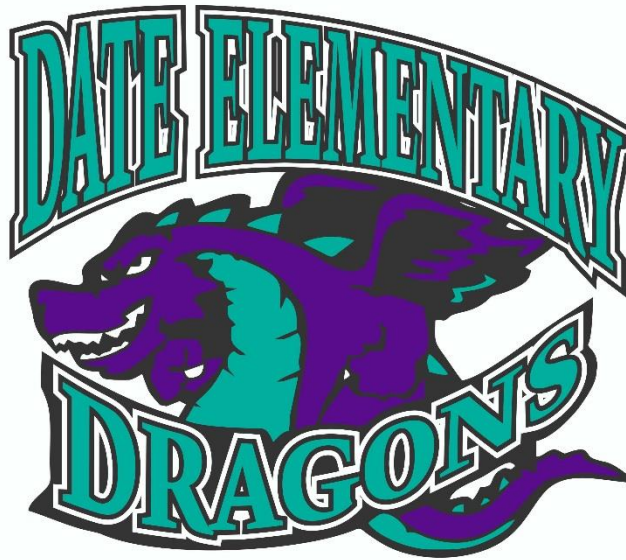


Date Elementary School

Student and Parent Handbook

2023-2024

A Guide to Policies, Practices, and Procedures



9011 Oleander Avenue
Fontana, California 92335
Phone: (909) 357-5240
Fax: (909) 357-7567
www.fusd.net/date

GENERAL INFORMATION

Office hours:

7:30 AM to 3:30 PM

SUPPORT STAFF

PRINCIPAL	Robert Soriano
ASSISTANT PRINCIPAL	Yuliana Guerra
SECRETARY	Dee Kozic-Alston
CLERK TYPIST	
CLERK TYPIST	Emily Campos
BILINGUAL COMMUNITY AIDE	Brittany Conley
COUNSELOR	Devin Fletes
HEALTH ASSISTANT	Maritza Cortes
LIBRARY SPECIALIST	Lorena Avalos
SCHOOL PSYCHOLOGIST	Alonzo Nevarez
SCHOOL NURSE	Catherine Jauregui-Husung
SPEECH PATHOLOGIST	Kelly Wende
DAY CUSTODIAN	Robert Garcia
NIGHT CUSTODIANS	



Date ELEMENTARY SCHOOL 2023-2024 Daily Schedule

Office Opens	Gate Opens	Office Closes
7:30 AM	7:45 AM	3:30 PM

***Breakfast begins at 7:45a.m., this is also the earliest time students can be dropped off.**

***School begins at 8:10a.m., students should be on campus by this time.**

***Late bell rings at 8:15a.m., gates close and students will report to the office for tardy slip.**

PRESCHOOL SCHEDULE Mon-Fri

	SCHOOL BEGINS	LUNCH	RECESS	DISMISSAL
AM Group	7:35 AM	8:15 AM – 8:45 AM	8:45 AM – 9:15 AM	10:35 AM
PM Group	11:20 AM	12:15 PM – 12:45 PM	12:45 PM – 1:15 PM	2:20 PM

TRANSITIONAL KINDERGARTEN (TK) SCHEDULE (STAGGERED) – Mon - Fri

	SCHOOL BEGINS	LUNCH	RECESS	DISMISSAL
TK-AM	8:15 AM	11:50 AM – 12:30 PM	8:25 AM – 8:40 AM	12:30 PM
TK-PM	10:35 AM	11:50 AM – 12:30 PM	2:20 PM – 2:35 PM	2:50 PM

Kinder – 5TH GRADE REGULAR DAY SCHEDULE – Mon, Tues, Thurs, Fri

Grade	School Begins	AM Recess	Lunch	PM Recess	Dismissal
Kinder	8:15 AM	9:25 AM – 9:45 AM	11:00 – 11:20 Eat 11:20 – 11:40 Play	1:30 PM – 1:40 PM	2:50 PM
1st	8:15 AM	9:00 AM – 9:20 AM	11:00 – 11:20 Play 11:20 – 11:40 Eat	1:15 PM – 1:25 PM	2:50 PM
2nd	8:15 AM	9:25 AM – 9:45 AM	11:45 – 12:05 Eat 12:05 – 12:25 Play	1:15 PM – 1:25 PM	2:50 PM
3rd	8:15 AM	9:25 AM – 9:45 AM	11:45 – 12:05 Play 12:05 – 12:25 Eat	1:15 PM – 1:25 PM	2:50 PM
4th	8:15 AM	9:50 AM – 10:10 AM	12:30 – 12:50 Eat 12:50 – 1:10 Play	N/A	2:50 PM
5th	8:15 AM	9:50 AM – 10:10 AM	12:30 – 12:50 Play 12:50 – 1:10 Eat	N/A	2:50 PM

23-24 Kinder – 5TH GRADE MINIMUM DAY SCHEDULE

Wednesday

Grade	School Begins	Lunch	Dismissal
Kinder	8:15 AM	10:05 – 10:25 Eat 10:25 – 10:45 Play	12:20 PM
1st	8:15 AM	10:05 – 10:25 Play 10:25 – 10:45 Eat	12:20 PM
2nd	8:15 AM	10:50 – 11:10 Eat 11:10 – 11:30 Play	12:20 PM
3rd	8:15 AM	10:50 – 11:10 Play 11:10 – 11:30 Eat	12:20 PM
4th	8:15 AM	11:35 – 11:55 Eat 11:55 – 12:15 Play	12:20 PM
5th	8:15 AM	11:35 – 11:55 Play 11:55 – 12:15 Eat	12:20 PM

*No minimum day for Pre-school or TK. They are always on the same schedule.

