assertions are correct, this student changes the data to reflect their desired outcome and results. ***This is falsifying data is constituted as academic misconduct as the information provided is inaccurate, biased, and false.***

Cheating

Cheating is defined as behavior that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation. Cheating includes:

- Copying another student's work (with or without their knowledge)
- Using unauthorized notes or outside resources during an assessment
- Obtaining information from another student during an examination
- Communicating information to another student during an examination
- Using an unauthorized electronic device to solicit, transmit, or search for answers.
- Taking a test for another student or having someone take an examination for oneself.
- Sharing answers/solutions for a take-home examination unless authorized explicitly by the teacher.
- Using unauthorized material during an examination
- Altering a graded exam or assignment and returning it for additional credit, under the pretense that the teacher made an error.
- Having another person or a company do the research and writing of an assigned paper or report.

- Misreporting or altering the data in laboratory or research projects

Cheating is an act of academic dishonesty and will be addressed in the same manner as the act itself.

Accomplice to Cheating/Collusion

Collusion occurs when any student knowingly or intentionally helps another student perform an act of academic dishonesty. This help includes:

- giving intellectual property (their own or others) to a student with intent to cheat
- providing information on how to obtain another student's intellectual property.
- providing information on how to obtain assessment tasks (before examination)
- forging documents for another student
- helping copy documents for another student.
- providing unauthorized notes to another student during an assessment

Collusion is an act of academic dishonesty, and the teacher or administrator will address the situation in the same manner as the act itself. Sometimes, students may misunderstand the difference between collaboration and collusion. The following chart below outlines the difference:

Collaboration

Collaboration means working together and sharing ideas and resources to achieve a common goal.

Group projects, tasks, and assignments can be an effective way to help students develop these skills.

When permitted, students have the right to learn collaboratively with their peers or other community members when learning is facilitated through group learning

Collusion

Collusion means working together when the teacher did not allow or directed to do so.

A teacher assigns a task, and a group of students decide to work together on assignment though it was individually assigned.

or

Giving or receiving test answers to or from other students on a task intended for individual assessment

Restorative Practices and Consequences for Academic Dishonesty

Sometimes, academic dishonesty is intentional such as cheating on a test or cutting a pasting information from an article online; however, sometimes it is unintentional, such as the paraphrase of source material without attribution or the direct quotation of cited material without quotation marks. Either way, using another's work without recognizing their work violates our academic honesty policy. If a student engages in any form of academic dishonesty, the student will address it in the following way:

First Offense

Upon the first offense of academic dishonesty, the teacher holds a meeting with the student. After the academic honesty meeting has concluded, the teacher notifies the student that he/she needs to complete an alternative assignment to demonstrate his/her understanding of the material so an achievement level can be awarded except in the case of individual exams and assessments (IAs). The teacher is also responsible for notifying the student's family of the nature of the offense and the details of the meeting and the consequence and documenting the infraction on "Visit Maintenance."

Second Offense

Upon the second offense of academic dishonesty, the student receives a zero for his/her work. The MYP/IB coordinator delivers this consequence and a meeting between a member of administration, the student, and the family is required.

Academic Honesty (Continued)

Roles of Stakeholders

Role of Stakeholders

The education of students is a collaborative effort in which all stakeholders play an essential role. Therefore, each member of this collaborative team has duties to uphold.

Role of Leadership Team

Education: Most acts of academic dishonesty are not intentional. With that understanding, the first offense of academic dishonesty is used as a teachable moment, in which the student meets with the teacher. In this meeting, expectations regarding academic Honesty are clarified for the student. The teacher ensures that the student:

- understands what constitutes academic Honesty, an authentic piece of work, and intellectual property
- receives guidance on how to acknowledge sources
- understands what constitutes malpractice (academic dishonesty) and the consequences of being found guilty
- knows and understands STMS's Academic Honesty Policy

Role of Teacher

Awareness: All subject areas must contribute to the development of academic Honesty. Therefore, each teacher is responsible for helping students gain the skills necessary to complete the assigned summative task. Needed skills may include, but are not limited to:

- conducting research.
- writing academically to fulfill the expectation of authentic authorship.
- acknowledging sources using citations.
- working collaboratively.
- establishing timelines so work can be proof-read and edited by knowledgeable sources before the assessment submission deadline.

These skills can be promoted in a variety of ways, including, but not limited to:

- direct instruction of research steps and citation procedures
- thorough assessment explanations including preferred citation formats
- informal reminders
- list of conventions for acknowledging sources or a list of helpful resources that can aid students in creating accurate and consistent documentation of sources used.

Detection and Reporting: Since teachers are responsible for administering their own assessments, they are also responsible for detecting and reporting incidences of academic dishonesty. Upon evaluating each student's assessment, teachers need to pay close attention to any work that seems misaligned with that student's level. Given STMS's practices with frequent formative assessments and summative assessments that the teacher closely monitors, these incidences are often easily detected.

When a teacher detects academic dishonesty, he/she should report the issue to the respective coordinator and provide adequate evidence of the malpractice. After the teacher has counseled the student and discussed the evidence with the coordinator, the teacher has completed his/her reporting responsibilities, and further action is pursued by the respective coordinator, as needed.

Following Policy: Teachers are expected to uphold this policy and report incidents of academic dishonesty, whether detected or suspected. Suspicion of malpractice without sufficient evidence does require careful consideration. However, not all reports lead to consequences for students, as some are unsubstantiated. Therefore, teachers should not feel nervous when reporting their suspicions to their coordinator.

In addition to supporting student practices related to academic honesty, teachers should also model the policy. Acting as strong examples of ethical behavior, teachers should demonstrate appropriate collaboration and use of intellectual property throughout the year.

Role of Family

Families are expected to support STMS's Academic Honesty Policy. Therefore, families must come to requested meetings to discuss their students' academic honesty. Families can also encourage academic Honesty by helping students understand the expectations related to authentic authorship, thereby preventing malpractice.

Role of Student

Giving Credit: Each student is responsible for ensuring that all work submitted for assessment represents authentic authorship, with the work or ideas of others fully and correctly acknowledged. Even if the intellectual property is summarized or paraphrased, it requires proper MLA citations or another authorized format. Parenthetical citations should be used in all essays, and a work cited page is needed for multi-source research and/or analytical writing.

Clarification: If, at any point, a student is concerned that his/her behavior may be interpreted as malpractice, he/she needs to seek clarification regarding STMS's academic honesty expectations from any program teacher or coordinator. Attempts to gain clarification before submission of work will never be penalized, as this demonstrates the student's desire to act in a principled manner and serves as a learning opportunity. Therefore, students should feel comfortable asking for clarification and remember that all questions concerning academic Honesty are welcomed.

Principled Action Reporting

Students who may know of a potential act of academic dishonesty or an act that has already occurred must report it to a teacher immediately. Students who report these incidences maintain STMS's policy, act with integrity, and help their peers see the importance of academic Honesty. The names of students who bring forth information regarding situations of academic dishonesty will remain confidential.

Accepting Consequences and Restorative Practices

Students must bear the consequences if they submit work for assessment that is not their own, regardless of whether plagiarism was deliberate or the result of poor research skills. STMS hopes to avoid malpractice situations, but should a problem arise, we expect students to cooperate with staff, take responsibility for their actions, and use the experience as a learning opportunity for the future.

