



**STUDENT
HANDBOOK**

2025-2026



Summit High School

15551 Summit Avenue • Fontana, CA 92336
 (909) 357-5950 • Summithigh.fusd.net

Summit High School Administration

Dr. John Richmond- *Principal*
 Ryan Augustine- *Assistant Principal*
 Stephanie Lopez- *Assistant Principal*
 Dr. Veronica Pierce- *Assistant Principal*
 Mr. Brandon Thomas- *Assistant Principal*
 Peter Snyder- *Athletic Director*
 Jesse Cerda- *ASB Director*

Counselors

Annette Avila Parker (Cas-Gh)
 Denise Benning (Gi-Li)
 Erendira Ciprian (A-Car)
 Cristal Gonzalez-Torres (Lo-N)
 Melia Kiggins (AVID Wi-Z)
 Diana Luistro (O-Sae)
 Albert Murillo (Sah-Wh)

BELL SCHEDULES 2025 - 2026

| Regular Day Bell schedule | | Rally Bell schedule | |
|---------------------------|---------------|---------------------|---------------|
| Period 0 | 7:26 - 8:24 | Period 0 | 7:30 - 8:20 |
| Period 1 | 8:30 - 9:28 | Period 1 | 8:30 - 9:26 |
| Period 2 | 9:34 - 10:39 | Period 2 | 9:32 - 10:19 |
| Period 3 | 10:45 - 11:43 | Period 3 | 10:25 - 11:11 |
| "A" Lunch | 11:43 - 12:18 | "A" Lunch | 11:11 - 11:46 |
| Period 4 "A" | 11:49 - 12:47 | Period 4 "A" | 11:17 - 12:03 |
| "B" Lunch | 12:47 - 1:22 | "B" Lunch | 12:03 - 12:38 |
| Period 4 "B" | 12:24 - 1:22 | Period 4 "B" | 11:52 - 12:38 |
| Period 5 | 1:28 - 2:26 | Period 5 | 12:44 - 2:40 |
| Period 6 | 2:32 - 3:30 | (RALLY BLOCK) | |
| | | Period 6 | 2:46 - 3:30 |

| Minimum Day Bell Schedule | |
|---------------------------|---------------|
| Period 0 | 7:39 - 8:24 |
| Period 1 | 8:30 - 9:15 |
| Period 2 | 9:21 - 10:06 |
| Period 3 | 10:12 - 10:57 |
| Period 4 | 11:03 - 11:48 |
| "A" Lunch | 11:48 - 12:18 |
| Period 5 "A" | 11:54 - 12:39 |
| "B" Lunch | 12:39 - 1:09 |
| Period 5 "B" | 12:24 - 1:09 |
| Period 6 | 1:15 - 2:00 |

HOLIDAYS/NO SCHOOL

| | |
|-----------------------------|------------------|
| Labor Day | Sept. 1 |
| Veterans Day | Nov. 11 |
| Fall Break | Nov. 24-28 |
| Winter Break | Dec. 22 - Jan. 9 |
| Martin Luther King, Jr. Day | Jan. 19 |
| Lincoln's Day | Feb. 9 |
| President's Day | Feb. 16 |
| Spring Break | Mar. 23-27 |
| Memorial Day | May 25 |



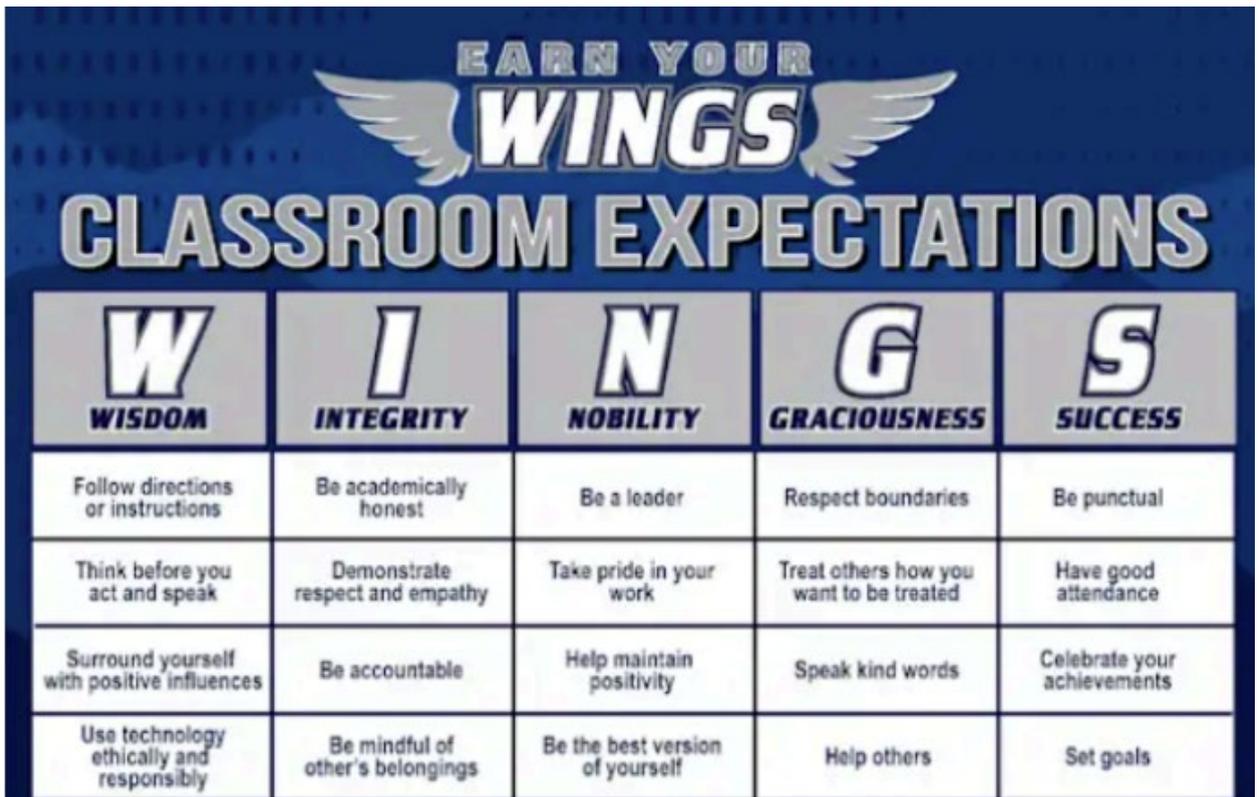
GRADING PERIODS

| | |
|---------------------|-------------------|
| End of 1st Quarter | October 10, 2025 |
| End of 1st Semester | December 19, 2025 |
| End of 3rd Quarter | March 20, 2026 |
| End of 2nd Semester | May 28, 2026 |

Check out our website:
Summithigh.fusd.net
 for the most up-to-date information

Summit Skyhawk W.I.N.G.S

At Summit High School W.I.N.G.S. describe Summit's guiding principles for expectations of student behavior. We encourage all students to follow the principals put forward through wings so those who exemplify and demonstrate the behavior described in W.I.N.G.S will be rewarded through the 5 Star Reward system.



The graphic features a dark blue background with a grid of stars. At the top, the text "EARN YOUR WINGS" is written in a bold, white, sans-serif font. The word "WINGS" is significantly larger and has white wings extending from its left and right sides. Below this, the words "CLASSROOM EXPECTATIONS" are written in a large, bold, white, sans-serif font. Underneath the text is a table with five columns and four rows. Each column is headed by a large white letter: W, I, N, G, and S. Below each letter is its corresponding word in a smaller, bold, white, sans-serif font: WISDOM, INTEGRITY, NOBILITY, GRACIOUSNESS, and SUCCESS. The table cells contain specific behavioral expectations for each category.

| W WISDOM | I INTEGRITY | N NOBILITY | G GRACIOUSNESS | S SUCCESS |
|--|----------------------------------|---------------------------------|---|-----------------------------|
| Follow directions or instructions | Be academically honest | Be a leader | Respect boundaries | Be punctual |
| Think before you act and speak | Demonstrate respect and empathy | Take pride in your work | Treat others how you want to be treated | Have good attendance |
| Surround yourself with positive influences | Be accountable | Help maintain positivity | Speak kind words | Celebrate your achievements |
| Use technology ethically and responsibly | Be mindful of other's belongings | Be the best version of yourself | Help others | Set goals |

Summit High School Rules & Regulations:

- 1. Closed Campus:** Students may not leave campus during the school day. Please refer to information listed under ATTENDANCE if it is necessary to leave campus for any reason. During lunch, students are to remain within the designated lunch area, which excludes the second story classrooms, athletic fields, and parking lots. Students may not accept any items from visitors at the gates! Books or student materials must be delivered through the main office by primary guardians only.
- 2. Loitering Ordinance:** Municipal ordinance 15-16 of the Fontana City Code is currently in effect. It provides that it will be illegal for juveniles to loiter, wander, or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, public eating establishments, vacant lots, or any unsupervised place between 8:30 AM and 3:30 PM. on school days unless accompanied by a parent or guardian. Juveniles who violate this ordinance will be given a citation to appear in juvenile court with a parent or guardian. Penalties can include fines and/or community service and suspension of the juvenile's driving privilege. The campuses of other schools inside or outside of FUSD during the regular school day are off limits to Summit High School students.
- 3. Fighting and/or battery,** whether provoked or unprovoked, are not permitted on or around the campus under P.C. 415 and E.C. 48900a1. This includes but is not limited to fighting or challenging another individual to a fight, maliciously and willfully disturbing a person by loud and unreasonable noise, or using offensive words which are inherently likely to provoke an immediate and violent reaction. Consequences for violation of this rule will include suspension, citation by school police, and may include a recommendation for expulsion.
- 4. Possession, use, or sale of drugs/illegal substances,** alcohol, vape pens, all weapons (including pocket knives, no matter how small), or facsimiles thereof are not permitted on or off the school campus by students during the school day or while they are on their way to or from school. Consequences will include suspension, due process hearing, and possible recommendation for expulsion under E.C.48900c.
- 5. Verbally abusive language** toward students or staff is not permitted nor is defiance directed toward staff members.
- 6. Possession or use of tobacco** or e-cigarettes or vape pens, is not permitted on campus during the day or at school activities. This includes any school sponsored off campus activities also.
- 7. Markers, paint pens, aerosol paints,** etc. are not to be brought to school. Any student who is in possession of aerosol paint containers or permanent markers with the intent to commit vandalism is guilty of a misdemeanor. Art supplies should be turned in to the student's art teacher.
- 8. Any items deemed to be a safety hazard** to other students or disruptive to other students or disruptive to the educational process will be taken from students and parents/guardians will be notified. Items such as mace, pepper spray, aerosol products, squirt guns, soakers, poppers, water balloons, chains, dice, and playing cards must not be brought on campus. Doing so will result in appropriate disciplinary action. FUSD is not responsible for replacement of or reimbursement for any confiscated items.
- 9. Students are not permitted to ride bicycles, mopeds, motorcycles, roller-skates/blades, skateboards or scooters,** on campus at any time.
- 10. Appropriate attire,** as dictated by the Health Code and the Dress Code Policy, must be worn by students while on campus and in class.
- 11. Student visitors or guests are not allowed on campus during the regular school day.** Adults who comply with the Fontana Unified School District policies are welcome on campus. They must secure permission from an administrator to visit classes or activities on campus at least 24 hours of advance. Parents who wish to attend classes with their son/daughter are invited to make arrangements through the Administration or Guidance Office. Please give us the courtesy of allowing staff at least 24 hours of advance notice.