Pre-school AM Lunch 8:15am – 8:45am

Pre-school PM Lunch 12:15pm – 12:45pm

TK Lunch 11:50am – 12:30pm

Date Elementary School Teachers

Name	Grade/Subject	Room
Mrs. Aguilar	Pre-K	C-4
Mrs. Parra	Pre-K	C-3
Ms. Valdez	TK	E-4
Mrs. Arias	K	C-1
Mrs. Rhind	K	F-5
Mrs. Koch	K	C-2
Ms. Trejo	1 st	H-1
Mrs. Haston	1 st	H-2
Mr. Des Combes	1 st	H-4
Mrs. Badrous	TK - K (SH)	E-1
Mrs. Arellano-Houchin	2 nd	F-4
Mrs. Coleman	2 nd	F-1
Mr. Marlia	2 nd	F-3
Mrs. Ponce	2 nd	F-2
Mrs. Sharp	3 rd	G-3
Mrs. Taylor	3 rd	G-2
Ms. Gonzalez	3 rd	G-1
Mrs. Esparza	3 rd	G-4
Mrs. Goodrow	1 st – 3 rd (SH)	E-5
Mrs. Crump	4 th	P-5
Ms. Parker	4 th	G-5
Ms. Barnett	4 th	P-3
Mrs. Mc Gowan	5 th	P-4
Mrs. Howarth	5 th	P-1
Mr. Isaacs	5 th	P-2
Ms. Dawson	IST	H-5
Mr. Deserio	SAI Teacher	I-1
Mr. Gonzalez	Music Enrichment	I-4
Ms. Grkinich	Science Enrichment	I-4
Mr. Hess	Music Enrichment	I-4
Mrs. Vollmer	Recorder Enrichment	I-4

2023-2024 Important Dates

PTA Meetings

Date	Time (Duration)	Location
8/10/23	4 – 4:30 PM	MPR
10/17/23	3:15 – 4:15 PM	LIBRARY/TEAMS
11/14/23	3:15 – 4:15 PM	LIBRARY/TEAMS
1/16/24	3:15 – 4:15 PM	LIBRARY/TEAMS
3/12/24	3:15 – 4:15 PM	LIBRARY/TEAMS
5/7/24	3:15 – 4:15 PM	LIBRARY/TEAMS

Coffee with the Principal

Date	Time (Duration)	Location
8/30/23	8:30 – 9:30 AM	LIBRARY/TEAMS
9/27/23	8:30 – 9:30 AM	LIBRARY/TEAMS
11/1/23	8:30 – 9:30 AM	LIBRARY/TEAMS
2/21/24	8:30 – 9:30 AM	LIBRARY/TEAMS
4/17/24	8:30 – 9:30 AM	LIBRARY/TEAMS

School Site Council Meetings

Date	Time (Duration)	Location
SSC- 8/24/23	3:15 – 4:15 PM	TEAMS
SSC- 9/21/23	3:15 – 4:15 PM	TEAMS
SSC- 10/19/23	3:15 – 4:15 PM	TEAMS
SSC- 11/16/23	3:15 – 4:15 PM	TEAMS
SSC- 12/14/23	3:15 – 4:15 PM	TEAMS
SSC- 1/25/24	3:15 – 4:15 PM	TEAMS
SSC- 2/22/24	3:15 – 4:15 PM	TEAMS
SSC- 3/28/24	3:15 – 4:15 PM	TEAMS
SSC- 4/25/24	3:15 – 4:15 PM	TEAMS
SSC- 5/9/24	3:15- 4:15 PM	TEAMS

Other Meetings

Date	Time (Duration)	Location
ELAC – 9/6/23	8:30 – 9:30 AM	LIBRARY/TEAMS
ELAC – 10/11/23	8:30 – 9:30 AM	LIBRARY/TEAMS
ELAC – 1/17/24	8:30 – 9:30 AM	LIBRARY/TEAMS
ELAC – 3/6/24	8:30 – 9:30 AM	LIBRARY/TEAMS
ELAC – 4/24/24	8:30 – 9:30 AM	LIBRARY/TEAMS
ELAC – 5/8/24	8:30 – 9:30 AM	LIBRARY/TEAMS

Date	Time (Duration)	Location
Dragon Assembly- 9/1/23	8:30- 9:00 AM	MPR
Dragon Assembly- 10/6/23	8:30- 9:00 AM	MPR
Dragon Assembly- 11/3/23	8:30- 9:00 AM	MPR
Dragon Assembly- 12/1/23	8:30- 9:00 AM	MPR
Dragon Assembly- 2/2/24	8:30- 9:00 AM	MPR
Dragon Assembly- 3/1/24	8:30- 9:00 AM	MPR
Dragon Assembly- 4/5/24	8:30- 9:00 AM	MPR
Dragon Assembly- 5/3/24	8:30- 9:00 AM	MPR

Additional Dates for Events

Date	Time (Duration)	Location
Back to School Night 8/10/23	4-5:30 pm	MPR/Classrooms
TK/Kinder Orientation August 4 th	TBD	
PBIS Kickoff Night- 10/12/23 (Tentative)	4-5:30 PM	Playground/Classrooms
Career Day- 3/8/24	8:00-12:00 PM	Library/Classrooms
Science Fair- TBD		
Literacy Night TBD		
Math Night- TBD		
Parent Empowerment Workshop (4 sessions) TBD	8:30-9:30 AM	Library/TEAMS
Red Ribbon Week 10/23/22-10/31/23		
Trunk or Treat- 10/25/23	3:15-4:15 PM	Quad Area
Valentines Family Dance- 2/9/24	4:00-5:30 PM	Quad Area
Staff Appreciation Week-5/6/24- 5/10/24	TBD	TBD

Awards 1st Semester

Date	Time (Duration)	Location
Pre-k/TK (AM)- 1/17/24	8:30-9:00 AM	MPR
Pre-k/TK (PM)- 1/17/24	1:30-2 PM	MPR
K - 1/18/24	1:45-2:45 PM	MPR
1 st grade-1/19/24	1:45-2:45 PM	MPR
2 nd grade- 1/22/24	1:45-2:45 PM	MPR
3 rd grade- 1/23/24	1:45-2:45 PM	MPR
4 th grade- 1/25/24	1:45-2:45 PM	MPR
5 th grade- 1/26/24	1:45-2:45 PM	MPR

Awards 2nd Semester

Date	Time (Duration)	Location
Pre-k/TK (AM)- 5/15/24	8:30-9:00 AM	MPR
Pre-k/TK (PM)- 5/15/24	1:30-2 PM	MPR
K - 5/14/24	8:25-9:25 AM	MPR
1 st grade-5/13/24	1:30-2:30 PM	MPR
2 nd grade- 5/14/24	1:30-2:30 PM	MPR
3 rd grade- 5/13/24	8:25-9:25 PM	MPR
4 th grade- 5/16/24	1:30-2:30 PM	MPR
5 th grade- 5/20/24	TBD	MPR

Date Elementary is a Leader in Me School!