Policy Creation Process

The Academic Honesty Policy was created by the Instructional Leadership Team and ratified by the site council. The ILT met several times, following an agenda aligned with the MYP Standards and Practices tied to academic Honesty. Staff members were made aware of the policymaking process through regular updates of the meeting agenda items.

Southridge Tech Grading Scale

Secondary Grading Scale

Each teacher provides a course syllabus for their course that is consistent with the content and subject area for the grade-level and all grades are based on the entire semester's work. As a result, consult the course syllabus for specific questions regarding grading categories or calculations. If you have specific questions about your student's grade, reach out to your teacher for clarity. The grading scale is as follows:

Letter Grade	Percentage Range	Achievement Level Descriptor
A	100% -90%	The student has <i>exceeded</i> the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in the class needed for likely success in future coursework.
B	89%—80%	The student has <i>met</i> the achievement standard and demonstrates progress toward mastery of the knowledge and skills in the class needed for likely success in future coursework. The student has completed work on all course objectives at grade-level rigor with minor mistakes or some omissions.
C	79%—70%	The student has <i>adequately met</i> the achievement standard, but they may require further development to demonstrate the knowledge and skills needed for likely success in future coursework. The student may have completed skillful work on the most objectives, however, not on all objectives at grade-level rigor.
D	69%—60%	The student has <i>nearly met</i> the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in the class needed for likely success in future coursework. The student may fail to complete and demonstrate mastery of content objectives on most formative and summative assessments.
F	59% below	The student has <i>not met</i> the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in the class needed for likely success in future coursework. The student has not produced enough work or demonstrated any information even with prompting. The student has completed proficient work on fewer than half of the course objectives and cannot successfully complete the next course in the sequence.

Grades for Achievement (AR5121)

- Grades will reflect student achievement toward mastery of course content standards.
- Grades should reflect a student's progress toward objectives and outcomes as defined by the district core curriculum and key learning for each grade level and content area.
- Grades shall be reported each marking period as described in the Secondary Grading Policy.
- Teachers are expected to provide supporting data for grades assigned. Grade records shall reflect an adequate sampling of work in each area to justify the assigned grade.
- In all aspects of grading and reporting, it is critical that teachers give accurate and complete information to families. Grades should reflect levels of achievement consistently and fairly. It is not appropriate to "inflate" a student's grade or to create artificially high standards for a particular student.
- Students with a current Individual Education Plan (IEP) may be given differential standards in grading if written in their IEP. Appropriate resource personnel should be consulted in giving these grades.
- Grades shall be available and kept current for parent and student monitoring through the district approved electronic grading system.

Nonacademic Grading (AR 5121)

- "Incomplete" is for students who have been enrolled for 10 days or less.
- An incomplete is also given only when a student's work is not finished because of illness or other excused absence.
- Plus (+) and minus (-) signs may be used at the discretion of the teacher except for an Incomplete or F grade.
- No academic grade of a student participating in a physical education class may be adversely affected because the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel.

Work Habits and Citizenship

- Work habits and citizenship are reported separately from academic grades.
- Work habits are based on a student's responsibility for completing assigned work, including completing work that is missed due to absences, suspensions, or assignments to alternative learning centers including school suspension.
- Citizenship is based on compliance with site and district expectations for student behavior.

Southridge Tech Middle School
Extracurricular Eligibility Expectations:

To qualify, all students must meet the following expectations:

- *Students are expected to earn a **2.0 G.P.A.** and **No more than two Fs** at quarter progress four.*
- *Students are expected to have **no administrative suspensions**.*
- *Students are expected to have no more than one office referral for behavioral infractions.*
- *Students are expected to have no outstanding obligations (i.e., monies due to ASB, library, textbook/district fines, ASWP, detentions, loaner clothing, etc.).*
- *Students are expected to have **95% attendance** and **no excessive tardiness**. Please note: three unexcused absences or three trancies can and will disqualify your student from participation.*

In order to ensure the success of these initiatives, we kindly request parents to actively participate and support our efforts by regularly checking Q! Parent Connection. This online platform serves as a valuable resource for parents to stay updated on their child's academic progress, providing access to real-time information about grades, assignments, attendance, and other important details.

To keep parents well-informed about their child's eligibility for various programs and interventions, we make it a priority to send notifications through multiple channels. Throughout the academic year, notifications regarding student eligibility will be sent by email, ParentSquare, our communication platform that enables timely and convenient sharing of important announcements, news, and updates.

We understand the significance of parental involvement in the educational journey of students, and by actively staying connected through Q! Parent Connection and being receptive to the notifications we send, parents can play a crucial role in supporting their child's academic growth and success. Together, we can ensure that students receive the necessary support and opportunities to thrive in their learning endeavors.

We kindly request parents to maintain open lines of communication with the school and reach out to us in a timely manner. If there are any concerns, questions, or updates regarding their child's progress or eligibility for programs, we encourage parents to contact the school promptly.

By promptly addressing any inquiries or sharing relevant information, we can work together to provide the best possible support and ensure that each student's needs are met effectively. Our dedicated staff is here to assist and collaborate with parents in order to create a conducive learning environment and foster academic excellence for every student.

Southridge Tech Middle School
IB Grading Scale

Final Grade	Grade Percentage	Letter Grade	Adjective Descriptor	Descriptor Feedback
0	0-54	n/a		n/a
1	55-64	F/D-	Deficient	Produces deficient work and poor quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	65-69	D	Insufficient	Produces insufficient work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
3	70-75	C-/C	Basic	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge or skills.
4	76-79	C/B-	Adequate	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical or creative thinking. Is often inflexible in the use of knowledge or skills, requiring support even in familiar classroom situations.
5	80-84	B-/B	Grade-Level	Produces grade-level quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates grade-level critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
6	85-89	B/B+	High-quality	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
7	90-94	A-/A	Excellent	Produces high-quality excellent work. Communicates clear understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
8	95-100	A/A+	Innovative	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Southridge Tech Middle School

Locker Room Policy

The purpose of a locker room policy is to establish clear expectations and guidelines for the safe and appropriate use of the locker room facilities by students. It serves as a tool to ensure that all students feel comfortable and secure while using the locker room, and to prevent inappropriate behavior, such as bullying or harassment.

Access:

- Only students who are enrolled in physical education classes, participating in after-school athletic practices or games, or attending school events that require changing clothes are allowed in the locker rooms.
- The locker rooms are open during school hours and for after-school practices or games. Students must vacate the locker room by the designated closing time.
- The locker rooms will be supervised by school staff members during open hours.

Privacy:

- Students are not allowed to have cameras, video recorders, or other devices that can be used to record or transfer images may be used in the locker room at any time.
- Students will have access to private changing areas within the locker rooms.
- Students are encouraged to keep their belongings in lockers to ensure privacy.

Cleanliness:

- Food and drink are not allowed in the locker rooms.
- Students are responsible for keeping the locker room clean and free of litter.
- Students must wash their hands and take care of personal hygiene before entering the locker room.

Valuables:

- Students are discouraged from bringing valuables to school or leaving them in the locker room.
- Locks should be used to secure lockers and protect students' belongings.
- The school is not responsible for lost or stolen items.

Bullying and Harassment:

- Any form of bullying, harassment, or inappropriate behavior is prohibited in the locker room.
- Students who witness or experience such behavior should report it to a school staff member immediately.
- Violators will be subject to disciplinary action.