BYOT (Bring Your Own Technology)

Agreement Form and Protocol for the use of Technology at Summit High School

Teachers, administrators and FUSD recognizes that technology is an integral part of everyday life for everyone. To facilitate the changes that technology presents, students at Summit High School may now bring their own electronic device to school for instructional purposes only.

Security and Damages

Responsibility to keep all electronic devices and supporting equipment secured rests with the individual owner. Teachers, Staff and FUSD are not liable for, and do not assume responsibility for lost, stolen or damaged electronic devices (BYOT) and supporting equipment brought to school by students.

Student Agreement

The use of technology to provide educational material is not a necessity but a privilege. A student does not have the right to use any personal electronic device and supporting equipment during class, unless allowed and directed by the teacher. When abused, privileges will be revoked and electronic devices and supporting equipment will be confiscated.

Students and parents/guardians participating in BYOT must adhere to all School Board policies and Summit High School policies. In addition, all BYOT:

ELECTRONIC DEVICE POLICY
POLÍTICA DE DISPOSITIVOS ELECTRÓNICOS

ELECTRONIC DEVICE POLICY

SUMMIT HIGH SCHOOL STUDENTS MAY ONLY USE THEIR ELECTRONIC DEVICES OUTSIDE OF CLASSROOM SETTING SUCH AS BEFORE OR AFTER SCHOOL, PASSING PERIODS, LUNCH, IN COMPLIANCE WITH LAW. STUDENTS MAY NOT USE THEIR ELECTRONIC DEVICE DURING INSTRUCTIONAL TIME WITHOUT TEACHER PERMISSION.

POLÍTICA DE DISPOSITIVOS ELECTRÓNICOS

LOS ESTUDIANTES DE SUMMIT HIGH SCHOOL SOLO PUEDEN USAR SUS DISPOSITIVOS ELECTRÓNICOS FUERA DEL SALÓN DE CLASES, COMO ANTES O DESPUÉS DE LA ESCUELA, LOS PERÍODOS DE PASE, EL ALMUERZO, DE CONFORMIDAD CON LA LEY. LOS ESTUDIANTES NO PUEDEN USAR SU DISPOSITIVO ELECTRÓNICO DURANTE EL TIEMPO DE INSTRUCCIÓN SIN EL PERMISO DEL MAESTRO.

SKYHAWKS

1st offense: Review the electronic device policy. Student is escorted to administrator, who confiscates the device for the remainder of the period. Guardian is contacted.

2nd Offense. Same as first offense, but the device is confiscated for the remainder of the day and the parent/guardian is contacted.

3rd/ Repeated offense: Same as previous offense, but the device must be picked up by the parent/ guardian.

1ª ofensa: Revise la política de dispositivos electrónicos. El estudiante es escoltado al administrador, quien confisca el dispositivo por el resto del período. Se contacta con el guardián.

2ª Ofensa. Igual que la primera ofensa, pero el dispositivo se confisca por el resto del día y se contacta al padre/tutor.

3º/ Ofensa repetida: Igual que la ofensa anterior, pero el dispositivo debe ser recogido por el padre/tutor.

Summit High School Comprehensive Attendance Policy

Attendance Policy:

At Summit High School, we uphold the value that consistent attendance is key to academic success and personal growth. Good attendance is probably the most important single factor in school success. Most of the students who get poor grades or fail classes also have poor school attendance. Good learning and high achievement begins with good attendance. Make it a high priority in your family for your son/daughter to be in school and on time every day!

Excused Absences:

The following absences are considered excused under state law:

- Illness
- Medical or dental appointments
- Funeral of an immediate family member
- Quarantine of the home
- Other emergencies as approved by the principal

Reporting Absences:

Parent/Guardian may call the Attendance Office 24 hours a day, 7 days a week. A 24-hour answering machine will record your message.

Please speak slowly and give the following required information:

- Student's first and last name and grade
- Date of the absence
- Reason for the absence
- Parent name and phone number

If you cannot call, a note may be sent with the student who should take it to the attendance office the day he/she returns to school. A note should contain the same information listed above. **Absences MUST be cleared within three (3) days or it will be considered a truancy.**

Don't be truant! The consequence for habitual truancy includes a Saturday School Assignment and can include a citation by police under Fontana City Code 16-15. Students cited under this ordinance will have to appear in juvenile court with a parent/guardian and may be subjected to a fine. Truancy means not being in your assigned class. Being out on campus without a pass, off campus, or leaving class without permission are examples of truancy.

Unexcused Absences and Truancy:

Unexcused absences, also known as trancies, occur when a student is absent without a valid reason.

Truancy means if a student is more than 30 minutes tardy or misses a class entirely either on purpose or by accident. Examples include:

- Skipping class
- Leaving campus without permission
- Failure to clear Period or daily absences within the specified time frame

Consequences for Truancy:

- First Offense: Warning and parent/guardian notification
- Second Offense: Detention and parent/guardian meeting
- Third Offense: Saturday School Assignment and Entry into the SART Protocol which can lead to Guardian Citation

Tardy Policy:

A student is considered tardy if they are not in their assigned classroom when the bell rings. Excessive tardies will be addressed as follows:

- 1-4 Tardies: Verbal warning/Teacher Notify Parent after 3rd tardy.
- 5 Tardies: Lunch Reflection assignment and Admin Call Home
- 6-9 Teacher in class consequence
- Each additional 5 tardies, Lunch Reflection Assignment
- 10+ Tardies: Parent/Guardian meeting and Saturday School Assignment/possible No Fly List Assignment and/or Check in/Check out Form assignment.

Excusing Tardies:

Parents/Guardians must excuse a tardy by providing a written note or phone call to the Attendance Office stating the reason for the tardy. Excused tardies include:

- Medical or dental appointments
- Traffic accidents
- Other emergencies as approved by the principal

Summit Admin Site Tardy Accountability System

The Summit Tardy Accountability System is designed to effectively account for all students who are tardy and open lines of communication with their Parents and Guardians to ensure effective attendance practices and elevate student outcomes.

- Summit Admin will run a weekly report for all students who are tardy more than 15 times in all classes.
- Parents will be notified when students' names come up in the report
- Students will be assigned lunch reflection if they demonstrate habitual tardiness as reported through the Accountability System.

UN-CLEARED ABSENCES BECOME A TRUANCY UNDER STATE LAW!

Change of Address or Telephone Number: Please keep your administrator informed of any change in name, address, home phone number, work number, or emergency numbers throughout the year. (Ed. Code 49408)

SOAR Saturday School:

Students must make up absences by attending Soar Saturday School. If Student gains 3 or more absences student must attend Saturday School to make up their Daily Absence. Students **can not** make up Period absences at SOAR Saturday School only full-day absences.

PBIS (Positive Behavioral Interventions and Supports):

Summit High School employs PBIS to encourage positive attendance behavior. We emphasize the following:

- Clear expectations for attendance and punctuality
- Consistent acknowledgment and praise for good attendance
- Support for students struggling with attendance issues

Perfect Attendance Spells Success Program:

Fontana Unified School District has promoted perfect school attendance through the P.A.S.S. program for thirteen years. In this program, students who have perfect attendance all year and maintained a 2.8 grade point average are entered into a raffle where prizes are Big Screen T.V.s, Scholarships, Ipads, Gift Cards, and even a brand new Car!

Incentives for Good Attendance (5 Star System):

To motivate students to maintain good attendance, we utilize the 5 Star System, where students earn points for consistent attendance. These points can be redeemed for rewards such as:

- School merchandise
- Special privileges
- Recognition at school assemblies

Communication and Notification:

The Attendance and Outreach Office will make courtesy calls to inform parents/guardians of absences and tardies. It is the responsibility of parents/guardians and students to ensure accurate contact information is on file with the school.

Consequences for Poor Attendance Practices:

Students with excessive absences or tardies may face the following consequences:

- Loss of privileges to participate in extracurricular activities such as sports, dances, and other school events and Senior Activities.
- Referral to the school's attendance review team
- Required attendance in Saturday School or other intervention programs
- Referral to Lunch Reflections
- Assignment to Check In/Check out Form.

Early Student Release:

Summit Students can only be released early from school when their parent or guardian physically comes to check them out through the attendance office. Students will **not** be released early within 15 minutes of normal dismissal.

Out of Class Activities/Field Trips:

Prior to student participation in during class activities, all students must complete activity checklist ensuring that all classes that will be missed are approved by those teachers, and students must maintain a C or better in each class to be able to participate in the activity or field trip.

*****Every Day Counts!*****

By prioritizing school attendance, you support your child's academic success and well-being. We appreciate your partnership in promoting a positive and productive learning environment at Summit High School.

Summit Campus Arrival Food Policy:

To maintain a focused and orderly learning environment, we are implementing an **updated food and drink policy** regarding student arrivals:

- **Students arriving after 8:30 AM** will **not** be allowed to bring outside food or beverages onto campus.
- **Students arriving before 8:30 AM** may bring items such as Starbucks or Coffee Bean; however, **teachers may set their own classroom policies** regarding drinks.
- Any **confiscated food or beverages** will be held in the **office until the end of the school day.**

Rationale for the Policy:

This policy aims to:

- ✔ **Minimize disruptions** caused by students arriving late with food.
- ✔ **Encourage punctuality** by reducing incentives for late arrivals.
- ✔ **Support classroom management** by allowing teachers autonomy over drink policies.
- ✔ **Maintain campus cleanliness** by reducing spills and food waste in classrooms and hallways.

Dress Code Policy

1. Clothing must cover, Conceal Undergarments
2. Clothing must cover, conceal private body parts and midriff
3. Clothing, Backpacks and Accessories must be free of Images and content that displays/promotes sex, drugs, violence, alcohol, tobacco use, firearms or gang related Images.
4. Clothing must not hinder safety and may not be of such an appearance that it is disruptive to the educational process.
[See Student Dress Code and Policy section.]

Safety First at SHS:

Pedestrian loading zones are located off of Summit Avenue and Lytle Creek Road. Students are reminded to use crosswalks when crossing the streets. Parents are asked to use extreme caution and observe all traffic and safety signs posted. All vehicles are to yield right-of-way to buses as they enter and exit the student loading zones in the North parking lot. Parents are not to drop off or pick up students in the bus loading zone. We recommend that students meet their rides on Lytle Creek Road or Knox Avenue to avoid the congested bus areas.

Emergency drills are conducted during the school year. Practice drills are taken seriously so that everyone will be prepared should a real emergency occur. Procedures and instructions are reviewed annually, and staff members will teach them to students. Diagrams are posted in each classroom.