We are often asked how parents can support their school's leadership initiative. Each time we are asked we give the same answer "Use the 7 Habits language at home." As the school year unfolds, the children are learning the language and meaning of the 7 Habits. By hearing the same language at home and at school, you send the children a strong message of what you believe is important and that we are all on the same team—the team that wants to help succeed. When parents and schools support one another, the sky is the limit!

Below is a summary of each of the habits:

Habit 1: Be Proactive (You're in Charge)

Habit 2: Begin With the End in Mind (Have a Plan)

Habit 3: Put First Things First (Work First, Then Play)

Habit 4: Think Win-Win (Everyone Can Win)

Habit 5: Seek First to Understand, Then to Be Understood (Listen Before You Talk)

Habit 6: Synergize (Together Is Better)

Habit 7: Sharpen the Saw (Balance Feels Best)

The 7 Habits of Happy Kids



Habit 1- Be Proactive- You're In Charge

I am a responsible person.
I take initiative.

I choose my actions, attitudes, and moods.
I do not blame others for my wrong actions.

I do the right thing without being asked, even when no one is looking.

Habit 2- Begin with the end in mind -- Have a Plan

I plan ahead and set goals.

I do things that have meaning and make a difference.

I am an important part of my classroom and schools.



Habit 3- Put First Things First- Work First, Then Play

I spend my time on things that are most important.
I say no to things that I know I should not do.

I set priorities, make a schedule, and follow my plan.

I am self-disciplined and organized.

Habit 4- Think Win-Win- Everyone Can Win

I want everyone to be a success.

I don't have to put others down to get what I want.

When a conflict happens, I look for a third solution.

I believe that we all can win!



Habit 5- Seek First to Understand Then to be Understood- Listen Before You Talk

I listen to other people's ideas and feelings.

I try to see things from their viewpoints.

I listen to others without interrupting.

I share my opinions and ideas.

Habit 6- Synergize- Together is Better

I know that everyone is good at something.

Everyone needs to get better at something.

We can all learn something from each other.

Working in groups helps to create better ideas than what one person can do alone.



Habit 7- Sharpen the Saw- Balance Feels Best

I take care of my body by eating right, exercising and getting sleep.

I learn in lots of ways and lots of places, not just at school. I take time to help others.

Behavior Expectations Matrix

Setting/Expectation	Respect	Responsibility	Engaged
Arrival	<ul style="list-style-type: none"> Listen to adults Walking 	<ul style="list-style-type: none"> Waiting quietly in line to be picked up by teacher Pick up trash after eating 	<ul style="list-style-type: none"> Standing in line or walking the perimeter of the field
Dismissal	<ul style="list-style-type: none"> Notifying your teacher when you leave (high five, fist bump, peace out, etc.) 	<ul style="list-style-type: none"> Adhering to the safety rules Waiting for parents to pull to curb 	<ul style="list-style-type: none"> Walking up the left hand side of the ramp
Playground “Play safe” “Listen for the bells/whistle”	<ul style="list-style-type: none"> Use equipment properly Play fairly, following school rules for games. 	<ul style="list-style-type: none"> Stay in the designated playground boundaries Wait quietly for teacher when in line 	<ul style="list-style-type: none"> Use equipment as intended Line up immediately when bell rings/whistle blows
Cafeteria “Eat your food & clean your space”	<ul style="list-style-type: none"> Use table manners Wait until adult says you may leave 	<ul style="list-style-type: none"> Be quiet Keep all trash on tray until you are dismiss 	<ul style="list-style-type: none"> Stay seated the entire duration of lunch Wait your turn
Hallways/Walking in Line “Quiet Zone” “Walk quietly”	<ul style="list-style-type: none"> Walking silently Respect personal body space 	<ul style="list-style-type: none"> Going directly to destination 	<ul style="list-style-type: none"> Single file line Hands and feet to your self
Restrooms “Take care of business, flush, wash and leave”	<ul style="list-style-type: none"> Wait your turn Use manners 	<ul style="list-style-type: none"> Use the toilet and sink appropriately Wash hands 	<ul style="list-style-type: none"> Take care of personal business and leave Use the appropriate receptacle
Office “Wait patiently and quietly”	<ul style="list-style-type: none"> Be respectful to adults Use quiet voices 	<ul style="list-style-type: none"> Wait patiently Wait your turn 	<ul style="list-style-type: none"> Politely explain your purpose Read a book while waiting on the bench
Assembly	<ul style="list-style-type: none"> Listen quietly Eyes on the presenter 	<ul style="list-style-type: none"> Sitting quietly and attentively Hands and objects to self 	<ul style="list-style-type: none"> Clapping when it is appropriate Following instructions
Computer Lab	<ul style="list-style-type: none"> Keep work area in same order as you found it Use equipment appropriately 	<ul style="list-style-type: none"> Follow internet rules Go to appropriate websites 	<ul style="list-style-type: none"> Stay quietly in seat working on websites instructed by the teacher Use computer as instructed and as it is intended
Library “Inside voices” “Handle books with care”	<ul style="list-style-type: none"> Quiet voices/ Whisper voices Put books away where you got them 	<ul style="list-style-type: none"> Take care of the books Return books on time 	<ul style="list-style-type: none"> Choose books at your reading level Handle books with care
Riding the bus “Be safe, quiet and in your seat”	<ul style="list-style-type: none"> Keep your bus clean Listen to the bus driver 	<ul style="list-style-type: none"> Keep your hands and feet to yourself Use quiet voices Stay seated 	<ul style="list-style-type: none"> Be safe – stay in your seat Keep hands and feet to yourself

Request for Assistance/ *Solicitud de asistencia*

*Please complete this form and turn in to your PBIS team representative/
Complete este formulario y entrégueselo a su representante del equipo de PBIS*