Southridge Tech Middle School

Absences/Attendance

Good attendance is important. State law dictates which absences qualify as excused absences. The following reasons are considered excused absences:

- Student illness or injury
- Emergency
- Medical Visit or Treatment
- Court Appearance
- Dental Treatment
- Death in the immediate family

Students are required by California law to attend school regularly and promptly. If a student is absent from school, it is the parent's responsibility to notify the attendance clerk at 357-5420 Ext 34208. Notes are to be turned in to the attendance office upon student's return. Please try to schedule all medical/dental appointments after school.

Multiple unexcused absences and tardies can be categorized as truantcies. School starts at 7:55 a.m. and all students are to be in their seats ready to learn before the tardy bell rings at 8:00 a.m. Students who arrive to class after a tardy bell are considered tardy. Frequent tardies may result in disciplinary action. Parents/guardians can be issued a citation for truancy, requiring an appearance in court. Truants from school may be ticketed by police officers resulting in fines and possible court intervention.

Southridge Tech is a closed campus; students may not leave the grounds at any time during the school day. Parents or adults listed on the emergency card may sign a student out in the attendance office. ***Please Note: Every time a child is checked out early, the adult must present their picture ID.***

Make up Work for Absences- We encourage students to select a "Study Buddy" for each class and exchange phone numbers. When students are absent, it is their responsibility to contact the "Study Buddy" and get the homework for the day. Parents/Guardians may request work for their student by calling the attendance office. Students are responsible for making up any work missed while they were absent. If students will be out for more than a few days, parent/guardian should contact the Independent Study Coordinator a week prior to the first absence to get work for them while they are out. Students who are suspended may have a parent/guardian request work from the teachers through the attendance office.

TARDY POLICY

The beginning of the school day is an important part of your child's day and sets the educational stage for the rest of the day. Being on time to school develops an important habit and builds responsibility. The district's Attendance Specialist may contact families who are having difficulty with regular attendance and/or tardiness. Habitual tardiness disrupts not only your child's daily program, but it can interrupt the learning of others. To support your child's success, STMS will follow these steps:

Tardy 1-2: Warning- teacher marks student tardy

Tardy 3: Teacher marks student tardy and contacts parent/guardian. Teacher and parent try to resolve the issue. Contact is entered in Q! Visits.

Tardy 4: Teacher marks student tardy. Teacher holds informational meetings with student and creates a plan to improve tardiness- meeting date and plan entered in Q! Visits. Meeting may occur during lunch or before/after school.

Tardy 5: Teacher marks student tardy. Teacher reviews plan with student and calls parent: Reviews/revises plan with parent and documents in Q! Visits.

Tardy 6: Students who continues to struggle with the challenge of arriving to class on time will be referred to counselor or CC Coach. Teacher marks student tardy and completes referral. Student is called in for a brief intervention meeting. Intervention meeting is documented in Q! Visits.

Tardy 7: Teacher marks student tardy. Teacher sends a referral to the discipline clerk. Student continues to work with CC Coach.

Additional Tardies: An Intervention Team (student, parent, teachers, administrator, etc.) meets to officially document efforts to support student success.

- Students with monthly perfect attendance and no tardies are eligible for PBIS rewards.
- Students with quarterly perfect attendance and no tardies are recognized through special activities and award ceremonies.

School Policies

BICYCLE/BIKE RACK/SKATEBOARDS

Students may ride their bicycles/skateboards to school. When entering campus, students are to **walk their bikes/skateboards** to the bicycle rack and lock them. Under no circumstances are bikes/skateboards allowed on the main campus. The school is not responsible for theft or damages to bicycles/skateboards while parked in the area. Students are to wear helmets while riding. Riding privileges will be suspended or revoked if a student violates the above safety rules.

CAR RIDERS

The following traffic rules have been established for the safety of our students. Drive no more than 5 mph in the school parking lot. Drop off and pick up students in the front of the school where there is supervision. Do not double-park. Stop for all school busses with flashing lights. When exiting the parking lot, it is illegal to make a left turn onto Live Oak Avenue or to exit the East entrance or enter the west entrance. Please remember to obey all signs and directions given by school personnel. Drivers who do not follow above traffic laws are subject to citation from the Fontana Police Department.

COUNSELING AND GUIDANCE

The Counseling office promotes student success by addressing the academic, career and personal/social needs of the students. They provide individual and group services, as well as classroom lessons.

CLIMATE AND CULTURE TEAM

The team uses observable and measurable goals and data to ensure that STMS is a place where every student succeeds. STMS establishes strategies based on data that is meaningful, culturally equitable and centered on students' achievements and needs.

EMERGENCY DRILLS

Emergency drills are required by law and are an important safety precaution. Drills are conducted on a regular basis to ensure students are aware of all emergency procedures. It is essential that when the first signal is given, everyone obeys promptly and clears the buildings by the prescribed routes as quickly as possible and in an orderly and quiet manner. During an emergency drill follow the instructions given by the supervising adult. Continue to follow instructions until given further signals and/or instructions for evacuation.

EXTRA-CURRICULAR ACTIVITIES/CLUBS

Throughout the year, various after-school activities and clubs are offered to meet the needs and interests of Southridge Tech students. Some of the clubs available may include, ASB, Yearbook, WEB, and intra-mural sports. Students will be notified of the times and dates of the activities as they occur. Students who are attending an after-school event must wear their school ID and shall

remain where supervision is available and when the event is concluded need to exit the campus immediately.

Sports clubs: Coaches may establish additional criteria for the activities.

Fieldtrips: Students are expected to obey all rules and behave appropriately. In the event of a problem during the fieldtrip, parents may be responsible for picking up student, any compensations or damages and retribution by proper authority. Students will also receive consequences as determined by the school.

HEALTH SERVICES/IMMUNIZATIONS

Parents/Guardians are to notify the health office about serious health concerns and regularly prescribed medication. (See health office for PE exclusion forms, inhaler permission slips etc.) Students are to notify the teacher or staff member immediately if an injury occurs. In case of serious injury/illness the student's parent/guardian will be contacted if the student needs to go home or if medical attention is required. **It is vitally important that we have emergency numbers on file so we can reach parents/guardians in an emergency.** This includes all numbers possible such as home, work, cell, next of kin, etc. The health assistant office hours are from 7:30 a.m. to 2:30 p.m. Monday – Friday. The T-dap vaccine is required for grades 7-12.

HOMEWORK

Homework is an integral part of the school program. Homework helps develop students' responsibility for their own learning and is designed to reinforce and supplement classroom learning. For most students in a normal school week, a minimum of four nights of homework will be assigned. Skill areas must be addressed with the assignment meeting the needs of the individual student, or as a completion of the daily assignments. The assignments shall be evaluated and included in the student's grades. Students who do not complete and return their homework are not fulfilling the requirements of the course and their grades will be affected. (Board Policy 6154)

Students should expect to receive homework in the following subjects: English Language Arts, Math, Social Studies, and Science. Elective classes may also have homework. Homework should be recorded in this agenda. Parents can check each night to ensure that homework has been completed.

INSURANCE

Although Southridge Tech will exercise care to prevent accidents, neither the school nor the District can assume responsibility for accidents or injuries to students. Parents are encouraged to carry personal insurance coverage. Insurance coverage information is included in the parent information packet and is also available

through the District's Child Welfare and Attendance office.