Administration Office:

The main office in the administration building is open from 7:30 AM to 4:30 PM daily. Parents and students who have questions or need assistance should call their desired person using the proper five-digit extension or choose option 5 on the automated telephone system to search by last name. Messages will be delivered to students in classrooms only in cases of genuine emergency. Only those persons listed on the student emergency form will be allowed to contact students on campus, this includes dropping off any items. Be sure to keep this information up-to-date. **Office Personnel are unable to accept deliveries of gifts, flowers, or balloons for students at school because of the interruption of the educational process and limited clerical resources.** All items delivered to students must be checked in at the main office; no passing items through the gates. Parents must wait until passing periods to deliver items to students. Staff will not accept items on behalf of students. **Only primary guardians are permitted to drop of items to students at Summit H.S.**

Parent Involvement Policy:

Summit staff is committed to helping all students succeed in all areas of student life. Available for students are dedicated teachers, administrators, and support staff to ensure student guidance in their endeavor to graduate. We encourage parent participation as part of that student support. Please visit our school website at www.fusd.net/summit for the complete Summit Parent Involvement Policy.

Disaster Plan:

QUICK REFERENCE FOR STUDENTS ESSENTIALS

EXCEPTIONS TO NORMAL SCHOOL PLAN

IF THE DISASTER WERE TO OCCUR:

- DON'T PANIC!!! Help others around you stay CALM.
 - Stay with your class at all times. Students are not allowed to wander or visit others.
 - When a disaster strikes, an alarm sounds. The alarm is a continuous varying tone, approximately 90 seconds in length.
 - A plan for vacating the rooms is posted in a conspicuous place in every room.
 - **BE PREPARED.**
1. **BEFORE SCHOOL** – Staff and students would report to the evacuation area and find the Academic Area where they would normally have their FIRST PERIOD class or assigned work area.
 2. **AFTER SCHOOL** – Staff and students would report to the evacuation area and find the Academic Area where they would normally have their SIXTH PERIOD class or assigned work area.
 3. **DURING LUNCH** – Staff and students would report to the evacuation area and find the Academic Area where they would normally have their FOURTH PERIOD class or assigned work area.
 4. **DURING PASSING PERIOD** – Staff and students would report to the evacuation area and find the Academic Area where they would normally have their NEXT ATTENDED PERIOD or work area. If a teacher does not have a scheduled class, they should report to the Command Center.

Lockdown Procedures – What You the Student, Should Expect:

In the event of a lockdown, follow these procedures to ensure your safety:

- If you are outside when a lockdown is called, quickly move inside the nearest classroom or safe space.
- Your teacher will lock the doors and may use furniture to barricade them for extra security.
- Blinds will be closed, and all lights and screens will be turned off.
- Once the lockdown begins, no one will be allowed in or out of the room.
- You will be instructed to take cover, remain silent, and silence all devices.
- Stay away from windows and out of sight. If necessary, sit on the floor against a wall.
- Remain in place until an official "all clear" announcement is made.
- Participation in lockdown drills is mandatory to ensure everyone knows how to respond in an emergency.
- Your cooperation is essential in keeping everyone safe.

Nurse/Health Services:

The Health Office is located in the Administration Building and is open from 8:30 AM to 3:30 PM daily. A health assistant is available each day of the week with a credentialed nurse assigned to the campus. This valuable resource should not be abused. Health Office personnel assist with daily health problems, medicine dispensing, and vision/hearing testing. Students who are ill or injured must obtain a PASS from the teacher to visit the Health Office and are expected to respect the valid authority of the nurse and health assistant at all times.

It is important to always update your phone numbers and emergency contact numbers. School Board policy states that we can only call numbers that the parent / guardian authorizes us to call. No verbal numbers can be taken from students.

No visits to the Health Office during passing periods! Go to your next class and get a pass!

According to the California Education Code 11753.1, pupils required to take medication during the regular school day, as prescribed for them by a physician, may be assisted by the school nurse or other designated personnel, if the school

district receives (1) a written statement from such physician detailing method, amount, and time schedule by which such medication is to be taken, and (2) a written statement from the parent/guardian of the pupil indicating the desire that the school district assist the pupil in the matters set forth in the physician's statement.

Summit High School requires certain information when a student must take medication at school, including an inhaler: Medication must be brought in a container with the student's name, physician's name, the name of the medication, dosage, and time to be administered clearly labeled. The same directions apply for over-the-counter medications such as aspirin, Tylenol, and Midol.

Students must not carry any medication in their purses or on their person. Students should not offer their medication (even aspirin) to another student at any time. Students who feel that they need medication must come to the Health Office where the school nurse or health assistant will assist them in reaching a parent or guardian.

Students who exhibit the following symptoms or conditions will be referred to the Health Office and may be excluded from school until cleared to return by the Health Office and/or a physician:

- Rashes (e.g., impetigo, ringworm of the scalp, rubeola, rubella, contact dermatitis)
- Pediculosis (head lice)
- Conjunctivitis (pink eye or red, itchy, watery eyes)
- Fever over 100 degrees, and/or other infectious diseases

When you are sick or have flu symptoms stay home, get plenty of rest, and check with a health care provider as needed. The school may need a doctor's note to excuse an absence of three days or more. Stop the spread of germs at school. Illnesses like the flu (influenza) and colds are caused by viruses that infect the nose, throat, and lungs. The flu and colds spread from person to person when an infected person coughs or sneezes. Practice good health habits like covering your cough and nose when you sneeze. Wash your hands often and avoid touching your eyes, nose, or mouth.

Insurance:

The FUSD does not provide medical, accident, or dental insurances for pupils injured on school premises or through school activities. However, the district is making available for students a low cost medical/dental accident insurance program. Parents can visit the FUSD District Office, Noelia Mendoza ext. 29319, to obtain a detailed brochure/application, or you may obtain one online at www.pein-surance.com (click on Products, then Student Insurance). Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance and covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance of other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in low cost local, state, or Federal sponsored health insurance programs. Information about these programs may be obtained by calling the Healthy Families and Medical Programs Information line at 1-800-880-5305.

ASB/Student Activities:

Your Associated Student Body officers welcome you to Summit High School. Their goal is to make school more enjoyable for each student; however, they need your help and support. Let them know the kinds of activities you like and be sure to purchase an ASB CARD. You will save yourself money and at the same time help pay for the activities you want.

Student Government: is opened to our 9th graders through elections during the opening month of school. Applications will be available in the ASB room, so listen carefully to the daily Student Bulletin for instructions. The election for all other ASB and class officers for grades 10, 11, and 12 take place each Spring for the upcoming year. Get involved by running for student government offices and/or voting in all elections for the students who will best represent your school.

ID Cards: are issued to all students free of charge at the beginning of school and must be in your possession at all times. Students must be able to present this ID Card upon the request of any Summit staff member. Failure to do so will result in disciplinary action. If the original card is lost or stolen, replacement cards must be purchased at the student's expense for \$5.00. These are issued in the library.

Fundraising: for outside organizations or individual profit is expressly forbidden by law and violators will be disciplined. Only fundraising activities approved by ASB are allowed. Students may not sell personal items (example: candy) at school. Nor shall the sale of personal items be negotiated or consummated at school even if the event takes place off campus or at home. Further, SHS will not act to oversee, mediate, enforce or solve any sales and or problems or conflicts that arise from such sales. SHS expects that no students who entered into such sales will negatively behave if personal sales they are involved in are unsatisfactory or the proposed sale not reach a positive conclusion.

Yearbook: The excitement of the school year is captured in this traditional high school keepsake. The SkyHawk Yearbook will be offered during Fall “pre-sale” activities. The longer students wait, the higher the price and there is a good chance that Yearbooks will sell out. PRE-ORDER your yearbook to make sure you get one. Contact the yearbook advisor for further details and listen to special announcements for “Picture Days” in the daily Student Bulletin. A student must be clear of charges to receive his/her yearbook, even if it is pre-paid.

ASB Card: The ASB validation sticker for your ID Card costs only \$25.00 and allows you, free admission to all home regular season athletic contests as well as to purchase dance tickets, athletic letters or pins (if the coach feels you are entitled) and other items and services at reduced prices. ASB replacement cards are \$5.00 and can be purchased with the ASB Bookkeeper.

Campus Clubs & Organizations:

Check out all of the opportunities for participation in campus clubs and organizations during club rush! During this time, campus organizations will be actively seeking new membership. If you can't find one you want, start a new one! If you would like to start your own club, come to the Student Store or the ASB Room (B106) to pick up a petition for membership. Clubs can be formed with as few as 10 students and one staff advisor. New clubs are formed all the time! Check in with the ASB director for more info!

Students participating in athletics and other activities that represent the school in competition or exhibition (such as band, drama and/or any other club) must sign a consent form which authorizes the school or District to conduct random drug testing as defined by Fontana Unified School Board Policy. All students who participate in these activities also give the school and the district the right to use their image and likeness on websites and in published materials.

Students desiring to participate in interscholastic athletics must be eligible as stated in the California Interscholastic Federation (CIF) constitution and by-laws. Students who wish to be informed or instructed in eligibility matters should see the Athletic Director or call the Athletic Director's office at 357-5950 x 15151.

ASB Suspensions:

Students who participate in ASB sponsored activities at Summit High School must be clear of any ASB charges or be on an ASB approved payment plan. Students who owe money to SHS can pay that amount to the ASB Bookkeeper before school, during lunch or after school. Any questions regarding charges should be directed to the ASB Bookkeeper or the coach/advisor. Activities from which students would be excluded include:

- ASB Sponsored Dances
- ASB Sponsored Field Trips
- Performing Arts Groups on Campus
- Receiving a Yearbook
- Receiving an Academic, Athletic or Club Letter
- Playing on Sports Teams
- Receiving an Athletic Uniform

Student Dance Regulations:

1. Dances are for Summit Students. All SHS students **MUST** have their Student Identification Card in their possession. Guest pass applications to special dances are available through the Director of Student Activities;

however, forms must be signed by an administrator and completed prior to purchasing dance tickets. (Must bring in a copy of the guest's ID.) Non-Summit students may only attend as guests of SHS students.

2. Non-Summit students must be pre-approved and are required to abide by all FUSD and SHS rules concerning behavior.
3. If a student is caught dancing inappropriately the first time they will be warned, every other incident is grounds for suspension from that dance and any other dance for up to one school year.
4. Dances are closed activities. Once a student leaves the dance, he or she MAY NOT return.
5. Any student creating a disturbance will be disciplined according to school policy, asked to leave, and may be prohibited from attending future dances.
6. Dress code guidelines will be honored at all school events and dances.

The following will apply:

- No revealing clothing may be worn, including clothing where excessive cleavage is displayed.
- No clothing cut down to the navel or below the top of the breast line
- No apparel that exposes the proterior
- No see-through clothing
- No bare midriff
- No sagging pants
- No displaying of undergarments of any kind
- No strapless gowns/dresses
- No clothing or jewelry that is sexually explicit
- No clothing or jewelry that would create animosity between groups, is gang-like in nature, or is offensive or dangerous to others

****Additional Specific Dress Code Rules will be distributed with the Dance Contract.***

STUDENTS WITH EXCESSIVE ABSENCES (EXCUSED OR UNEXCUSED), TRUANCIES OR DISCIPLINARY REFERRALS/SUSPENSIONS MAY BE PROHIBITED FROM PARTICIPATING IN ANY OR ALL SCHOOL EXTRACURRICULAR ACTIVITIES INCLUDING, BUT NOT LIMITED TO, SPORTS, DANCES AND GRADUATION.