1) I am a (circle one)/Yo soy (circule uno):

**Teacher/team
Maestro(a)/equipo**

**Family Member
Miembro de la familia**

Name/Nombre	
Relationship to Student/ Relación con el estudiante	
Student's Name/ Nombre del estudiante	
Student's Grade Level/ Nivel de grado del estudiante	

2) Type of Concern/Tipo de preocupación:

Check one/Marque uno

☐

Academic only/Solo académico

☐

Behavior only/Solo comportamiento

☐

Both Academic and Behavior/Tanto académico como de comportamiento

3) Briefly describe concern and interventions tried/Describa brevemente la preocupación y las intervenciones probadas

4) Possible reasons for behavior/Posibles razones del comportamiento

Check all that apply/Marque todo lo que corresponda

Obtain/Obtener	Avoid/Evitar	Other/Otro
Obtain Peer Attention/ Obtener la atención de los compañeros	Avoid Peers/ Evitar compañeros	
Obtain Adult Attention/ Obtener la atención de un adulto	Avoid Staff/ Evitar el personal	
	Avoid Task/ Evitar tarea	

CAFETERIA CONDUCT

Students are expected to conduct themselves according to the following guidelines:

1. Respect and follow the directions of school site aides
 2. While in line to enter the cafeteria, students will:
 - Remain silent while they eat
 - Face forward and mind the pace of the line
 - Refrain from horseplay or play-fighting
 - Get everything they need (napkin, condiments, etc.)
 3. When students reach the table, they will:
 - Slide all the way to the end of the bench
 - Remain seated unless given permission by a school site aide
 - Use “inside” voices when talking with neighbors
 - Do not share food with others or bring food to share
 4. When finished eating, students will:
 - Pick up all trash in their area
 - Wait for the school site aide to dismiss their row
 - Wait in line to dump trash and stack tray neatly
 - Leave any food or utensils in the cafeteria
 5. When exiting the cafeteria, students will walk quietly in a line to the playground. We need to be respectful of our schoolmates that are in classrooms learning.
 6. On rainy days, students will remain seated in the cafeteria until their teacher comes to escort them to the room.
- Water and juice may be purchased for 50 cents. Students are discouraged from bringing of soda and Hot Cheetos to school.

CELL PHONES

Bringing cell phones to school is strongly discouraged. Cell phones must be completely turned off and in your child’s backpack for the duration of the day. If the cell phone is seen or is on, it will be confiscated and returned to your child at the end of the day. The school will not be responsible for investigating any lost, stolen or damaged cell phones.

DRESS AND GROOMING

Restrictions on the freedom of student dress shall be imposed whenever the mode of dress in question is unsafe, either for the student or for those around the students, is disruptive to school operations, and the education process in general, or is contrary to law. Fontana Unified School District believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and wear clothes that are suitable for the school activities in which they participate. Students’ clothing must not present a health or safety hazard or a distraction, which would interfere with the educational process.

Dress Standards

Dress should be suitable and comfortable for normal school activities. Health and safety are guides to acceptable school attire. Undergarments are NOT TO BE SEEN outside of clothing.

- *Pants/Shorts/Culottes/Skirts/Jumpers*
Baggy shorts or pants are not acceptable. If belts are worn, they must not be more than one size too large, must be worn through the belt loops and if the belt buckle has a letter, it must be an initial of the child’s name. Walking shorts and skirts must be mid-thigh length or longer. Shorts’ length may not extend below the knee. Jogging shorts or bicycle shorts are not acceptable. Leggings and tights are acceptable only under skirts, shorts or culottes.

Dress Standards, continued

- **Shirts/Blouses**
Oversized shirts or blouses that are too long are not acceptable because it presents a safety hazard when students are playing. See-through or fishnet fabric, halter tops, bare midriff, spaghetti straps, and tank tops are not allowed. Students may not wear shirts inside out. Undergarments are not to be seen outside of clothing. Students will be required to contact parents to provide a change of clothing in these circumstances.
- **Jackets/Coats/Jerseys**
Jackets and coats, as well as all other clothing, backpacks, notebooks, etc. must not have writing or pictures that are sexually suggestive, derogatory, gang-related, or could be construed to have a “double meaning,” which advocate the use of drugs or alcohol or suggest the use of profanity. Athletic team jackets, jerseys or team t-shirts that display team logos could become disruptive to school operations and the education process and are not allowed.
- **Jewelry**
Jewelry is not allowed to be worn at school. Necklaces, bracelets (including rubber band bracelets), rings, watches with toys or noise, anklets, toe rings, dangling earrings, and any other piercing are not to be worn at school. This is a safety issue. Post earrings are allowed. Wallets with chains, straps attached to hip or wallets are prohibited.
- **Shoes**
Closed-toed shoes must be worn at all times, may be any color and should be appropriate for school activities. Thongs, backless shoes, backless sandals, sandals with open toes, bedroom slippers, moccasins, rubber/plastic shoes, *shoes with wheels*, footsies or high heels are **not** allowed.
- **Hats/Caps/Sunglasses/Scarves**
Students may NOT wear hats, caps, sunglasses, or scarves to school except during hot or cold weather to protect from the elements. All hats must be a solid color and free of logos or professional sports team insignias. They must be removed while indoors. Items must be worn properly.

PLAYGROUND RULES

1. Students should stay within designated playground boundaries during recess. The inner courtyard and garden areas of the school are out of bounds. Students should use restrooms and drinking fountains on the outside perimeter of the school, as they are not permitted in the inner courtyard.
2. Use playground equipment properly (swings, slides, monkey bars, rings, crossbars).
3. Follow game rules (tetherball, handball, basketball, soccer, etc.) Practice good sportsmanship.
4. Tackling, tag, and wrestling or rough play are not allowed.
5. Rubber balls are for bouncing and throwing only, not kicking.
6. Bouncing balls may only be used for playing handball on designated handball walls.
7. Get a drink of water or use the restroom **before** the bell signals the end of recess.
8. Food is not permitted outside of the cafeteria. Gum is not allowable at school.
9. Walk on all concrete and asphalt areas. No running allowed in these areas.
10. Show respect for people and property through language and behavior.
11. Resolve your own minor conflicts whenever possible before requesting help from the school staff. Steps to use: stop and think; talk honestly; listen and discuss; or ignore the situation.
12. Students should stop all play when the bell rings. Running, throwing or bouncing of balls, or getting drinks after the bell rings is not permitted.
13. Once a school site aide has blown the bell students should walk to their classroom line and wait silently for their teacher.
14. Two short whistle blows, indicate that an adult needs your attention.
15. Walk quietly around classroom areas.
16. Students should be mindful of disrupting other classrooms by steering clear of the buildings and only going to another teacher's classroom if prior arrangements have been made with the teacher.