INTERNET ACCEPABLE USE POLICY

FUSD has established a Student Internet Acceptable Use Policy that parents must sign and agree to follow for students to have access to the Internet. Specific sites are blocked, and additional sites are prohibited. Students are expected to uphold the agreements established in the Internet Acceptable Use Policy. Inappropriate Internet access will result in disciplinary action.

INTERVENTION PROGRAM

Southridge Tech offers a variety of support for students who need additional time and help mastering Common Core standards. Classes are offered in Math, Language Arts and AVID strategies. Grade levels and subjects are scheduled according to program availability and/or teachers. Daily attendance is required. Students with excessive absences or any behavior referrals may be removed from classes/sessions.

LEADERSHIP

Student Leadership is the main link between the school staff and the students. Leadership provides an opportunity for students to share the responsibility for making STMS a school we are all proud to attend. Leadership also allows students to take charge of various school activities. The Leadership Advisor will offer advice and help direct students in executing the activities for which the Leadership is responsible. A leadership student(s) will also serve on the School Site Council and offer input into school decisions throughout the year.

MEDICATIONS

All medications taken at school, including over the counter medications, must be prescribed by a physician or dentist. The school is required to have a written statement from the prescribing physician and a written authorization from the parent or legal guardian before a student may take medication at school. These statements must be renewed whenever the prescription changes. Prescription medication must be provided to the school in the container in which it was purchased and must be clearly labeled with the student's name. The health office accepts prescription medications for only one week at a time. Students must have school/district approval to transport prescription medication to and from school or carry it with them while they are on campus. Under no circumstances will school personnel provide aspirin or any other medicine or nostrum to student (AR 5141.21). Medication will be accepted by the Health Assistant between the hours of 7:30 a.m. and 2:30 p.m. Monday – Friday.

PERSONAL PROPERTY

Students are not to bring valuable belongings to school. The school is not responsible for any loss or damage; students are responsible for loss or damage of personal property (money, gift cards, cell phones, clothing, equipment, books, instruments, etc.). **Large sums of money and articles of real or sentimental value should not be brought to school.** Students must not ask that a friend mind books, purses, backpacks, jackets, etc. Parents are asked to mark all clothing and property with student's name.

PHYSICAL EDUCATION

The physical education program allows each student the opportunity to participate in a variety of activities at a level of skill that produces a feeling of satisfaction, achievement, and success. The standard physical education uniform includes tennis shoes, socks, shorts and a t-shirt. Sweatpants and sweatshirts may be worn during cold weather only. PE clothes shall remain on campus and securely locked in the student's assigned PE locker. PE clothes shall only be taken home on Fridays for washing and shall be brought back to school on the following Monday. PE clothes may be purchased through the PE department. The cost for shorts, and shirt is \$20.00. Shorts and shirts purchased separately are \$10.00 each. Students are expected to dress out and participate in PE each day. ***All students will be issued a lock and a locker. The lock must be returned at the end of the school year. If the lock is lost, stolen or damaged the student will be responsible for the cost of the lock. Under no circumstances should combinations be exchanged, or lockers shared with other students.***

If a student is unable to participate in physical education because of injury, illness, or a disabling condition, parents must write a note requesting a PE exemption. Students needing to be excused more than 3 days must have a physician's statement documenting the specific activity limitation. Students with asthma need to be aware of what triggers an attack and what steps need to be taken if an attack is eminent. Students are required to dress out even when not participating. During periods of inclement weather, high heat or unhealthy smog conditions, physical activity will be limited for all students.

SEXUAL HARASSMENT

All staff and students at Southridge Tech are required to review the district's sexual harassment policy, view a video and sign a form indicating they received the training. When an allegation comes forward of sexual harassment, a complete investigation is conducted. Upon completion of the investigation, a disposition is forwarded to the appropriate personnel at the district office. Parents will be notified of the outcome of any sexual harassment complaint as it pertains to their child.

STUDENT AGENDA

All students are issued a student agenda at the beginning of each year. It is expected that this agenda is brought to each class every day. It is essential for student organization and home to school communication. Lost or damaged agendas will be available for purchase for \$5.00 from the Attendance Office.

STUDENT I.D. CARDS

All students are issued a school photo I.D. and lanyard at the beginning of each year. As a safety precaution, all students are required display the I.D. on their person during the school day, except during their P.E. period. Students may not write on or distort the picture on their I.D. Students requiring a temporary ID may have one per quarter. Additional temporary IDs will be a \$1.00 charge. Lost or damaged I.D. cards will be available for purchase for \$5.00 from the Attendance Office.

STUDENT RECOGNITION

In addition to PBIS rewards, Southridge Tech recognizes students with good attendance, academic achievement and superior citizenship throughout the year. This will be done through programs such as: *Principal's Honor Roll (GPA 4.0)*, *Academic Honor Roll (GPA 3.5)*, *Honor Roll (GPA 3.0)*, *Students of the Month*, *Presidential Fitness and Attendance awards*.

TELEPHONE/MESSAGES

The office phones are used for school business. To honor in-class, instructional time, all non-emergency phone messages, or deliveries will be sent to students as time allows. Please make arrangements for rides, staying after school, etc., prior to coming to school.

TESTING AND ASSESSMENTS

District Assessments: Students are tested several times each year. We administer several exams to guide instruction as well as monitor and measure student growth. Students may take District Common

Assessments, Interim Assessment Blocks, MAPS assessments, and other summative exams.

State Assessments: California students also participate in the statewide Smarter Balance Assessment Consortium (SBAC) testing program each year to assess their standards-based knowledge. Students should give their best effort on these exams. Students are expected to be on their best behavior.

TEXTBOOKS AND LIBRARY

Textbooks for all academic subjects are checked-out to each student at the beginning of the year. Students are responsible for maintaining the good condition of the books. Students are responsible for any lost, stolen or damaged textbooks. If books are lost or stolen during the school year, contact the administration office.

VANDALISM AND CARE OF SCHOOL PROPERTY

Students have a responsibility to respect the property of their peers and the staff. Students and their parents/guardians may be liable for the total cost of damage or loss of school property. This responsibility applies in the matter of books, supplies, and equipment of all kinds, as well as vandalism and damage to buildings, grounds, or equipment.

VISITORS

Families are welcome to visit the school during the instructional day. During the visit we ask that parents do not inhibit instruction. No cell phones or cameras are allowed during a classroom visit. All visitors must schedule their intended visit **AT LEAST 24 HOURS IN ADVANCE** and obtain a "Visitor's Pass" prior to entering campus on the agreed-on date. On the date of the visit, please sign "in" and "out" in the front office. School office hours are 7:00 a.m. – 3:30 p.m.

Southridge Tech Middle School

Consequences for Violating School Expectations at Southridge Tech Middle School

Students who fail to adhere to the school-wide expectations at Southridge Tech Middle School may face disciplinary actions. These actions serve as interventions and are aimed at correcting improper behavior. Failure to comply with assigned corrective measures will result in further disciplinary steps according to the disciplinary hierarchy.