Athletics:

Rules for Quick Reference

- No student may compete, perform or represent Summit who has not passed four (4) or more classes of new work during the previous grading period with a 2.0 grade point average (GPA).
- No student may compete, perform or represent Summit who has reached his nineteenth (19) birthday prior to the first day of September of the school year in which he/she wishes to compete.
- Students who wish to compete, perform or represent Summit must adhere to the grooming standards required by the particular sport or coach involved.
- Students who wish to compete, perform or represent Summit must have passed a physical examination.
- Students who wish to compete, perform or represent Summit must have accident insurance coverage (state law).
- Students may access the necessary paperwork for athletic eligibility by visiting the school website, summithigh.net, click on athletics, and print a copy of the eligibility packet.
- Parents and students may find up-to-date athletic schedules for practices and games by visiting the school website, summithigh.net. A drop down menu, on the athletics icon will direct you to your sport of choice.
- Parents and students may also visit highschoolsports.net or maxpreps.com for game information.
- All other rules established by the FUSD, Summit High School and the C.I.F. apply.

Note: Fontana Unified School District Board of Education Policies supersede C.I.F. guidelines (BP-6145A) All athletes will be required to get a physical, show proof of medical insurance, and proof of eligibility. Our district policy states that a student must have an overall G.P.A. of 2.0. Maintaining eligibility is of the utmost importance. If a student falls below the 2.00, he/she will be ineligible to receive any awards or continue athletic participation. To receive the ability to purchase an athletic award, athletes must fulfill district requirements and the individual coach's requirements.

Buses:

Rules and Regulations

1. *Student I.D. Card and a valid FUSD Bus Pass are required.*
2. *No eating, drinking, or profanity on bus.*
3. *Follow ALL instructions of bus driver.*
4. *Exercise standards of safety at All TIMES.*
5. *All school rules apply from bus stop to school and back.*
6. *Busing is a Fontana Unified School District service.*

Please call 357-7510 with any questions. Failure to follow rules may result in loss of bus transportation privileges.

Nondiscrimination Statement

The Fontana Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment), or bullying based on a person's actual or perceived ancestry, color, disability, race, ethnicity, religion, gender, gender expression, gender identity, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact one of the following individuals located at 9680 Citrus Avenue, Fontana CA 92335, or call at (909) 357-5000: Equity Compliance Officer: Craig Baker, Associate Superintendent, Student Services at EXT 29194 or TitleIX@fusd.net; Title IX Coordinator: Carol Tomeo, Executive Director, Certificated Human Resources, at EXT 29045 or TitleIX@fusd.net; and, 504 Coordinator: Mark Shalhoub, Director, Online/Alternative Programs and Enrollment, at EXT 29086 or 504Coordinator@fusd.net.

El Distrito Escolar Unificado de Fontana prohíbe la discriminación, la intimidación, el acoso (incluyendo el acoso sexual) o acoso escolar (bullying) basado en la ascendencia real o percibida, el color, la discapacidad, la raza, el origen étnico, la religión, el género, la expresión de género, la identidad de género, el estado migratorio, el origen nacional, el sexo, la orientación sexual o la asociación con una persona o grupo con una o más de estas características reales o percibidas. Para preguntas o quejas, comuníquese con una de las siguientes personas ubicadas en 9680 Citrus Avenue, Fontana CA 92335, o llame al (909) 357-5000: Oficial de cumplimiento de equidad: Craig Baker, Superintendente Asociado, Servicios Estudiantiles en EXT 29194 o TitleIX@fusd.net; Coordinadora del Título IX: Carol Tomeo, Directora Ejecutiva, Recursos Humanos Certificados, en EXT 29045 o TitleIX@fusd.net; y, Coordinadora 504: Mark Shalhoub, Director, Programas en línea/Alternativos e Inscripción, a la EXT 29086 o 504Coordinator@fusd.net.

Student Search Protocol:

In the interest of school site safety Summit High School Security and Administration employs the protocol established by board policy 5145.12 regarding searches of students. In the event a student exhibits suspicious behavior, that student or students will be brought in to the office and under supervision of the District Security Officer and a Site Administrator a search will be conducted on the student according to School District Police Policy and within any and all of their personal belongings. Parents will be notified of this incident immediately, of the reason for the search, whether anything was found and what, if any consequences will arise from the incident. Suspicious behaviors include but are not limited to:

- More than one student in a restroom stall at a given time
- Report by that student was seen in possession of or using an illicit object or substance
- Students leave school without permission and return to campus.
- Students going to vehicle without permission
- Student found in an “out of bounds” area or in an area where they should not be
- Students in the PE locker room when they do not have permission or are scheduled in PE at that time.
- Etc.

Educational Code/Discipline Policy:

Summit High School is committed to providing Positive Interventions and Support (PBIS) to all of our students. According to the Education Code, the behaviors listed below will result in one or more of the following: Loss of School Privileges (including ASB activities), Suspension, and/or Recommendation for Expulsion.

California Education Code, Sections 48900:

- (a)(1) Caused, or attempted to cause or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possession or use of explosives, pellet guns, air pistols, dangerous objects, weapons, or facsimile thereof, of no reasonable use to the pupil at school or at a school activity off school grounds.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, alcoholic beverage, or intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or any intoxicant; then either sold, delivered, or furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, etc.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possession or use of tobacco.
- (i) Obscene acts, habitual profanity or vulgarity.
- (j) Unlawful possession of, offering and/or sale of drug paraphernalia.
- (k) Disruption of school activities or otherwise willfully defying the valid authority of supervisors, teachers, or administrators.
- (l) Receiving stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or both
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050. . [32050:...any method of initiation or preinitiation into a student organization Which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace...]
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (A) (1) "Bullying" means 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 as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (B) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (C) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (E) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

- (s) *A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following: While on school grounds. While going to or coming from school. During the lunch period whether on or off the campus. During, or while going to or coming from, a school sponsored activity*
- (t) *A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction of or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).*
- (u) *As used in this section "school property" includes, but is not limited to, electronic files and databases.*
- (v) *A Superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.*
- (w) *It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from 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.

48900.2 - Students are to refrain from engaging in any activity, behavior or act that creates an intimidating, hostile, or offensive educational environment. This includes sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other unwelcome verbal, visual, or physical conduct of a sexual nature.

48900.3 - A pupil may be suspended from school or recommended for expulsion if the superintendent or principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233.

48900.4 - In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.5 - Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

48900.6 - As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

48900.7 - A pupil may not make a Terroristic threat against school officials, school property or both. "Terroristic Threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or damage in excess of \$1000.00.

Recommendation for Extended Suspension:

According to the Education Code, the principal shall recommend a pupil's extended suspension/expulsion for any of the following acts:

48915 (a)(1)(A) - Causing, attempting to cause or threatening to cause serious physical injury to another person.

48915 (a)(1)(B) - Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use.

48915(a)(1)(C) - Unlawful sale or furnishing of any controlled substance.

48915 (a)(1)(D) - Robbery or extortion.

The following offenses would be considered examples of behavior that could lead to immediate ALC, suspension or possibly expulsion.

- All day truanancies
- Sale of items not approved by ASB
- Verbal Conflict/Confrontation with another student
- Damaging school property/graffiti
- Gambling
- Threatening another student or staff member
- Fighting
- Tobacco Possession/use
- Verbal abuse of staff, including profanity or vulgarity directed towards staff
- Possession/Use/Sale of Alcohol or Drugs
- Extortion
- Arson/explosives
- Inciting to riot
- Possession of a weapon, firearm, knife, explosive or other dangerous object or facsimile
- Theft, robbery, possession of stolen property
- Students caught engaging in such practices are subject to the following consequences (with legal documentation in Q)
- Referral to administration
- Lunch Detention
- ALC (Alternative Learning Center)
- 1 to 5 day suspension
- Possible citation by school resource officer/reimbursement
- Possible arrest/citation
- Recommendation for expulsion
- Mandatory Alcohol and other Drug (AOD) contact and counseling

Work Experience Education (WEE):

WEE is an elective class which combines classroom related instruction with paid employment.

Non-Paid Training/Exploratory: Work Experience class also has an exploratory component, allowing students in non-paid training to be able to enroll in the class. Students, who successfully complete the related instruction component and work the required number of hours and also provide a valid time sheet/pay stub, may earn 5 to 10 elective credits per semester during their junior and senior years. Students may earn up to a total of 40 elective credits towards graduation from high school.

Paid Employment: Students must have a legally paid job at a non-residential business with open access to the public. Job site must be at a stationary location approved for the student to work by the Fontana Unified School District. WEE students may not be self-employed or work for a business operated by his/her family.

Paid Employment – Must be 16 years or older, Exploratory - Must be 15 years or older

Work Permits: California Law requires that all persons under 18 years of age, who are employed, must have a work permit. (You do not get the permit before the job is promised or while seeking employment)

Please email: (WorkPermits@fUSD.net) for Student/Work Permit information.

Please visit the FUSD website:

<https://summithigh.fUSD.net/resources/work-permits>

For complete information regarding Work Permits.

Vehicles:

Student parking is restricted to the NORTH parking lot only with entrances and exits via the Summit Avenue and Lytle Creek Road entrances. Students must drive or park in the designated areas only and display a 2025-26 Summit Parking Permit at all times. It is important to note that the north parking lot closes from 9:45 AM to 2:15 PM, Monday through Friday. Students may request one-day parking permit for the south parking lot in the event of a medical appointment requiring early release from school. A parent note (presented one day prior) is required to obtain a special pass.

During the month of August, students will be responsible for registering their vehicle with the ASB Bookkeeper and obtaining a parking permit. Parking Permits must be displayed in the window of each vehicle at all times while on campus. If a student drives multiple vehicles to school, each, vehicle must be registered separately. We only need one vehicle parking permit contract per student. Any vehicle without a permit, or parked in a space that is in violation of the parking permit contract, will be subject to citation and a possible revocation of a student's parking privileges.

Please take the opportunity to review and complete THE VEHICLE PARKING CONTRACT and the STUDENT VEHICLE REGISTRATION FORM. In addition, PHOTOCOPIES of the following documents must also be submitted:

- Valid driver's license
- Most recent report card
- Current proof of insurance/Proof of vehicle registration
- Current Summit High School Student Identification Card

Cars are not lockers; therefore, students need to carry books, projects, schoolwork, and materials with them. Violators are subject to having parking permits revoked. Summit is not responsible for any damage or theft, which may occur. It is recommended that you always lock your vehicle.

Bicycles, Motorcycles, Skateboards, and Scooters:

Bicycles and skateboards should be secured in the bicycle racks by padlock and are not to be ridden on campus! Do not lock your bicycle to the fire lane gate. Motorcycles and scooters need to be registered with the Administration Office and display the appropriate parking permit. These vehicles are to be parked in the spaces adjacent to the bicycle racks.

The Fontana Unified School District Board of Education does not and cannot assume any responsibility for accidents or injuries to students while on the school grounds or participating in school-sponsored off-campus activities NOR can Summit High School!

Field Trips:

Field trips are available to students at Summit High School. These include trips by private and district vehicles as well as by bus. All trips require the written permission of the parent or guardian and waiver forms will be distributed by the sponsoring staff-member. Students must inform each of their teachers prior to participation to obtain permission and accept the responsibility of completing make up work in a timely manner.