PROHIBITED ITEMS

Students may NOT bring personal items to school. The school/district is not responsible for lost or damaged personal property. Students are not to bring gum, candy, sunflower seeds (or other seeds), glass items, toys, balls, iPods, mp3 players, or other electronic devices to school. These items will be confiscated by the teacher or adult employee on campus. Additionally, students should not bring excessive amounts of cash to school or any item that may cause a disruption in school activities.

Return of Confiscated Items:

- 1st Time - Item will be returned to the **student** at the end of the normal school **day**
- 2nd Time - Item will be returned to **parent** with ID at the end of the normal school **day**
- 3rd Time - Item returned to **parent** at the end of the school **year**

The following items are illegal per Education Code or school/district policy and may result in disciplinary action:

- Weapons of any kind – or any item that resembles or can be used as a weapon
- Illegal substances: tobacco, alcohol, marijuana, drugs and paraphernalia
- Over the Counter or prescription medications in student's possession
- Shocking pens, laser pointers, cigarette lighters, stink bombs and any other dangerous or explosive object
- Magazines, CDs or DVDs with pictures, drawings or language inappropriate for school activities

Use of Drug-Detection Dogs:

In an effort to keep the schools free of drugs, the district may use specially trained non-aggressive dogs to sniff and alert staff to the presence of substances prohibited by law and Board policy. The dogs may sniff the air around lockers, desks, bags, items, or vehicles on district property or at district-sponsored events. Drug-detection dogs are not allowed to directly sniff any students.

Date Elementary School General Information and Academic Expectations

At Date Elementary School we have high expectations for all students and believe if students work hard, they can be successful. In addition, we would like to provide all students at Date Elementary with the academic and social skills necessary to be successful in middle school, high school, and have the choice to go to college.

ACADEMIC HONESTY

Students are expected to demonstrate acts of honesty at all times. Teachers and staff members will support and enforce all rules of academic honesty and provide a learning environment that does not tolerate dishonesty. Any student who violates the rules of academic honesty will be subject to disciplinary action.

ANIMALS

Occasionally an animal may sneak onto the playground. Even the mildest dog may attack when children crowd about, tease, or corner it. The custodian, a school site aide or administrator should be alerted of an animal's presence as soon as possible. **When picking up students, please do not bring pets as they are not allowed on campus.**

ARRIVAL AND DEPARTURE PROCEDURES

ALL (TK – 5th grade) students who are eating breakfast may enter through the front gate each morning beginning at 7:45AM to go directly to the cafeteria. Students who are not eating breakfast may enter the campus at 7:45 and must wait to go line up at the playground. To ensure that students are adequately supervised, students should eat breakfast before heading to the playground and will not be permitted to enter the playground area until after 8:05 AM. TK and Kindergarten students who are not eating breakfast, are not to be dropped off earlier than 8:05 AM.

Morning Drop-Off

- In order to ensure the safety of our walking students, we ask that students utilize the sidewalk and the painted crosswalks when entering the campus. Please encourage your child to avoid cutting across the parking lot or parking exits.
- All vehicles are asked to enter at the south gate located near the Kindergarten playground. Buses will drop off students at the designated bus drop off zone. Before entering the gates, make sure your children have everything they need to exit the vehicle. Parents are asked to please pull all the way forward and drop off along the yellow curb along the front of the school.
- After dropping off your child, please exit from the north gate and turn right.
- Visitors' parking will be available in the lot along Oleander Avenue. 2nd floor parking is designated as staff only and the gates from this parking lot will remain locked.

Afternoon Pick-up

Transitional Kindergarten students (both AM and PM) will be escorted to their gate by their teacher at the end of their session. K through 5th grade students will be brought by their teachers to the courtyard outside the office.

ATTENDANCE

It is important that students be on time and attend school every day. If students are not able to attend school, parents must call the office. In addition, students should talk to their teacher to find out the work missed when absent from school. When students miss school, they miss out!

Absences: Please be sure your child attends school every day. However, if your child must miss school, **please call the school as early as possible at (909-357-5240) or send a dated note on the day of the child's return stating specifically the reason for the absence.** If your child must be absent for **more than five (5) days**, you should contact his/her teacher to fill out an Independent Study Contract. The teacher needs to be given **3 days' notice** to prepare the work. Upon the child's return and the successful completion of that contract (as verified by the teacher), those absences will be changed from "unexcused" to "excused" on the school records. **Continuous absences may result in a SARB (School Attendance Review Board) referral.**

Tardies: Students are expected to be in line and ready to enter their classroom at 8:10 AM, every day. Students who arrive after 8:15 (the late bell) must report to the Attendance Clerk for a tardy slip. Parents should be aware that if a student has three or more unexcused tardies in excess of thirty minutes during the school year, these tardies are classified

as a truancy and shall be reported to the Department of Child Welfare and Attendance and to the parent. Continuous tardies may result in a SARB (School Attendance Review Board) referral.