Outlined below are the various consequences implemented by the school:

- **Detention:** Teachers or administration may assign detention as a disciplinary consequence for minor classroom infractions or homework violations. Detention sessions are typically conducted with the teacher and range from 15 minutes to 1 hour. Students receive a 24-hour notice regarding the date and time of their detention. Failure to attend may lead to an extended detention, and persistent non-compliance may result in referral to the office.
- **Restorative Tasks:** Southridge Tech Middle School employs restorative tasks tailored to individual students' circumstances. These projects provide a learning opportunity and seek to repair any harm caused. It is the student's responsibility to communicate the project details to their parents/guardians, who may need to arrange transportation if necessary.
- **Parent Shadowing:** In certain cases, administrators may request a parent to shadow their child for part of or the entire school day as a corrective measure or an alternative to suspension. This arrangement is at the discretion of the administrators only.
- **Suspension:** Suspension involves the temporary removal of a student from instruction at Southridge Tech Middle School. During suspension, the student is not allowed to attend classes or participate in any school-related activities. Students under suspension are prohibited from entering any school campus in California. Violation of this rule will lead to further disciplinary actions.
- **Student Behavior Contract:** Students with recurring or severe behavioral issues may be required to enter into a Behavior Contract with a teacher, counselor, and/or administrator, along with their parent/guardian. The Behavior Contract outlines specific expectations and requirements for the student. Failure to fulfill the terms of the contract will result in additional disciplinary actions, including suspension or a review by an Administrative Review Panel to assess potential expulsion.

Citations

A citation for a student infraction is an official document issued by the school or local police department. It is given to students who have violated rules or laws, such as fighting, vandalism, truancy, possession of weapons or drugs, or use of tobacco/alcohol. Citations can lead to legal consequences, such as fines or court appearances, and can impact a student's academic record and future opportunities. It is important for students to follow school rules to avoid citations.

Citations may be issued by the Fontana Unified School District Police Department or the Fontana City Police Department for various penal code violations, which may include:

- Fighting
- Vandalism/Tagging/Graffiti
- Truancy
- Possession of a Weapon
- Possession or use of E-Cigarettes/Tobacco
- Possession or use of Vape Pens/Vaping Paraphernalia
- Possession or use of Marijuana/Drugs
- Possession of or consuming Alcohol

Please note that the above list does not encompass all the infractions that may result in student citation.

EDUCATION CODES

Suspension is the removal of a student from ongoing instruction. Education Code 48900 states that a pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is currently enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (q) inclusive:

- (A1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (A2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearms, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil has obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or intoxicant of any kind as defined in the Health and Safety Code.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, as defined in c above, or an alcoholic beverage or an intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266C, 288, or 289 of the Penal Code or committed sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (q) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of this section. Except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

Suspension or Expulsion

A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following: while on school grounds, while going to or coming from school, during the lunch period, whether on or off the campus, or during, or while going to or coming from, a school sponsored activity.

EDUCATION CODE 48900.2 (SEXUAL HARASSMENT) In addition to the reasons specified in Ed. Code 48900, a student may be suspended from school or recommended for expulsion if student has engaged in sexual harassment such as unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature which must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

EDUCATION CODE 48900.3 (HATE-VIOLENCE) A student may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has caused, attempted to cause, threatened to

cause, or participated in an act of hate violence. This includes racial “hate” crimes.

EDUCATION CODE 48900.4 (HARASSMENT, THREATS OR INTIMIDATION) A student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion... if the student has intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile educational environment.

EDUCATION CODE 48900.7 (TERRORISTIC THREATS AGAINST SCHOOL OFFICIALS, SCHOOL PROPERTY OR BOTH) A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. “Terroristic Threat” shall include any statement, oral or written, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage more than one thousand dollars, even if there is no intent of actually carrying it out.

EDUCATION CODE 48904 (VANDALISM/TAGGING) Vandalism includes negligent, willful, or unlawful damaging or taking of any district owned real or personal property. Any student, or the parent/guardian of any minor student, shall be held liable for all property belonging to the district that has been damaged, destroyed, stolen or lent and not returned upon demand. The parents or guardian having custody or control of a minor who commits an act of vandalism may be held liable for up to \$10,000 for that act. The student who commits an act of vandalism shall also be subject to disciplinary action by the district including suspension and expulsion.

EDUCATION CODE 48915 (c) States that the principal or the superintendent of schools shall recommend the expulsion of pupil for any of the following Education Code violations committed at school/school activity off grounds.

- ***Causing serious physical injury to another person, except in self-defense.***
- ***Brandishing a knife or other dangerous object at another person.***
- ***Selling of any controlled substance.***
- ***Committing or attempting to commit a sexual assault.***
- ***Possession of an explosive.***
- ***Robbery or extortion.***

*Knife means any dirk, dagger, or other weapon with a fixed sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3.5 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

FUSD

POLICIES, PROCEDURES, & REGULATIONS

NONDISCRIMINATION STATEMENT

The Fontana Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on a person's actual or perceived ancestry, color, disability, race, ethnicity, religion, gender, gender expression, gender identity, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact one of the following individuals located at: 9680 Citrus Avenue, Fontana CA 92335 and call at (909) 357-5000:

- Equity Compliance Officer: Craig Baker, Associate Superintendent, Student Services at EXT 29194 or TitleIX@fusd.net;
- Title IX Coordinator: Caroline Labonté, Director, Certificated Human Resources, at EXT 29045 or TitleIX@fusd.net;
- 504 Coordinator: Lauri Martin, Director, Online Learning and Alternative Programs, at EXT 29086 or 504Coordinator@fusd.net.

El Distrito Escolar Unificado de Fontana prohíbe la discriminación, la intimidación, el acoso (incluyendo el acoso sexual) o acoso escolar (bullying) basado en la ascendencia real o percibida, el color, la discapacidad, la raza, el origen étnico, la religión, el género, la expresión de género, la identidad de género, el estado migratorio, el origen nacional, el sexo, la orientación sexual o la asociación con una persona o grupo con una o más de estas características reales o percibidas. Para preguntas o quejas, comuníquese con una de las siguientes personas ubicadas en 9680 Citrus Avenue, Fontana CA 92335, o llame al (909) 357-5000:

- Oficial de cumplimiento de equidad: Craig Baker, Superintendente Asociado, Servicios Estudiantiles en EXT 29194 o TitleIX@fusd.net;
- Coordinadora del Título IX: Caroline Labonté, Directora, Recursos Humanos Certificados, en EXT 29045 o TitleIX@fusd.net;
- Coordinadora 504: Lauri Martin, Directora, Aprendizaje en Línea y Programas Alternativos, en EXT 29086 o 504Coordinator@fusd.net.

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)

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

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

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 non-disciplinary, 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)

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.

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

Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

WRITTEN NOTICE

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

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

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

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

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

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

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

The above notice 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)

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

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

Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.

Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties.

Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate.

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.

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

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)

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

A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process

Findings of fact supporting the determination

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

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

The district's procedures and permissible bases for the complainant and respondent to appeal

APPEALS

Either party may appeal the 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)

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

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

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

Provide the written decision simultaneously to both parties

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

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

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

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

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

REMEDIES

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

CORRECTIVE/DISCIPLINARY ACTIONS

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

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

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

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

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

RECORD-KEEPING

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

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

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

All materials used to train the Title IX Coordinator, investigator(s), 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.

REGULACIÓN 5145.71: TÍTULO IX PROCEDIMIENTOS DE DENUNCIA DE ACOSO SEXUAL AR 5145.71 ESTUDIANTES

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 implementar 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
 - a) 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 escrito. respuesta

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:

- Transferencia de una clase o escuela según lo permita la ley
- Conferencia de padres/tutores
- Educación del estudiante sobre el impacto de la conducta en los demás.
- Apoyo al comportamiento positivo
- Remisión del estudiante a un equipo de éxito estudiantil
- 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.
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.