P.E. Lockers:

THE SCHOOL WILL ASSUME NO RESPONSIBILITY FOR STUDENT PROPERTY OR MATERIALS CHECKED OUT TO STUDENTS.

Students are responsible for all of their own personal property and should not allow other students to share their P.E. lockers. Large amounts of money, expensive items or jewelry, etc. should not be brought to school and stored in lockers.

Passes:

A Student ID card is required at all times. Any student found between classes, must present a PASS or a 5 star Digital pass to any school personnel when requested.

Telephones:

Students may use telephones in the receptionist's office before and after school to contact parents/guardians. Students may not use other office telephones except for school business, as approved by the administration.

Textbooks and Library Books:

Textbooks will be furnished to students without charge. It is each student's responsibility to make sure textbooks are neither lost nor damaged. Students will be held responsible for all fines, fees for lost or damaged textbooks (also for any school equipment or property) and will be assessed at replacement cost. Charges will be made by school personnel, discussed with the student, and filed with the school bookkeeper promptly. Students will be required to create a contract for repayment with their respective administrator. Delinquent accounts are accumulated on the student's bill. Books turned in after the due date will be assessed a late fee, even on textbooks. Seniors (and Junior Honor Attendants) must have all textbooks returned on the Senior Check-out day. Juniors, Sophomores and Freshmen must return textbooks by the last scheduled day of classes (**MAY 28, 2026**) to avoid any late fees.

Counseling and Academic Services:

The Counseling staff at Summit High School serves all students ensuring that each student will have the opportunity to develop and express his/her individual uniqueness in a positive manner, which allows the student to succeed in a supportive educational environment. Our trained staff is available to support families with various concerns in the academic, emotional, and career areas.

Counseling staff is available before school and during lunch for students for self-scheduled appointments. Teachers may also refer students to Counseling Office, or Parent/Guardian may schedule an appointment with Counseling Staff. Appointments are strongly suggested to ensure a student's needs can be met. Staff will assess each student's needs to prioritize support.

Concurrent/Dual Enrollment:

Students may concurrently enroll in high school, alternative programs and/or college courses. Credits earned from work at these institutions may be counted toward graduation from high school with the approval of Counselor prior to enrollment. Students should consult with their Counselor to see if concurrent or dual enrollment would be a good option and how to proceed through the enrollment and registration process.

Registration:

Registration for courses begins in the spring of each year with students registering for courses to be taken in the fall semester. Counseling staff build student schedules based on registration requests, individual four-year graduation plans, and specific college or career needs.

Withdrawal from Summit High School:

1. The procedures listed below must be followed by students who withdraw from SHS:
2. Parent/Guardian of students under 18 years of age MUST notify our Records Office in-person of their intention to withdraw a student from SHS by filling out the Official Notice of Pupil Withdrawal card. Parent/Guardian must also notify the school in which the student intends to enroll.
3. Students need to obtain a Withdrawal Card from the Records Office to return books, laptops, laptop charger, uniforms, class materials, and other school property. The Withdrawal Card must be returned to the Records Office prior to leaving school on the last day of attendance.
4. Any and all charges must be paid before transcripts will be released to the student or family.

All withdrawal procedures must be followed by students who either move out of the Fontana Unified School District or who enroll in other programs such as Citrus High School, full-time independent study, full-time adult education, or community school. If charges are not paid when a student withdraws from Summit,

the charges will follow the student until Graduation.

Request for Schedule Changes:

At the beginning of each semester, the guidance staff receives many requests for class and schedule changes. It is essential that students select classes and alternate choices at the time of registration. Subsequent changes will be made only for reasons that are educationally sound and consistent with the resources of the school. Changes will not be made for reasons such as enrolling in a class with a friend or having a particular teacher or lunch. Class changes may only occur after a transfer request form is signed by the parent and the teachers involved and submitted to an administrator. Changes cannot be made after the first three weeks of the semester without a parent-teacher-administrator conference.

FUSD Board Policy 5121 mandates that a student who drops a course after the first six weeks of the semester shall receive an "F" grade on his/her permanent record, unless otherwise decided by the principal/designee because of extenuating circumstances. No student may receive a grade for a class of which they have not been enrolled twenty days.

Academic Medals, Valedictorian, Salutatorian, Honor Attendants:

The District is committed to ensuring that all students have an equal opportunity to be considered for selection for any awards or honors conferred for academic achievement at school.

- I. **We have revised our eligibility criteria for gold medals and silver medals, which are presented to students in the following semester. Please see the criteria below:**
 - GOLD MEDAL-3.8 local weighted GPA or above
 - SILVER MEDAL-3.5 – 3.79 local weighted GPA
 - All academic courses a student is enrolled in counts towards the weighted GPA
 - Any D's, F's, N's, or U's disqualifies a candidate
 - Student assistant and summer school courses do not count

Student receiving Pass or Fail mark instead of a letter grade can have opportunity to access such awards, the passing mark will have a GPA value of 3.5

- A. Silver medal = 21 to 22.5 points
- B. All graded courses (periods 0-7) shall be counted. P grades in P/NP courses = 3.5 points.
- C. Medals are based on grades earned at a Fontana Unified Comprehensive High School
- D. Any D, F or U disqualifies a candidate for consideration.
- E. Work experience, and summer school credit do not count toward quality points total.
- F. No more than one PE activity course per semester may be counted.

DEFINITIONS FOR SELECTION VALEDICTORIAN, SALUTATORIAN, JUNIOR HONOR ATTENDANTS:

Valedictorian: The student(s) with the highest number of "quality weighted points" for the highest grades in 48 semester courses from the "Academic Achievement Course List."

Salutatorian: The student(s) with the second highest number of "quality weighted points" for the highest grades in 48 semester courses from the "Academic Achievement Course List."

Quality Weighted Points: A factor of "weight" as follows: For AP courses:
"A" = 5 points
"B" = 4
"C" = 3

Classes on the Academic Achievement list:

"A" in = 4.5 points

"B" = 3.5

"C" = 2.

II. The process for selection of Valedictorian and Salutatorian

- A. Selection is based on total points in 48 semester courses selected from "Academic Achievement" approved list. The student may not have any D's, F's, or NCs.
- B. The student must attend 3 years in a district high school and the final 2 years at one site.
- C. No more than one PE, Peer Tutor course per semester.
- D. Valedictorian - the most points; Salutatorian - the second most points.
- E. The site administrator will review candidate applications during the fourth quarter of the senior year to
- F. determine the final selection of Valedictorian and Salutatorian

III. The process for selection of Junior Honor Attendants

Junior Honor Attendants are 11th grade students selected based on:

- A. A Local honors overall weighted GPA of 3.8 or higher earned during last 5 semesters**
- B. No D's, F's, N's or U's
- C. No more than one PE course per semester

The site administrator will review candidate applications during the third quarter of their Junior year to determine the final selection of the Junior Honor Attendants.

CSF MEMBERSHIP:

To qualify for CSF membership this semester, follow these guidelines:

1. You must earn a minimum of 10 points from last semester's grades.
 - a. The first 4 points must be from LIST I (unless you are a senior applying for membership in February or June).
 - b. The first 7 points (including the 4 described in "a") must be from LIST I or LIST II.
 - c. The remaining points may come from any LIST (I, II, or III). List I, II, and III can be found in the course description book.
2. You must use no more than 5 courses to qualify.
3. No CSF points are given for physical education, courses taken in lieu of physical education, subjects repeated to improve a grade, courses involving clerking and office/teaching assisting, and courses taken on a pass/fail basis.
4. CSF points are granted as follows:
5. A grade of A = 3 CSF points
6. A grade of B = 1 CSF point (Note: A grade of B in an AP, IB, or UC designated honors course earns 2 CSF points.)
7. A grade of C = 0 CSF points
8. A grade of D or F in any course, even in one you cannot use to qualify, disqualifies you from membership at this time.

ACADEMIC ACHIEVEMENT - QUALITY WEIGHTING

The quality weighting system is used by all FUSD Comprehensive High Schools in selection of Academic Medal recipients, Valedictorian and Salutatorians. Quality weighting is not related to grade point average.

(All courses **NOT** listed are rated A=4, B=3, C=2.)

| SUBJECT | COURSES | GRADES/POINTS | | | |
|------------------------------------|--|--------------------------------|-----|-----|---|
| | | A | B | C | |
| ENGLISH | P Fr Eng Hon – 13011/43011 | 4.5 | 3.5 | 2.5 | |
| | P So Eng Hon – 13021/43021 | 4.5 | 3.5 | 2.5 | |
| | P Jr Eng Hon – 13031/43031 | 4.5 | 3.5 | 2.5 | |
| | P Eng Lang & C AP – 13033/43033 | 5 | 4 | 3 | |
| | P Eng Lit & C AP – 13043/43043 | 5 | 4 | 3 | |
| | IB English HL 1 – 13233/43233 | 5 | 4 | 3 | |
| | IB English HL 2 – 13243/43243 | 5 | 4 | 3 | |
| MATH | IM 1 Hon – 17030/47030 | 4.5 | 3.5 | 2.5 | |
| | IM 2 Hon – 17050/47050 | 4.5 | 3.5 | 2.5 | |
| | IM 3 Hon – 17090/47090 | 4.5 | 3.5 | 2.5 | |
| | P Trig/Pr Cal Hon – 17061/47061 | 5 | 4 | 3 | |
| | P Statistics AP – 17063/47063 | 5 | 4 | 3 | |
| | AP Precalculus – 17077/47077 | 5 | 4 | 3 | |
| | Calculus AB AP – 17073/47073 | 5 | 4 | 3 | |
| | Calculus BC AP – 17074/47074 | 5 | 4 | 3 | |
| | IB Math Studies SL – 17261/47261 | 5 | 4 | 3 | |
| | IB Mathematics SL – 17273/47273 | 5 | 4 | 3 | |
| | Computer Sci Applications AP – 17450/47450 | 5 | 4 | 3 | |
| | SCIENCE | P Bio AP – 14023/44023 | 5 | 4 | 3 |
| | | P Envir Sci AP – 14073/44073 | 5 | 4 | 3 |
| P Chem AP – 14123/44123 | | 5 | 4 | 3 | |
| P Physics 1 AP – 14151/44151 | | 5 | 4 | 3 | |
| P Physics 2 AP – 14152/44152 | | 5 | 4 | 3 | |
| P Phys C Mech AP – 14154/44154 | | 5 | 4 | 3 | |
| IB Biology SL – 14221/44221 | | 5 | 4 | 3 | |
| IB Biology HL 1 – 14233/44233 | | 5 | 4 | 3 | |
| IB Biology HL 2 – 14243/44243 | | 5 | 4 | 3 | |
| IB Chemistry SL – 14251/44251 | | 5 | 4 | 3 | |
| IB Environmental – 14074/44074 | | 5 | 4 | 3 | |
| Chemistry Honors – 14122/44122 | | 4.5 | 3.5 | 2.5 | |
| Computer Sci Prin AP – 16044/46044 | | 5 | 4 | 3 | |
| SOCIAL STUDIES | | P Eur His AP – 15013/45013 | 5 | 4 | 3 |
| | World History AP – 15023/45023 | 5 | 4 | 3 | |
| | P US Hist AP – 15033/45033 | 5 | 4 | 3 | |
| | P Gov & Pol US AP – 15043/45043 | 5 | 4 | 3 | |
| | P Econ Micro AP – 15053/45053 | 5 | 4 | 3 | |
| | Psych AP – 15063/45063 | 5 | 4 | 3 | |
| | AP Human Geography – 15032/45032 | 5 | 4 | 3 | |
| | AP Capstone-Seminar – 16651/45651 | 5 | 4 | 3 | |
| | AP Capstone-Research – 16652/46652 | 5 | 4 | 3 | |
| | IB History of Americas HL 1 – 15233/45233 | 5 | 4 | 3 | |
| | IB History of Americas HL 2 – 15243/45243 | 5 | 4 | 3 | |
| | FOREIGN LANGUAGES | P French Lang AP – 12043/42043 | 5 | 4 | 3 |
| P Spanish Lang AP – 12243/42243 | | 5 | 4 | 3 | |
| Spanish Lit AP – 12253/42253 | | 5 | 4 | 3 | |
| IB Spanish SL – 12283/42283 | | 5 | 4 | 3 | |
| VISUAL PERFORMING ARTS | P Art His AP – 11083/41083 | 5 | 4 | 3 | |
| | Music Theory AP – 11139/41139 | 5 | 4 | 3 | |
| | IB Theatre SL – 11211/41211 | 5 | 4 | 3 | |
| | IB Theatre HL 1 – 11223/41223 | 5 | 4 | 3 | |
| | IB Theatre HL 2 – 11233/41233 | 5 | 4 | 3 | |
| | IB Visual Arts – 11241/41241 | 5 | 4 | 3 | |
| | IB Visual Arts HL 1 – 11242/41242 | 5 | 4 | 3 | |
| | IB Visual Arts HL 2 – 11243/41243 | 5 | 4 | 3 | |
| Studio Art AP – 12874/42874 | 5 | 4 | 3 | | |