Early Dismissal: Students who leave the school before the regular dismissal time of 2:50 PM and 12:20 AM (Wednesdays) must be checked out through the office. We cannot dismiss a child early by a telephone call. Only parents/guardians are permitted to pick students up early unless an emergency contact was phoned by the school office. All individuals picking up students must present appropriate photo identification with a name matching the Emergency Card. In addition, to avoid interruptions and ensure that students receive homework and other informational materials, parents/guardians are discouraged from picking students up during the final **30 minutes** of the instructional day. Please schedule appointments outside of school hours. **Early dismissals are accounted for as tardies and may affect eligibility for attendance awards.**

AWARDS/RECOGNITIONS

Semester Awards Assembly

- Please keep in mind that not every child will be recognized at the assemblies
- Awards presented at the awards assemblies will be the same for every class. No additional classroom awards will be presented at the assembly.
- Teachers may present awards as desired in the classroom any time for whatever reasons.
- The classroom awards given at the assemblies and the criteria for the awards are listed below:

Number of Awards per Class	Category	Criteria
No Limit	Perfect Attendance	0 Absences, 0 Tardies, 0 Days left early
No Limit	Principal's Honor Roll (Grades 1 – 5)	All 4's in all domains
No Limit	Honor Roll (Grades 1 – 5)	All 3's in all domains
Two	Outstanding Academic Achievement	Given to TWO students who have shown outstanding achievement and effort in Language Arts, Mathematics, Science, Social Studies or English Language Development.
Two	Most Improved	Given to TWO student who improved overall in Behavior, Language Arts, Mathematics, Science, Social Studies or English Language Development.
Two	Citizenship Award	Given to TWO students who have exemplified excellent citizenship.

Student of the Month Awards/Dragon Assemblies

At the Dragon Assembly of each month, each classroom will honor one student as the Dragon of the Month. These students will receive a certificate and will be recognized on the school's website. Each month, students will be recognized at Dragon Assemblies by their teachers for academic achievement and/or positive behavior. Additionally, teachers in all grade levels will select a student each week for a weekly positive behavior award that will be presented to the student in class.

BICYCLE & SCOOTER PROCEDURES

Students in grades 4-5 may ride bicycles and/or scooters to school. However, all students riding a bicycle or scooter **MUST** wear a helmet. Bicycles and scooters should be locked and secured in the bike rack before the start of the school day. Bicycles and scooters are not permitted on campus. It is the student's responsibility to learn and observe all State of California traffic rules.

COMMUNICATION

Date Elementary will frequently send home flyers and important information. Please be sure to check your child's backpack on a regular basis. Additionally, Parent Square messages are periodically sent to inform families of upcoming school events. If you are not receiving these messages, please call the school to verify your home number.

CONTACTING YOUR CHILD'S TEACHER

If you wish to talk to a classroom teacher:

1. Please call when class is NOT in session. (909) 357-5240, or
2. Leave a voicemail message so the teacher can return your call, or
3. Send a note with your child to the teacher to arrange an appointment.
4. Send a message through Parent Square

Teachers will be happy to talk to you and will respond, as soon as possible, generally within 48 hours except over weekends. Teachers will not be called during class time for phone calls; calls will not be forwarded during instruction time but can be connected to the teacher's voicemail.

CLOSED CAMPUS

- To keep all children safe, only students are allowed beyond the gates before school, during school or after school. All gates surrounding the campus will remain locked throughout the day. All students will need to enter and exit the campus from the front of the school. Students are prohibited from climbing the fence for safety reasons. Students who violate this will be referred to the principal's office and will face disciplinary action.
- Adults and older siblings will not be permitted on campus unless they are approved to volunteer in a classroom or have a scheduled meeting. These individuals will need to obtain a visitor badge after signing in with our office staff and displaying photo ID. Visitors may then enter the campus through the door at the rear of the office.

DISASTER PREPAREDNESS

Safety drills for earthquakes, fires, and lockdowns are held throughout the year to assure the safety of all children. Each teacher reviews these procedures with students in order for our students to be well prepared. In the event of an actual disaster, children will be kept in protective custody at the school until they can be released to parents or guardians. The school is equipped with first aid kits that include all necessary supplies for emergencies, including water, as well as food items. Each classroom is equipped with an emergency backpack and a school evacuation map.

DISRUPTIONS TO CLASSROOM

Classroom interruptions interfere with valuable instructional time and **will not be made** to provide students with "personal messages and items." Students are responsible for checking in the office for items that are dropped off or forgotten. Your support in the protection of academic time is greatly appreciated. If contact needs to be made with a child during school hours due to an emergency, it should be communicated through the office.

FIELD TRIPS/CLASS PARTIES/SCHOOL EVENTS

Field trips, class parties (maximum of two), and school events may be scheduled during the school year. These activities are privileges and must be earned by the students. Students who fail to maintain acceptable behavior and/or academic effort may lose their privilege to participate in the activity. Any child, including siblings, not enrolled in the class may not attend class activities. Only food items that meet the FUSD wellness guidelines are allowed to be served at parties.

HOMEWORK

Homework is an important part of our education program. Homework assignment is a practice supported by the Board of Education in the Fontana Unified School District. Your child's teacher will provide information for you regarding specific homework procedures for your child. Students in K-3 may expect to do 30 minutes of homework each weeknight; students in grades 4-5 may be expected to have one hour per night of homework. Homework varies from teacher to teacher. Reading is always an important activity for students to perform at home. Parents can support students with their homework by providing a routine (set a time for homework), supplies and a designated homework space (quiet, well-lit area). Parents are also encouraged to check homework each night and make sure that students return their homework to school each day.

ILLNESS/ACCIDENTS

If your child should become ill or have an accident at school, you will be contacted to come and take him/her home. It is very important that we have **ALL** phone numbers where parents can be reached in case of an emergency. Therefore, we require Emergency Cards be filled out completely, including cell phone and pager numbers. We must also have the names and phone numbers of people we may contact if you cannot be reached.

IF ANY EMERGENCY CONTACT INFORMATION CHANGES DURING THE YEAR, PLEASE NOTIFY YOUR CHILD’S TEACHER OR THE SCHOOL OFFICE. THIS WILL HELP US ENSURE THE SAFETY OF YOUR CHILD.

INTERNET USE

All Fontana Unified School District students and parents must sign a Student Internet Acceptable Use Policy **before** students are allowed to use school Internet services. Child safety is a critical concern for Internet consideration. As part of the Fontana Unified School District, both students and parents need to understand the nature of the Internet and its available services. The rules and guidelines set forth are to ensure the safety of all students wishing to use the Internet. A copy of this policy will be sent home by your child’s teacher.