BULLYING AND HARASSMENT

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

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

REPORT IT

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

INVESTIGATION

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

TRANSFER REQUEST

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

ABUSO Y ACOSO

El Distrito Escolar Unificado de Fontana prohíbe discriminación, acoso, intimidación, y abuso en base a características reales o percibidas de incapacidad de una persona, género, identidad de género, expresión de género, nacionalidad, raza o grupo étnico, religión, orientación sexual, o asociación con una persona o grupo con una o más de estas características reales o percibidas. Esta política se aplica a todo acto relacionado con actividades escolares o asistencia escolar que ocurra en un Distrito Escolar.

El abuso está definido como cualquier conducta física o verbal *severa o persistente*, incluyendo comunicaciones hechas por escrito o por medio de un acto electrónico, e incluyendo uno o más actos cometidos por un alumno o grupo de alumnos dirigido hacia uno o más estudiantes, que tenga o puede tener razonablemente el efecto predecido de causar a un alumno razonable que experimente un efecto perjudicial sustancial a la salud física o mental del alumno, desempeño académico, o capacidad de participar en actividades escolares.

REPORTALO

Es de suma importancia que cualquier persona que ha sido víctima de, o fue testigo de abuso o acoso en terrenos de la escuela, durante actividades escolares, o al ir y venir de la escuela que reporte el incidente inmediatamente a un administrador, maestro, u otro adulto del personal del plantel. Los estudiantes tienen una opción de reportar el incidente anónimamente por medio del formulario de queja localizado en la escuela llamada en inglés *Bullying/Harassment Complaint form* o por medio de We Tip Hotline al 1-855-86-Bully (1-855-862-8559).

INVESTIGACION

El director o representante investigará inmediatamente todas las quejas de abuso o acoso sexual. Los estudiantes que presentan una queja deberán tener una oportunidad de describir el incidente, presentar testigos y otra evidencia o acoso, y hacer su queja por escrito. La administración de la escuela investigará la acusación y determinará la acción apropiada

SOLICITUD DE TRANSFERENCIA

Un alumno/a que ha sido reportado como víctima de una ofensa violenta o abuso como lo define la ley del estado tiene derecho a cambiarse a otra escuela en o fuera del Distrito, bajo el Código de Educación de California 46600 (b). La ubicación en la escuela solicitada dependerá del espacio disponible. Las solicitudes de transferencia pueden obtenerse en cualquier escuela o en la Oficina de Bienestar y Asistencia Estudiantil localizada en 9680 Citrus Avenue, Edificio #B, Fontana, CA 92335.

Rev. 11/6/2015

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

AVISO SOBRE LOS DERECHOS Y GARANTÍAS PROCESALES DE LOS PADRES Y LOS DERECHOS DEL ESTUDIANTE BAJO LA SECCIÓN 504, LA LEY DE REHABILITACIÓN DE 1973

La Ley de Rehabilitación de 1973, comúnmente conocida como la "Sección 504", es un estatuto de no discriminación promulgado por el Congreso de los Estados Unidos. El propósito de la ley es prohibir la discriminación y asegurar que los estudiantes con discapacidades tengan oportunidades y beneficios educativos como los que se les proporcionan a los estudiantes sin discapacidad.

Un estudiante que califica bajo la Sección 504 es un estudiante que (a) tiene, (b) tiene un historial de o (c) se le considera que tiene, un impedimento físico o mental el cual limita considerablemente una actividad importante de la vida diaria como el aprendizaje, cuidado personal, caminar, ver, escuchar, hablar, respirar, trabajar y el poder hacer tareas manuales.

Doble elegibilidad: Varios estudiantes calificarán para los servicios educativos bajo ambas categorías, la Sección 504 y la Ley para Personas con Discapacidad (IDEA). Los estudiantes que califican bajo la ley IDEA tienen varios derechos específicos que no están disponibles para los estudiantes que solamente califican bajo la Sección 504. El propósito de este aviso es presentar los derechos que la Sección 504 garantiza para aquellos estudiantes con discapacidad que no califican bajo la ley IDEA.

Los reglamentos habilitantes de la Sección 504 tal y como se presentan en 34 CFR parte 104, le proporcionan a los padres y/o a los estudiantes los siguientes derechos:

1. Usted tiene el derecho a que el distrito escolar le informe sobre sus derechos bajo la Sección 504. (El propósito de este aviso es informarle de esos derechos) 34 CFR 104.32.
2. Su hijo tiene el derecho a una educación apropiada diseñada para el cumplimiento de sus necesidades educativas individuales de manera adecuada tal y como se cumplen las necesidades de estudiantes sin discapacidad. 34 CFR 104.33
3. Su hijo tiene el derecho a servicios educativos gratuitos, salvo aquellos gastos que se les imponen a los estudiantes sin discapacidad o a sus padres. Las aseguradoras y terceras partes semejantes no están exentas de obligaciones que de otra manera sean válidas para proporcionar o pagar por servicios que se le proporcionen a un estudiante con discapacidad. 34 CFR 104.33.
4. Su hijo tiene el derecho a una colocación dentro del entorno menos restrictivo. 34 CFR 104.34.
5. Su hijo tiene el derecho a instalaciones, servicios y actividades que sean comparables a las que se les proporcionan a los estudiantes sin discapacidad. 34 CFR 104.34.
6. Su hijo tiene el derecho a una evaluación antes de una colocación inicial de la Sección 504 o cualquier cambio subsiguiente significativo en la colocación. 34 CFR 104.35.
7. Los exámenes y otros procedimientos de evaluación deben cumplir con los requisitos de 34 CFR 104.35 en cuanto a la autenticación, administración, áreas de evaluación, etc., El distrito deberá considerar información proveniente de diversas fuentes, incluyendo exámenes de aptitud y rendimiento, recomendaciones de los maestros, estado físico, antecedentes sociales y culturales, comportamiento adaptativo, informes físicos o médicos, calificaciones del estudiante, informes de progreso, observaciones del padre de familia, informes anecdóticos y resultados de las pruebas MAPS/ CAASPP. 34 CFR 104.35.
8. Las decisiones con respecto a la colocación se deben tomar por un grupo de personas (i.e., el Comité de la Sección 504), que incluya personas con conocimiento de su hijo, del significado de los datos de las evaluaciones, de las opciones en cuanto a las colocaciones y de los requisitos legales con respecto a los entornos menos restrictivos e instalaciones comparables. 34 CFR 104.35.
9. Si su hijo califica bajo la Sección 504, él o ella tiene el derecho a reevaluaciones periódicas, por lo general cada tres años. 34 CFR 104.35.
10. Usted tiene el derecho a tener un aviso antes de que el distrito tome cualquier acción con respecto a la identificación, evaluación o colocación de su hijo. 34 CFR 104.36.
11. Usted tiene el derecho a revisar los registros relevantes. 34 CFR 104.36.
12. Usted tiene el derecho a una audiencia imparcial con respecto a las acciones del distrito con relación a la identificación, evaluación o colocación educativa de su hijo, con la oportunidad para la participación de los padres en la audiencia y de ser representado por un abogado. 34 CFR 104.36.
13. Si usted desea impugnar las acciones del Comité de la Sección 504 del distrito con relación a la identificación, evaluación o colocación educativa de su hijo, deberá presentar una apelación por escrito con el coordinador de la Sección 504 del distrito (coordinador de Educación Alternativa, 9680 Citrus Avenue, Edificio B, Fontana, CA (909) 357-5000 Ext. 29077) dentro de un plazo de diez (10) días calendario después de haber recibido su notificación por escrito sobre la(s) acción(es) del Comité de la Sección 504. Se programará una audiencia ante un funcionario de audiencias imparcial y se le notificará por escrito la fecha, hora y lugar en que se celebrará la audiencia.