MISCELLANEOUS DISCIPLINE CHART

| OFFENSE | 1 ST CONSEQUENCE | 2 ND CONSEQUENCE | SUBSEQUENT CONSEQUENCES |
|--|---|--|---|
| Failure to do classwork or homework | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy |
| Failure to bring materials | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy |
| Excessive talking | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy |
| Horseplay | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy |
| Eating, drinking, or chewing gum is not permitted in class | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy |
| Any other violation of classroom rules | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy | Parent contact- Documented on "Q" Visit Screen; Progressive discipline according to teacher's policy |
| No show to detention | Parent contact – reschedule detention | Parent contact | Refer to Administrator: ALC |
| Tardies | See Tardy Policy | See Tardy Policy | See Tardy Policy |
| Defiance to teacher or classroom disruption | Referral to administrator. Consequences dependent upon severity of actions | Referral to administrator. Consequences dependent upon severity of actions | Referral to administrator. Consequences dependent upon severity of actions |
| No show to required Saturday School | Administrator assigns 1 day ALC or Parent Contact | Administrator assigns 2 days ALC and Parent Contact | Referral to administrator. Consequence at Administrator's Discretion |
| Period truanancies (including leaving class w/out permission) | Referral to Administrator. ALC the remainder of day or assigned detention. | Referral to Administrator. ALC the remainder of day or an additional assigned detention. | Referral to administrator. additional consequence at Administrator's Discretion |
| All day truanancies | Administrator assigns 1 lunch before/after school detention | Administrator assigns 1 or more lunch detentions or ALC | Administrator assigns 1 or more days ALC or possible school suspension |
| Possession of prohibited items (iPods, cell phones, etc.) | Warning and/or Parent contact and confiscation of item (turn into office) | Item confiscated, parent must pick up | Item confiscated, parent must pick up |
| Violation of dress code | Referral to Administrator: Warning, parent contact; non-legal hats are confiscated; students are permitted to change other inappropriate attire | Referral to Administrator: student changes, ALC assigned; correct/change clothing | Referral to administrator: student changes, ALC assigned; correct/change clothing |
| Non-Dress in PE | Referral to Athletic Director: parent contact; warned by Athletic Director | Referral to Athletic Director: parent contact, campus beautification or other disciplinary action at the discretion of the Athletic Director | Referral to Athletic Director: parent contact, disciplinary action at the discretion of the Athletic Director |
| Academic honesty (or cheating) (Full Policy at summithigh.net) | Teacher contacts Parent, no credit for assignment. Referral to Administrator | Referral to Administrator: no credit for assignment, 1 day ALC and Parent Contact | Referral to administrator: Possible suspension. Parent Contact |
| Selling Snacks/Chips on campus | Items confiscated, parent contacted | Items confiscated, parent contacted, 1 or more period ALC or consequence. | Items confiscated, parent contacted, All Day ALC or consequence |

This chart should serve as a guideline. Each student will be dealt with on individual basis and each staff member will use his or her own discretion in determining severity of offense and appropriate disciplinary consequences.

Discipline Policy:

Summit High School believes that a positive learning environment is essential to quality education. It is important that school personnel exercise sound judgement to prevent or protect against behavior which may lead to disruptions of learning. The Student Discipline Policy was developed and revised with input from the Summit High School community with the intention of providing guidance to students, parents, teachers, and administrators regarding the responsibilities of each in contributing to a desirable school atmosphere.

Any or all of the consequences listed here may be applied for any offence, depending upon the circumstances. It is important to recognize that this information serves merely as an EXAMPLE of what may happen with the understanding that the final decision is up to the discretion of the administrator or counselor.

The teacher will:

1. Handle any act of misconduct on the campus or in the classroom that is within the reasonable control of a teacher.
2. Try to determine what caused minor classroom misbehavior such as not doing homework, discourteous remarks, failure to bring books and materials, and tardies. Hold conferences with students and contact parents. Try to obtain a commitment for improvement. A student should be referred to the counselor if the student fails to respond to the teacher's efforts to bring about the desirable change.
3. Counsel a student when it appears that his/her appearance or grooming is not consistent with what is normally expected for Summit High School students.
4. Specific classroom rules may go beyond general school rules, (e.g., safety rules in shop or Consumer Science classes).

Items within the scope of teacher responsibility:

Examples of behavior inconsistent with expectations for Summit High School Students within a Classroom

- Tardiness to class (until the 5th one)
- Excessive socialization in class
- Students out of class or wandering with or without a pass
- Failure to bring needed materials to class
- Inappropriate use of profanity or vulgar statements
- Violation of dress code policy
- No show to lunch or after school reflection
- General defiance or classroom disruption
- Improper use of electronics (texting, video games, social media, etc.)
- Academic Dishonesty/Cheating

Students caught engaging in such practices are subject to the following consequences (with legal documentation in Q):

1. **1st Offense:** Teacher/Student Conference - Verbal warning, possible parent contact
2. **2nd Offense:** Parent Contact - Teacher assigned consequence
 - Parents will be contacted via phone or email.
3. **3rd Offense:** Administration referral - Parent contact and lunch reflection
4. **4th or more offense:** Administration referral - Parent conference MS Teams/in-person. see chart above for consequences.

Summit High School School Compact:

Our school philosophy as a comprehensive school is that families, students, and school staff should work in partnership student reach his/her potential. As partners we agree to the following:

As a Student I will:

- Believe that I can learn and will learn
- Work hard and to the best of my abilities on all class work and homework
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Attend mandatory after-school or before-school tutoring if the school determines that I am at risk of failing.
- Set aside time everyday to complete my homework.
- Know and follow the school and class rules.
- Follow the school's dress code.
- Regularly talk to my parents and my teachers about my progress in school and register for Student Q Connect.
- Respect my school, classmates, staff and family.
- Ask for help when I need it.

As a Parent/Guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor electronic gaming and cell phone use and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Allow my child to attend mandatory after-school or before-school tutoring if the school determines that he/she is at risk of failing.
- Support the school's discipline and dress code.
- Monitor my child's progress in school and register for Parent Connect.
- Allow my child to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

As a Teacher I will:

- Provide high-quality curriculum and instruction and meaningful homework.
- Collaborate with my peers in order to communicate high expectations for every student.
- Endeavor to motivate all of my students to learn and use testing data to know each of my student's academic needs.
- Teach and involve students in classes that are interesting and challenging.
- Help identify students in need of mandatory after-school or before-school tutoring who are at risk of failing.
- Participate in professional development opportunities that improve teaching and learning and support the information of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school and keep "Q" information correct.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other school staff and families for the benefit of students.
- Respect the school, staff, students and families.

We make a commitment to work together to carry out this agreement

Regulation 5145.71: Title IX Sexual Harassment Complaint Procedures

Status: ADOPTED

Original Adopted Date: 08/16/2022 | Last Reviewed Date: 08/16/2022

**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.
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Reglamento Administrativo

Título IX Procedimientos de Quejas de Acoso Sexual

AR 5145.71

Estudiantes

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

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

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

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

Informe de denuncias/Presentación de una queja formal

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

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

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

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

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

Medidas de apoyo

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

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

Retiro de emergencia de la escuela

Un estudiante no será disciplinado por presunto acoso sexual bajo el Título IX hasta que se haya completado la investigación. Sin embargo, en caso de emergencia, el distrito puede retirar a un estudiante del programa o actividad educativa del distrito, siempre que el distrito realice un análisis individualizado de seguridad y riesgo, determine que la remoción está justificada debido a una amenaza inmediata a la salud o seguridad física de cualquier estudiante u otra persona que surja de las alegaciones, y proporciona al estudiante un aviso y la oportunidad de impugnar la decisión

inmediatamente después de la expulsión. Esta autoridad para remover a un estudiante no modifica el derecho del estudiante bajo la Ley de Educación para Individuos con Discapacidades o la Sección 504 de la Ley de Rehabilitación de 1973. (34 CFR 106.44)

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

Desestimación de la denuncia

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

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

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

Proceso de resolución informal

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

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

1. Proporciona a las partes un aviso por escrito que revela las alegaciones, los requisitos del proceso de resolución informal, el derecho a retirarse del proceso informal y reanudar el proceso de queja formal, y cualquier consecuencia que resulte de participar en el proceso de resolución informal, incluido que los registros serán mantenidos o podría ser compartido.
2. Obtiene el consentimiento voluntario por escrito de las partes para el proceso de resolución informal

3. No ofrece ni facilita un proceso de resolución informal para resolver acusaciones de que un empleado acosó sexualmente a un estudiante

Aviso por escrito

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

1. El proceso de quejas del distrito, incluido cualquier proceso de resolución informal
2. Las acusaciones que potencialmente constituyen acoso sexual con suficientes detalles conocidos en ese momento, incluida la identidad de las partes involucradas en el incidente, si se conocen, la conducta que supuestamente constituye acoso sexual y la fecha y el lugar del presunto incidente, si se conocen. Dicha notificación se proporcionará con tiempo suficiente para que las partes preparen una respuesta antes de cualquier entrevista inicial.

Si, durante el curso de la investigación, surgen nuevas alegaciones del Título IX sobre el denunciante o el demandado que no están incluidas en el aviso inicial, el Coordinador del Título IX notificará las alegaciones adicionales a las partes.