INTERNET RESOURCES

Date is dedicated to providing a 21st century learning environment for every child. Instruction and assessment practices at Date will require the use of web-based programs. We highly encourage you to take advantage of using programs such as Lexia, Imagine Learning, and Moby Max at home each night. You may access these programs through the students’ Classlink account.

LIBRARY

The Library will be opened from 7:30 AM to 3:30 PM each day. Students are responsible for all text and library books checked out to them. Parents and students are responsible for the cost to fix or replace damaged or lost materials.

MEDICATIONS AT SCHOOL

Any prescription or non-prescription medicine to be administered at school must include a Medication Consent form kept on file in the Nurse’s Office. Please pick up this form from the school office before your doctor’s appointment.

PARENT TEACHER ASSOCIATION (PTA)

PTA plays an essential role in our school’s program and each parent/guardian should be a member. Our PTA serves as school volunteers in a variety of areas. Membership is only \$6 per parent and helps to support all of the events at our school. These activities include coordinating fund-raising activities to support student field trips, awards, supplemental instructional materials, and major school enhancements.

PARENT PARTICIPATION

Parents are encouraged to volunteer and become involved in school functions. This has a positive effect on your child’s academic success and shows support and interest in the educational program. Parents are welcome to join the Parent Teacher Association (PTA), the School Site Council (SSC), Project Inspire, or the English Learner Advisory Committee (ELAC). These parent groups meet on different afternoons once a month. Parents are encouraged to participate in or attend: Back-to-School Night, Assemblies, Parent-Teacher Conferences, Coffee with the Principal, Classroom Programs, School Events, Family Nights and Classroom Visits.

REPORTING STUDENT PROGRESS

- Individual parent conferences are held once each school year. Conferences provide parents and teachers with an opportunity to discuss each child as an individual. Through a free exchange of information and ideas the school becomes more effective in planning and carrying out programs that meet each child’s individual needs. Either the teacher or parents may initiate additional conferences. Parents are encouraged to make communication a two-way process. Contact the school and make appointments for conferences whenever you deem it necessary.
- Report cards will be provided at the end of each semester. Fontana Unified School District uses a standards-based reporting system at the elementary grades. You will receive important information regarding your child’s progress on identified Common Core State Standards. Report cards will be mailed home to the address on school file.
- Progress reports are provided at the end of each quarter for all students. This report is to inform parents of student progress towards identified Common Core State Standards within a given semester. Progress reports will be mailed home to the address on school file.

TAKE 5

Students and parents should take five minutes every day to discuss the day at school. Some guiding questions include:

1. What is your student goal?
2. What did you do today to help achieve your student goal?
3. How did you make character count today?
4. What can you do tomorrow to conduct yourself as a Date student?
5. Parents, encourage your child in a very specific and genuine way.

VOLUNTEERS AND VISITORS

We are always pleased to welcome visitors to Date Elementary. We are proud of our school, and eager to have you visit us. The following guidelines have been prepared to ensure a positive experience when volunteering or visiting.

1. Please sign in and out at the office anytime you are on campus and obtain a Volunteer or Visitor badge to wear.
2. Please be prepared to present proper photo identification when you arrive in the office.
3. Please avoid questions or discussions about your individual child to teachers while volunteering or visiting the classroom. This is not an appropriate time to conduct a conference.
4. The use of profanity at school is inappropriate and unacceptable.
5. Please refrain from making negative comments about students, staff or other volunteers. If concerns should arise, please discuss the matter with the staff involved. If you are unable to reach a positive resolution, please make an appointment with the principal.
6. Small children are not allowed to accompany parents volunteering in the classroom.

PBIS- Positive Behavior Intervention and Support

Date Elementary is proud to be a Platinum Award winner for our effective schoolwide implementation focused on rewarding positive behavior and addressing challenging behavior in a more comprehensive manner. For the 2023-24 school year, Date Elementary is implementing Tier I, Tier II and Tier III strategies for our student population. Our schoolwide expectations are to be respectful, responsible, and engaged. As part of our Tier II and III implementation, parents, staff, and students will be able to request additional support with social/emotional issues. If you have any questions, you may contact the office or our PBIS coach, Francisco Deserio.

Fontana USD

Administrative Regulation

Title IX Sexual Harassment Complaint Procedures

AR 5145.71

Students

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

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

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

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

Reporting Allegations/Filing a Formal Complaint

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

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

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

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

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

Supportive Measures

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

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

Emergency Removal from School

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

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

Dismissal of Complaint

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

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

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

Informal Resolution Process

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

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

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Written Notice

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

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

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

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

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

Investigation Procedures

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

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

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

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

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

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do no conflict with the Title IX requirements.

Written Decision

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

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

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

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

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

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

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

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process

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

Appeals

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

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

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

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

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

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

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

Remedies

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

Corrective/Disciplinary Actions

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

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

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

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

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

Record-Keeping

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

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

Policy Reference Disclaimer:

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

State

5 CCR 4600-4670

Description

Uniform complaint procedures

5 CCR 4900-4965

Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Civ. Code 51.9	Liability for sexual harassment; business, service and professional relationships
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 200-262.4	Prohibition of discrimination on the basis of sex
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48900.2	Additional grounds for suspension or expulsion; sexual harassment
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 12950.1	Sexual harassment training
Federal	Description
20 USC 1092	Definition of sexual assault
20 USC 1221	Application of laws
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 99.1-99.67	Family Educational Rights and Privacy
34 USC 12291	Definition of dating violence, domestic violence, and stalking
42 USC 1983	Civil action for deprivation of rights
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
Management Resources	Description
Court Decision	Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Court Decision	Doe v. Petaluma City School District, (1995, 9 th Cir.) 54 F.3d 1447
Court Decision	Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Court Decision	Oona by Kate S. v. McCaffrey, (1998, 9 th cir.) 143 F.3d 473
Court Decision	Reese v. Jefferson School District, (2001, 9 th Cir.) 208 F.3d 736
Court Decision	Donovan v. Poway Unified School District, (2008) 167 Cal.App.4 th 567
Court Decision	Flores v. Morgan Hill Unified School District, (2003, 9 th Cir.) 324 F.3d 1130