14. Si usted no está de acuerdo con la decisión del funcionario de audiencias imparcial, usted tiene el derecho a que esa decisión se revise por un tribunal con jurisdicción competente. 34 CFR104.36.
15. Con respecto a asuntos de la Sección 504 aparte de la identificación, evaluación y colocación de su hijo, usted tiene el derecho a presentar una queja con el coordinador de la Sección 504 del distrito (o persona designada), que investigará las acusaciones hasta donde se le permite de acuerdo a la índole de la queja para lograr una resolución rápida y equitativa.
16. Usted también tiene el derecho a presentar una queja con la Oficina de Derechos Civiles. La dirección de la oficina regional a cargo de California es:

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

UNIFORM COMPLAINT PROCEDURES (UCP) ANNUAL NOTICE 2023-2024

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

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

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

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

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

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

FILING A UCP COMPLAINT

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

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

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

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

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

RESPONSIBILITIES OF FUSD

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

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

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

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

UCP Complaints Regarding State Preschool Health and Safety Issues Pursuant to Section 1596.7925 of the California Health and Safety Code (HSC)

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

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

CONTACT INFORMATION

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

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

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

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

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

LOS PROCEDIMIENTOS UNIFORMES DE QUEJAS (UCP) AVISO ANNUAL 2023-2024

Para las partes interesadas las cuales incluyen a los estudiantes, empleados, padres/tutores legales de los alumnos, comités asesores del distrito, comités asesores de las escuelas, funcionarios o representantes de escuelas particulares y otros grupos de interés

La responsabilidad primordial del Distrito Escolar Unificado de Fontana es el cumplimiento de la leyes y regulaciones federales y estatales. El Distrito ha establecido los Procedimientos Uniformes de Quejas (UCP, por sus siglas en inglés) a fin de abordar alegaciones de discriminación ilegal, hostigamiento, intimidación y acoso escolar y quejas que aleguen el quebrantamiento de las leyes federales o estatales que rigen sobre los programas educativos, el cobro ilegal de cuotas estudiantiles y el incumplimiento de nuestro Plan de Responsabilidad de Control Local (LCAP, por sus siglas en inglés).

La Notificación Anual sobre el UCP se encuentra disponible en nuestra página web www.fUSD.net.

El Distrito requiere que el personal de la escuela tome medidas inmediatas para intervenir, cuando sea seguro hacerlo, cuando él o ella presencie un acto de discriminación, hostigamiento, intimidación o de acoso escolar. El Distrito investigará toda alegación de discriminación ilegal, hostigamiento, intimidación o de acoso escolar contra cualquier grupo protegido identificado en la sección 200 y 220 del Código de Educación y en la sección 11135 del Código del Gobierno, incluso cualquier característica, ya sea real o percibida, según lo establecido en la sección 422.55 del Código Penal o en base a la asociación de una persona con una persona o grupo con una o más de estas características, ya sean reales o percibidas, dentro de cualquier programa o actividad dirigida por el Distrito, el cual está financiado de manera directa por o que recibe o se beneficia de cualquier asistencia financiera del estado.

Programas y actividades a los que se aplica el UCP:

- Adaptaciones para las alumnas embarazadas y con hijos
- Educación para adultos
- Educación y seguridad después del horario de clases
- Educación vocacional técnica agrícola
- Educación vocacional técnica y programas de capacitación vocacional técnica
- Cuidado y desarrollo infantil
- Educación compensatoria

- Programas de ayuda categórica consolidados
- Períodos lectivo sin contenido educativo
- La discriminación, el hostigamiento, la intimidación o el acoso contra cualquier grupo protegido según se identifica en las secciones 200, 220 y la Sección 11135 del Código de Gobierno, que incluye cualquier característica
- Requisitos educativos y para la graduación de alumnos en hogares de acogida temporal, alumnos sin vivienda, alumnos que provienen de familias militares, alumnos que anteriormente estuvieron en Correccional de menores y que actualmente están inscritos en el distrito escolar
- Ley cada estudiante triunfa
- Planes de rendición de cuentas con control local
- Educación para alumnos migratorios
- Minutos de instrucción dedicados a la educación física
- Pagos que realizan los alumnos
- Adaptaciones razonables para alumnas en período de lactancia
- Centros y programas regionales ocupacionales
- Planes escolares para el rendimiento estudiantil
- Planes concernientes a la seguridad escolar real o percibida según se establece en la Sección 422.55 del Código Penal, o sobre la base de la asociación de una persona con otro individuo o grupo que tiene una o más de estas características reales o percibidas, en cualquier programa o actividad conducida por una institución educativa, como se define en la Sección 210.3; y que es financiada en forma directa por el Estado, o que recibe o se beneficia de cualquier asistencia financiera estatal.
- Consejos escolares de cada plantel
- Establecimientos preescolares públicos estatales
- Asuntos relacionados con la seguridad y la salud en los establecimientos preescolares públicos estatales de las LEA, exentos de licencia

Y cualquier otro programa educativo estatal o federal que el Superintendente de instrucción pública del estado (State Superintendent of Public Instruction [SSPI], por sus siglas en inglés) del Departamento de Educación de California (California Department of Education [CDE], por sus siglas en inglés) o su funcionario designado considere apropiado.

PRESENTACIÓN DE UNA QUEJA CONFORME AL UCP

Una queja conforme al UCP deberá presentarse a más tardar un año después de la fecha en que ocurrió la presunta transgresión.

Para las quejas relacionadas con los Planes de rendición de cuentas con control local (Local Control and Accountability Plans [LCAP], por sus siglas en inglés), la fecha de la supuesta transgresión es la fecha en que la autoridad revisora aprueba el LCAP o la fecha de la actualización anual que fue adoptada por nuestra agencia.

Un alumno inscrito en cualquiera de nuestras escuelas públicas no deberá pagar costo alguno por participar en una actividad educativa.

Se puede presentar una queja ante el director de una escuela o ante nuestro superintendente o su funcionario designado en relación con los pagos que realizan los alumnos.

Se puede presentar de forma anónima una queja en relación con los pagos que realizan los alumnos o sobre el LCAP, es decir, sin una firma de identificación, si el reclamante proporciona prueba o información que conduce a la evidencia que respalda una alegación de incumplimiento.

RESPONSABILIDADES DE FUSD

Publicaremos una notificación estandarizada, además de esta notificación, con los requisitos educativos y de graduación para los alumnos en acogida temporal, alumnos sin vivienda, alumnos que provienen de familias militares, alumnos que estuvieron previamente en el tribunal de menores y actualmente están inscritos en el distrito escolar.

Informamos a los reclamantes sobre la posibilidad de apelar un Informe de Investigación de quejas sobre programas dentro del alcance del UCP ante el Departamento de Educación (Department of Education [CDE], por sus siglas en inglés).

Informamos a los reclamantes sobre los recursos conforme al Derecho Civil, que incluyen mandatos judiciales, órdenes de restricción u otras soluciones y órdenes que pueden estar disponibles bajo las leyes estatales o federales de discriminación, hostigamiento, intimidación o acoso escolar, si corresponden.