3. Una declaración de que se presume que el demandado no es responsable de la conducta alegada y que se toma una determinación con respecto a la responsabilidad al concluir el proceso de denuncia.
4. La oportunidad para las partes de tener un asesor de su elección que puede ser, pero no está obligado a ser, un abogado, y la capacidad de inspeccionar y revisar la evidencia.
5. La prohibición de hacer declaraciones falsas a sabiendas o presentar información falsa a sabiendas durante el proceso de queja

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

Procedimientos de investigación

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

1. Proporcionar igualdad de oportunidades para que todas las partes presenten testigos, incluidos testigos de hechos y expertos, y otras pruebas inculpatorias y exculpatorias.
2. No restringir la capacidad de cualquiera de las partes para discutir las acusaciones bajo investigación o para recopilar y presentar evidencia relevante

3. Brindar a las partes las mismas oportunidades de tener a otros presentes durante cualquier procedimiento de queja, incluida la oportunidad de estar acompañados a cualquier reunión o procedimiento relacionado por el asesor de su elección, que puede ser, pero no está obligado a ser, un abogado.
4. No limitar la elección o presencia de un asesor para el denunciante o el demandado en cualquier reunión o procedimiento de queja, aunque el distrito puede establecer restricciones con respecto a la medida en que el asesor puede participar en los procedimientos, siempre que las restricciones se apliquen por igual a ambas partes.
5. Proporcionar, a una parte cuya participación se invita o se espera, notificación por escrito de la fecha, hora, lugar, participantes y propósito de todas las entrevistas de investigación u otras reuniones, con tiempo suficiente para que la parte se prepare para participar.
6. Enviar en formato electrónico o en papel a ambas partes y a sus asesores, si los hubiere, las pruebas obtenidas como parte de la investigación que tengan relación directa con los alegatos planteados en la denuncia, y otorgar a las partes por lo menos 10 días para que presenten un escrito. respuesta para que el investigador la considere antes de completar el informe de investigación
7. Evaluar objetivamente todas las pruebas pertinentes, incluidas las pruebas inculpatorias y exculpatorias, y determinar la credibilidad de una manera que no se base en el estado de una persona como denunciante, demandado o testigo.
8. Crear un informe de investigación que resuma de manera justa la evidencia relevante y, por lo menos 10 días antes de la determinación de la responsabilidad, enviar a las partes y sus asesores, si los hubiere, el informe de investigación en formato electrónico o en copia impresa, para su revisión y por escrito. respuesta

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

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

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

Decisión escrita

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

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

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

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

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

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

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

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

6. Los procedimientos del distrito y las bases permitidas para que el denunciante y el demandado apelen

Apelaciones

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

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

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

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

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

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

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

Remedios

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

Acciones correctivas/disciplinarias

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

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

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

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

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

Mantenimiento de Registros

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

1. Un registro de todos los casos denunciados e investigaciones del Título IX de acoso sexual, cualquier determinación de responsabilidad, cualquier grabación y transcripción de audio o

audiovisual, si corresponde, cualquier sanción disciplinaria impuesta, cualquier recurso proporcionado al denunciante, y cualquier apelación o resolución informal y los resultados. de eso

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

Descargo de responsabilidad de referencia de política:

Estas referencias no pretenden ser parte de la política en sí, ni indican la base o la autoridad para que la junta promulgue esta política. En cambio, se proporcionan como recursos adicionales para aquellos interesados en el tema de la política.

| Estado | Descripción |
|----------------------|---|
| 5 CCR 4600-4670 | <u>Procedimientos uniformes de denuncia</u> |
| 5 CCR 4900-4965 | <u>No discriminación en los programas educativos de primaria y secundaria que reciben asistencia financiera estatal o federal</u> |
| civ. Código 1714.1 | <u>Responsabilidad del padre o tutor por acto doloso de un menor</u> |
| civ. Código 51.9 | <u>Responsabilidad por acoso sexual; relaciones comerciales, de servicio y profesionales</u> |
| ed. Código 200-262.4 | <u>Prohibición de la discriminación por razón de sexo</u> |
| ed. Código 200-262.4 | <u>Prohibición de la discriminación</u> |
| ed. Código 48900 | <u>Motivos de suspensión o expulsión</u> |

| Estado | Descripción |
|----------------------------|--|
| ed. Código 48900.2 | <u>Motivos adicionales para suspensión o expulsión; Acoso sexual</u> |
| ed. Código 48985 | <u>Avisos a los padres en un idioma que no sea inglés</u> |
| Código de Gobierno 12950.1 | <u>Capacitación sobre acoso sexual</u> |
| Federal | Descripción |
| 20 USC 1092 | <u>Definición de agresión sexual</u> |
| 20 USC 1221 | <u>Aplicación de leyes</u> |
| 20 USC 1232g | <u>Ley de Privacidad y Derechos Educativos de la Familia (FERPA) de 1974</u> |
| 20 USC 1681-1688 | <u>Título IX de las Enmiendas Educativas de 1972; discriminación basada en el sexo</u> |
| 34 CFR 106.1-106.82 | <u>No discriminación por razón de sexo en los programas educativos</u> |
| 34 CFR 99.1-99.67 | <u>Privacidad y derechos educativos de la familia</u> |
| 34 USC 12291 | <u>Definición de violencia en el noviazgo, violencia doméstica y acoso</u> |
| 42 USC 1983 | <u>Acción civil por privación de derechos</u> |
| 42 USC 2000d-2000d-7 | <u>Título VI, Ley de Derechos Civiles de 1964</u> |
| 42 USC 2000e-2000e-17 | <u>Título VII, Ley de Derechos Civiles de 1964, según enmendada</u> |
| Recursos de gestión | Descripción |
| Decision de la Corte | <u>Davis contra la Junta de Educación del Condado de Monroe, (1999) 526 US 629</u> |
| Decision de la Corte | <u>Doe v. Distrito Escolar de la Ciudad de Petaluma, (1995, 9th Cir.) 54 F.3d 1447</u> |

| Recursos de gestión | Descripción |
|---|---|
| Decision de la Corte | <u>Gebser v. Distrito Escolar Independiente de Lago Vista, (1998) 524 US 274</u> |
| Decision de la Corte | <u>Oona por Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473</u> |
| Decision de la Corte | <u>Reese v. Distrito Escolar de Jefferson, (2001, 9th Cir.) 208 F.3d 736</u> |
| Decision de la Corte | <u>Donovan v. Distrito Escolar Unificado de Poway, (2008) 167 Cal.App.4th 567</u> |
| Decision de la Corte | <u>Flores v. Distrito Escolar Unificado de Morgan Hill, (2003, 9th Cir.) 324 F.3d 1130</u> |
| Publicación de CSBA | <u>Brindar un entorno escolar seguro y no discriminatorio para estudiantes transgénero y no conformes con el género, Resumen de políticas, febrero de 2014</u> |
| Publicación de CSBA | <u>Escuelas Seguras: Estrategias para las Juntas Directivas para Asegurar el Éxito Estudiantil, 2011</u> |
| registro Federal | <u>No discriminación por motivos de sexo en programas educativos o actividades que reciben asistencia financiera federal, 19 de mayo de 2020, vol. 85, nº 97, páginas 30026-30579</u> |
| DOE de EE. UU., Publicación de la Oficina de Derechos Civiles | <u>Acoso sexual: no es académico, septiembre de 2008</u> |
| DOE de EE. UU., Publicación de la Oficina de Derechos Civiles | <u>Preguntas y respuestas sobre conducta sexual inapropiada en el campus, septiembre de 2017</u> |
| DOE de EE. UU., Publicación de la Oficina de Derechos Civiles | <u>Guía revisada sobre acoso sexual: acoso de estudiantes</u> |

Recursos de gestión

Descripción

| | |
|---|---|
| DOE de EE. UU., Publicación de la Oficina de Derechos Civiles | <u>por parte de empleados escolares, otros estudiantes o terceros, enero de 2001</u> |
| DOE de EE. UU., Publicación de la Oficina de Derechos Civiles | <u>Carta a los queridos colegas: Coordinadores del Título IX, abril de 2015</u> |
| Sitio web | <u>Ejemplos de políticas y prácticas emergentes para apoyar a estudiantes transgénero, mayo de 2016</u> |
| Sitio web | <u>Servicios Legales de la Oficina de Educación del Distrito y del Condado de CSBA</u> |
| Sitio web | <u>Departamento de Educación de California</u> |
| Sitio web | <u>CSBA</u> |
| Sitio web | <u>Departamento de Educación de EE. UU., Oficina de Derechos Civiles</u> |

Referencias cruzadas

| Código | Descripción |
|--------|--|
| 0410 | <u>No Discriminación en Programas y Actividades del Distrito</u> |
| 1312.3 | <u>Procedimientos Uniformes de Quejas</u> |
| 1312.3 | <u>Procedimientos Uniformes de Quejas</u> |
| 3552 | <u>Programa de comidas de verano</u> |
| 3552 | <u>Programa de comidas de verano</u> |
| 3580 | <u>Registros del distrito</u> |
| 3580 | <u>Registros del distrito</u> |
| 4117.7 | <u>Informes de estado de empleo</u> |
| 4118 | <u>Despido/Suspensión/Acción Disciplinaria</u> |

| Código | Descripción |
|---------------|---|
| 4118 | <u>Despido/Suspensión/Acción Disciplinaria</u> |
| 4119.11 | <u>Acoso sexual</u> |
| 4119.11 | <u>Acoso sexual</u> |
| 4131 | <u>Personal de desarrollo</u> |
| 4218 | <u>Despido/Suspensión/Acción Disciplinaria</u> |
| 4219.11 | <u>Acoso sexual</u> |
| 4219.11 | <u>Acoso sexual</u> |
| 4317.7 | <u>Informes de estado de empleo</u> |
| 4319.11 | <u>Acoso sexual</u> |
| 4319.11 | <u>Acoso sexual</u> |
| 5030 | <u>Bienestar Estudiantil</u> |
| 5141.4 | <u>Prevención y denuncia del abuso infantil</u> |
| 5141.4 | <u>Prevención y denuncia del abuso infantil</u> |
| 5141.52 | <u>Prevención del Suicidio</u> |
| 5141.52 | <u>Prevención del Suicidio</u> |
| 5144 | <u>Disciplina</u> |
| 5144 | <u>Disciplina</u> |
| 5144.1 | <u>Suspensión y Expulsión/Debido Proceso</u> |
| 5144.1 | <u>Suspensión y Expulsión/Debido Proceso</u> |
| 5145.3 | <u>No discriminación/Acoso</u> |
| 5145.3 | <u>No discriminación/Acoso</u> |
| 5145.7 | <u>Acoso sexual</u> |
| 5145.7 | <u>Acoso sexual</u> |
| 5145.9 | <u>Comportamiento motivado por el odio</u> |
| 6145 | <u>Actividades extracurriculares y cocurriculares</u> |

| Código | Descripción |
|---------------|---|
| 6145 | <u>Actividades extracurriculares y cocurriculares</u> |
| 6159 | <u>Programa de Educación Individualizado</u> |
| 6159 | <u>Programa de Educación Individualizado</u> |
| 6164.6 | <u>Identificación y educación bajo la Sección 504</u> |
| 6164.6 | <u>Identificación y educación bajo la Sección 504</u> |

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 difundiéndola a través de notificaciones para padres/tutores, publicándola en el sitio web del distrito e incluyéndola en los manuales para estudiantes y personal. Todo el personal del distrito deberá recibir capacitación sobre la política.