CSBA Publication	Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Federal Register	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579
U.S. DOE, Office of Civil Rights Publication	Sexual Harassment: It's Not Academic, September 2008
U.S. DOE, Office of Civil Rights Publication	Q&A on Campus Sexual Misconduct, September 2007
U.S. DOE, Office of Civil Rights Publication	Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
U.S. DOE, Office of Civil Rights Publication	Dear Colleague Letter: Title IX Coordinators, April 2015
U.S. DOE, Office for Civil Rights Publication	Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Website	California Department of Education
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	Description
0410	Nondiscrimination in District Programs And Activities
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E PDF(1)	uniform Complaint Procedures
1312.3-E PDF(2)	Uniform Complaint Procedures
1313	Civility
3552	Summer Meal Program
3580	District Records
3580	District Records
4117.7	Employment Status Reports
4118	Dismissal/Suspension/Disciplinary Action

4118	Dismissal/Suspension/Disciplinary Action
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4131	Staff Development
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4317.7	Employment Status Reports
4319.11	Sexual Harassment
4319.11	Sexual Harassment
5030	Student Wellness
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6159	Individualized Education Program

6159	Individualized Education Program
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504

Policy 5145.7: Sexual Harassment

Status: ADOPTED

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

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

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

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

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

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of 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 revisión: 21/10/2020 | Fecha de última revisión: 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 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.



FONTANA UNIFIED SCHOOL DISTRICT

Legal Notice for Pupils and Parents/Guardians

Bullying and Harassment



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

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

REPORT IT



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

INVESTIGATION

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



TRANSFER REQUEST

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

Rev. 11/5/2015



Fontana Unified School District

Every Student Successful | Engaging Schools | Empowered Communities

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

Nondiscrimination Statement

The Fontana Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on a person's actual or perceived ancestry, color, disability, race, ethnicity, religion, gender, gender expression, gender identity, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer: Craig Baker, Associate Superintendent, Student Services at 9680 Citrus Avenue, Fontana CA 92335 (909) 357-5000 extension 29194 TitleIX@fusd.net; Title IX Coordinator: Caroline Labonte, Director, Certificated Human Resources, at 9680 Citrus Avenue, Fontana CA 92335 (909) 357-5000 extension 29045 TitleIX@fusd.net; and 504 Coordinator: Lauri Martin, Director, Online Learning and Alternative Programs, at 9680 Citrus Avenue, Fontana, CA 92335 (909) 357-5000, extension 29077 504Coordinator@fusd.net.

El Distrito Escolar Unificado de Fontana prohíbe la discriminación, la intimidación, el acoso (incluyendo el acoso sexual) o acoso escolar basado en lo actual o percibido de una persona como; la ascendencia, el color, la discapacidad, la raza, la etnia, la religión, el género, la expresión de género, la identidad de género, el estado migratorio, el origen nacional, el sexo, la orientación sexual o la asociación con una persona o grupo con una o más de estas características reales o percibidas. Para preguntas o quejas, comuníquese con el Oficial de Cumplimiento de Equidad: Craig Baker, Superintendente Asociado de Servicios Estudiantiles en 9680 Citrus Avenue, Fontana CA 92335, (909) 357-5000, EXT 29194, TitleIX@fusd.net y la Coordinadora del Título IX: Caroline Labonté, Directora de Recursos Humanos Certificados, en 9680 Citrus Avenue, Fontana CA 92335, (909) 357-5000, EXT 29045, TitleIX@fusd.net; y Coordinador de la Sección 504: Lauri Martin, Directora, Programas en Línea y Alternativos, en 9680 Citrus Avenue, Fontana, CA 92335 (909) 357-5000, extensión 504Coordinator@fusd.net.

BOARD OF EDUCATION

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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.
- Section 504 21/22
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

Sección 504-1 21/22

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.

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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 CFR 104.36.

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



FONTANA UNIFIED SCHOOL DISTRICT

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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
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified 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, or that receives or benefits from, any state financial assistance
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
- Every Student Succeeds Act
- Local Control and Accountability (LCAP)
- Migrant Education
- Physical Education Instructional Materials
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- 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.



DISTRITO ESCOLAR UNIFICADO DE FONTANA

Éxito para cada estudiante | Escuelas atractivas | Comunidades empoderadas

LOS PROCEDIMIENTOS UNIFORMES DE QUEJAS (UCP) AVISO ANUAL 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 licencias

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
Superintendente Asociado, Servicios Estudiantiles
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000, ext. 29194
TITLEIX@fUSD.net

Oficina de Título IX
Director, Recursos Humanos Certificados
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000, ext. 29194
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.

Fontana Unified School District

Every Student Successful | Engaging Schools | Empowered Communities

9680 Citrus Avenue • P. O. Box 5090 • Fontana • California 92334-5090 • (909) 357-7600 • www.fusd.net

Dear Parents/Guardians:

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

1. The type of state credential or license that the teacher holds. Some teachers will have a credential in a particular subject area, such as English or mathematics, and others will have a multiple subject credential, which allows them to teach a variety of subjects, such as in elementary schools.
2. The education level and subject area of the teacher's college degree(s). All teachers have a bachelor's degree, and many teachers have graduate degrees beyond the bachelor's, such as a masters or doctoral degree.

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

If you would like this information, please contact the school office at **909-357-5240**.

Sincerely,

Mr. Robert Soriano

Principal

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				

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						

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						

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						

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					

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						

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						

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						

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					

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						

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						

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					

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, 2023

	SCHOOL DAYS
	WEEKENDS/VACATIONS
	HOLIDAYS (NO SCHOOL)

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

	MEMBER DIRECTED DAY (Non-Student Attendance Day)
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*****Please remove, sign and return to your child's teacher.*****

Date Elementary School
2023-2024

ACKNOWLEDGEMENT OF RECEIPT OF SCHOOL HANDBOOK

Teacher's Name _____ Grade _____

Student's Name _____

I hereby acknowledge receipt of the Date Elementary School Parent-Student Handbook. I have received and reviewed the handbook with my child and understand the rules and directions outlined.

Parent/Guardian Signature

Date

*****Please remove, sign and return to your child's teacher.*****