Las copias de nuestros procedimientos UCP estarán disponibles gratuitamente.

En cuanto a quejas conforme al UCP relacionadas con problemas de la salud y la seguridad en establecimientos preescolares públicos estatales, de acuerdo con la Sección 1596.7925 del Código de Salud y Seguridad de California (California *Health and Safety Code* [HSC], por sus siglas en inglés)

Con el fin de identificar temas apropiados sobre la salud y la seguridad en establecimientos preescolares públicos estatales de conformidad con la Sección 1596.7925 del *Código de Salud y Seguridad de California* (California *Health and Safety Code* [HSC], por sus siglas en inglés), se colocará un aviso en cada salón de clases de los programas preescolares estatales de California en cada escuela de nuestra agencia.

El aviso es adicional a esta notificación anual sobre el UCP e informa a los padres, tutores, alumnos y maestros sobre (1) los requisitos de salud y seguridad bajo el Título 5 del Código Procesal de California (California Code of Regulations [5 CCR], por sus siglas en inglés) que se aplican a los programas preescolares públicos del Estado de California, de conformidad con la Sección 1596.7925 del HSC; y (2) la ubicación en la que se puede obtener un formulario para presentar una queja.

INFORMACIÓN DEL CONTACTO

Las quejas dentro del ámbito del UCP deben presentarse ante la persona responsable de procesar las quejas:	
Cumplimiento de Equidad	Oficina de Título IX
Superintendente Asociado, Servicios Estudiantiles	Director, Recursos Humanos Certificados
9680 Citrus Avenue	9680 Citrus Avenue
Fontana, CA 92335	Fontana, CA 92335
(909) 357-5000, ext. 29194	(909) 357-5000, ext. 29194
TITLEIX@fUSD.net	TITLEIX@fUSD.net

El contacto anterior conoce las leyes y los programas que se le asignan para investigar en el Distrito Escolar Unificado de Fontana.

Copias de las políticas y procedimientos del UCP del Distrito están disponibles, sin costo alguno, en las oficinas administrativas del Distrito o en el sitio web del Distrito: www.fUSD.net.

POLICY 5145.7: SEXUAL HARASSMENT

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

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

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

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

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

INSTRUCTION/INFORMATION

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence?
2. A clear message that students do not have to endure sexual harassment under any circumstance.
3. Encouragement to report observed instances of sexual harassment even when the alleged victim of the harassment has not complained.
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues.
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

DISCIPLINARY ACTIONS

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

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

RECORD-KEEPING

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

POLÍTICA 5145.7: ACOSO SEXUAL

Fecha de adopción original: 19/05/1993|Fecha última revision: 21/10/2020|Fecha de última revision: 21/10/2020

La Mesa Directiva está comprometida a mantener un ambiente escolar seguro que esté libre de acoso y discriminación. La Junta prohíbe, en la escuela o en actividades patrocinadas por la escuela o relacionadas con la escuela, el acoso sexual dirigido a cualquier estudiante por cualquier persona. La Junta también prohíbe el comportamiento o la acción de represalia contra cualquier persona que denuncie, presente una queja o testifique, o de otra manera apoye a un denunciante en alegaciones de acoso sexual.

El distrito alienta enfáticamente a los estudiantes que sienten que están siendo o han sido acosados sexualmente en los terrenos de la escuela o en una actividad patrocinada o relacionada con la escuela por parte de otro estudiante o un adulto, o que han sufrido acoso sexual fuera del campus que tiene un efecto continuo. efecto en el campus, para comunicarse inmediatamente con su maestro, el director, el Coordinador del Título IX del distrito o cualquier otro empleado escolar disponible. Cualquier empleado que reciba un informe u observe un incidente de acoso sexual deberá notificar al Coordinador del Título IX.

Una vez notificado, el Coordinador del Título IX se asegurará de que la denuncia se aborde a través de los procedimientos de denuncia del Título IX o los procedimientos de denuncia uniforme, según corresponda, y ofrecerá medidas de apoyo al denunciante.

El Superintendente o la persona designada informará a los estudiantes y padres/tutores sobre la política de acoso sexual del distrito difundiendo a través de notificaciones para padres/tutores, publicándola en el sitio web del distrito e incluyéndola en los manuales para estudiantes y personal. Todo el personal del distrito deberá recibir capacitación sobre la política.

INSTRUCCIÓN/INFORMACIÓN

El Superintendente o la persona designada se asegurará de que todos los estudiantes del distrito reciban información apropiada para su edad sobre el acoso sexual. Dicha instrucción e información incluirán:

1. Qué actos y comportamientos constituyen acoso sexual, incluido el hecho de que el acoso sexual podría ocurrir entre personas del mismo sexo y podría implicar violencia sexual
2. Un mensaje claro de que los estudiantes no tienen que soportar el acoso sexual bajo ninguna circunstancia
3. Estímulo para denunciar los casos observados de acoso sexual, incluso cuando la presunta víctima del acoso no se haya quejado.
4. Un mensaje claro de que la seguridad de los estudiantes es la principal preocupación del distrito, y que cualquier violación de la regla por separado que involucre a una presunta víctima o a cualquier otra persona que denuncie un incidente de acoso sexual se abordará por separado y no afectará la forma en que se recibirá la denuncia de acoso sexual. , investigado o resuelto
5. Un mensaje claro de que, independientemente del incumplimiento por parte del denunciante de la escritura, el cronograma u otros requisitos formales de presentación, toda acusación de acoso sexual que involucre a un estudiante, ya sea como denunciante, demandado o víctima del acoso, se investigará y se tomarán medidas. tomarse para responder al acoso, prevenir la recurrencia y abordar cualquier efecto continuo en los estudiantes
6. Información sobre los procedimientos del distrito para investigar quejas y la(s) persona(s) a quien(es) se debe hacer un informe de acoso sexual
7. Información sobre los derechos de los estudiantes y padres/tutores a presentar una denuncia civil o penal, según corresponda, incluido el derecho a presentar una denuncia civil o penal mientras continúa la investigación del distrito sobre una denuncia de acoso sexual.
8. Un mensaje claro de que, cuando sea necesario, el distrito implementará medidas de apoyo para garantizar un ambiente escolar seguro para un estudiante que es denunciante o víctima de acoso sexual y/u otros estudiantes durante una investigación.

ACCIONES DISCIPLINARIAS

Una vez completada la investigación de una denuncia de acoso sexual, cualquier estudiante que se descubra que ha participado en acoso sexual o violencia sexual en violación de esta política y estará sujeto a medidas disciplinarias. Para los estudiantes en los grados 4-12, la acción disciplinaria puede incluir suspensión y/o expulsión, siempre que, al imponer tal disciplina, se tengan en cuenta todas las circunstancias del incidente.

Tras la investigación de una denuncia de acoso sexual, cualquier empleado que se descubra que ha participado en acoso sexual o violencia sexual hacia cualquier estudiante estará sujeto a medidas disciplinarias, que pueden incluir el despido, de conformidad con la ley y el convenio colectivo aplicable.

MANTENIMIENTO DE REGISTROS

De acuerdo con la ley, el Superintendente o su designado mantendrán un registro de todos los casos denunciados de acoso sexual para permitir que el distrito controle, aborde y prevenga el comportamiento de acoso repetitivo en las escuelas del distrito.