Instrucción/Información

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

1. Qué actos y comportamientos constituyen acoso sexual, incluido el hecho de que el acoso sexual podría ocurrir entre personas del mismo sexo y podría implicar violencia sexual
2. Un mensaje claro de que los estudiantes no tienen que soportar el acoso sexual bajo ninguna circunstancia
3. Estímulo para denunciar los casos observados de acoso sexual, incluso cuando la presunta víctima del acoso no se haya quejado.
4. Un mensaje claro de que la seguridad de los estudiantes es la principal preocupación del distrito, y que cualquier violación de la regla por separado que involucre a una

presunta víctima o a cualquier otra persona que denuncie un incidente de acoso sexual se abordará por separado y no afectará la forma en que se recibirá la denuncia de acoso sexual. , investigado o resuelto

5. Un mensaje claro de que, independientemente del incumplimiento por parte del denunciante de la escritura, el cronograma u otros requisitos formales de presentación, toda acusación de acoso sexual que involucre a un estudiante, ya sea como denunciante, demandado o víctima del acoso, se investigará y se tomarán medidas. tomarse para responder al acoso, prevenir la recurrencia y abordar cualquier efecto continuo en los estudiantes
6. Información sobre los procedimientos del distrito para investigar quejas y la(s) persona(s) a quien(es) se debe hacer un informe de acoso sexual
7. Información sobre los derechos de los estudiantes y padres/tutores a presentar una denuncia civil o penal, según corresponda, incluido el derecho a presentar una denuncia civil o penal mientras continúa la investigación del distrito sobre una denuncia de acoso sexual.
8. Un mensaje claro de que, cuando sea necesario, el distrito implementará medidas de apoyo para garantizar un ambiente escolar seguro para un estudiante que es denunciante o víctima de acoso sexual y/u otros estudiantes durante una investigación.

Acciones Disciplinarias

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

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

Mantenimiento de registros

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



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.



DISTRITO ESCOLAR UNIFICADO DE FONTANA

Aviso Legal para Alumnos y Padres/Tutores Abuso y Acoso



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

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



REPORTALO

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

INVESTIGACION

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



SOLICITUD DE TRANSFERENCIA

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



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 non- disabled 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, self- care, 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 non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 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 non- disabled students. 34 CFR 104.34.
6. Your child has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 CFR 104.35.
7. Testing and other evaluation procedures must conform with the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc., The district shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, anecdotal reports, and MAPS/CAASPP scores. 34 CFR 104.35.

8. Placement decisions must be made by a group of persons (i.e., the Section 504 Committee), including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. 34 CFR 104.35.
10. You have the right to notice prior to any action by the district regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
11. You have the right to examine relevant records. 34 CFR 104.36.
12. You have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
13. If you wish to challenge the actions of the district's Section 504 Committee regarding your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district's Section 504 Coordinator (Coordinator of Alternative Education, 9680 Citrus Avenue, Building B, Fontana, CA (909) 357-5000 Ext. 29077) within ten (10) calendar days from the time you received written notice of the Section 504 Committee's action(s). A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing.
14. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. 34 CFR 104.36.
15. On Section 504 matters other than your child's identification, evaluation, and placement, you have a right to file a complaint with the district's Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint to reach a prompt and equitable resolution.
16. You also have a right to file a complaint with the Office of Civil Rights. The address of the Regional Office which covers California is:

United States Department of Education

Office for Civil Rights, Region IX Old Federal Building

50 United Nations Plaza, Room 239 San Francisco, California 94102

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

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

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

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

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

1. Usted tiene el derecho a que el distrito escolar le informe sobre sus derechos bajo la Sección 504. (El propósito de este aviso es informarle de esos derechos) 34 CFR 104.32.
2. Su hijo tiene el derecho a una educación apropiada diseñada para el cumplimiento de sus necesidades educativas individuales de manera adecuada tal y como se cumplen las necesidades de estudiantes sin discapacidad. 34 CFR 104.33
3. Su hijo tiene el derecho a servicios educativos gratuitos, salvo aquellos gastos que se les imponen a los estudiantes sin discapacidad o a sus padres. Las aseguradoras y terceras partes semejantes no están exentas de obligaciones que de otra manera sean válidas para proporcionar o pagar por servicios que se le proporcionen a un estudiante con discapacidad. 34 CFR 104.33.
4. Su hijo tiene el derecho a una colocación dentro del entorno menos restrictivo. 34 CFR 104.34.
5. Su hijo tiene el derecho a instalaciones, servicios y actividades que sean comparables a las que se les proporcionan a los estudiantes sin discapacidad. 34 CFR 104.34.
6. Su hijo tiene el derecho a una evaluación antes de una colocación inicial de la Sección 504 o cualquier cambio subsiguiente significativo en la colocación. 34 CFR 104.35.
7. Los exámenes y otros procedimientos de evaluación deben cumplir con los requisitos de 34 CFR 104.35 en cuanto a la autenticación, administración, áreas de evaluación, etc., El distrito deberá considerar información proveniente de diversas fuentes, incluyendo exámenes de aptitud y rendimiento, recomendaciones de los maestros, estado físico, antecedentes sociales y culturales, comportamiento adaptativo, informes físicos o médicos, calificaciones del estudiante, informes de progreso, observaciones del padre de familia, informes anecdóticos y resultados de las pruebas MAPS/CAASPP. 34 CFR 104.35.

8. Las decisiones con respecto a la colocación se deben tomar por un grupo de personas (i.e., el Comité de la Sección 504), que incluya personas con conocimiento de su hijo, del significado de los datos de las evaluaciones, de las opciones en cuanto a las colocaciones y de los requisitos legales con respecto a los entornos menos restrictivos e instalaciones comparables. 34 CFR 104.35.
9. Si su hijo califica bajo la Sección 504, él o ella tiene el derecho a reevaluaciones periódicas, por lo general cada tres años. 34 CFR 104.35.
10. Usted tiene el derecho a tener un aviso antes de que el distrito tome cualquier acción con respecto a la identificación, evaluación o colocación de su hijo. 34 CFR 104.36.
11. Usted tiene el derecho a revisar los registros relevantes. 34 CFR 104.36.
12. Usted tiene el derecho a una audiencia imparcial con respecto a las acciones del distrito con relación a la identificación, evaluación o colocación educativa de su hijo, con la oportunidad para la participación de los padres en la audiencia y de ser representado por un abogado. 34 CFR 104.36.
13. Si usted desea impugnar las acciones del Comité de la Sección 504 del distrito con relación a la identificación, evaluación o colocación educativa de su hijo, deberá presentar una apelación por escrito con el coordinador de la Sección 504 del distrito (coordinador de Educación Alternativa, 9680 Citrus Avenue, Edificio B, Fontana, CA (909) 357-5000 Ext. 29077) dentro de un plazo de diez (10) días calendario después de haber recibido su notificación por escrito sobre la(s) acción(es) del Comité de la Sección 504. Se programará una audiencia ante un funcionario de audiencias imparcial y se le notificará por escrito la fecha, hora y lugar en que se celebrará la audiencia.
14. Si usted no está de acuerdo con la decisión del funcionario de audiencias imparcial, usted tiene el derecho a que esa decisión se revise por un tribunal con jurisdicción competente. 34 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



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.



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

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

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

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

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

Programas y actividades a los que se aplica el UCP:

- Adaptaciones para las alumnas embarazadas y con hijos
- Educación para adultos
- Educación y seguridad después del horario de clases
- Educación vocacional técnica agrícola
- Educación vocacional técnica y programas de capacitación vocacional técnica
- Cuidado y desarrollo infantil
- Educación compensatoria
- Programas de ayuda categórica consolidados
- Períodos lectivo sin contenido educativo
- La discriminación, el hostigamiento, la intimidación o el acoso contra cualquier grupo protegido según se identifica en las secciones 200, 220 y la Sección 11135 del Código de Gobierno, que incluye cualquier característica
- Requisitos educativos y para la graduación de alumnos en hogares de acogida temporal, alumnos sin vivienda, alumnos que provienen de familias militares, alumnos que anteriormente estuvieron en Correccional de menores y que actualmente están inscritos en el distrito escolar
- Ley cada estudiante triunfa
- Planes de rendición de cuentas con control local
- Educación para alumnos migratorios
- Minutos de instrucción dedicados a la educación física
- Pagos que realizan los alumnos
- Adaptaciones razonables para alumnas en período de lactancia
- Centros y programas regionales ocupacionales
- Planes escolares para el rendimiento estudiantil
- Planes concernientes a la seguridad escolar

real o percibida según se establece en la Sección 422.55 del Código Penal, o sobre la base de la asociación de una persona con otro individuo o grupo que tiene una o más de estas características reales o percibidas, en cualquier programa o actividad conducida por una institución educativa, como se define en la Sección 210.3; y que es financiada en forma directa por el Estado, o que recibe o se beneficia de cualquier asistencia financiera estatal.

- Consejos escolares de cada plantel
- Establecimientos preescolares públicos estatales
- Asuntos relacionados con la seguridad y la salud en los establecimientos preescolares públicos estatales de las LEA, exentos de 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

August 1, 2023

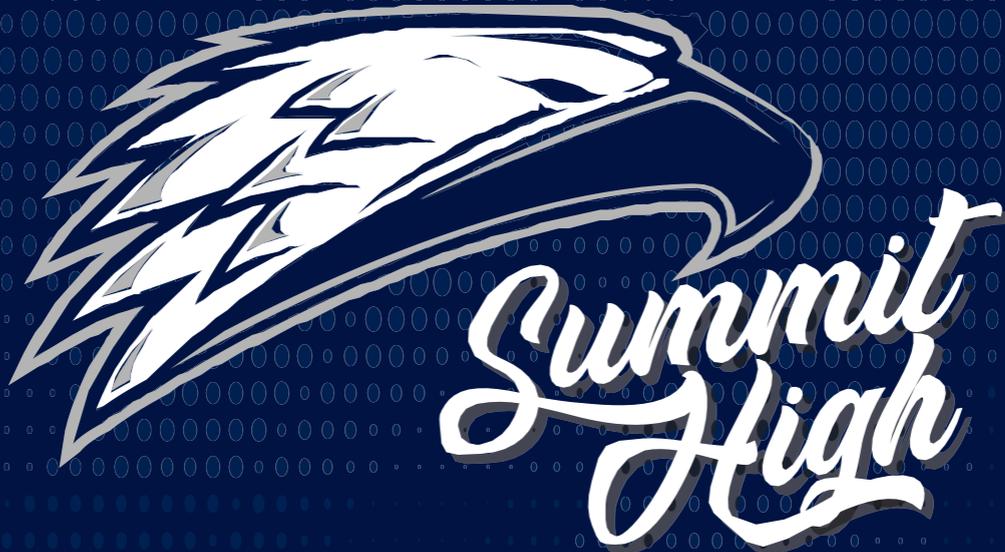
Dear Parents/Guardians:

As a Summit High 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)357-5950.



ALMA MATER

As we soar through the ages,
as we take to the skies,
we spread our wings of blue and silver
as we fly with Skyhawk pride!

Loyal in our hearts, body, spirit, mind,
we come, we learn, we lead the way,

FOREVER SUMMIT HIGH!