

SHADOW HILLS ELEMENTARY SCHOOL

STUDENT/PARENT HANDBOOK

2025-2026

A Guide to Policies, Practice and Procedures



Shadow Hills Elementary School

14300 Shadow Drive

Fontana, CA 92337

Phone: (909) 357-5750

Fax: (909) 357- 7574

<http://www.fusdweb.com/sites/elem/ShadowHills/default.aspx>

Follow us on Facebook and Instagram

Principal's Message

Dear Shadow Hills Community,

Welcome to Shadow Hills Elementary School! We are excited to begin an enriching school year filled with engaging and meaningful learning experiences. Our entire team of teachers and staff is eager to support every scholar on their journey of growth, ensuring that learning is both fun and impactful.

This year, we have carefully planned unique and hands-on learning opportunities that will encourage each scholar to actively participate and collaborate towards shared goals. Our approach centers on “learning by doing,” empowering students to not only acquire new knowledge but also apply their skills confidently to solve real-world challenges.

This handbook serves as a quick reference guide to help you navigate the school year. Inside, you’ll find essential information on our school’s policies, procedures, rules, and available services.

The future is bright at Shadow Hills Elementary, and we have big plans for the year ahead. Together as a united school community, we will continue to make Shadow Hills Elementary a place of excellence in Fontana. As we embark on this exciting journey, I encourage all scholars to be curious, proactive, and enthusiastic in their learning. Each student has the potential to achieve greatness, and I am excited to witness their progress and success this year.

Here's to a wonderful school year ahead!

Sincerely,



Mr. Leonard Fisher, Principal
Shadow Hills Elementary School

Together we live by the 4 “BEs” –

BE RESPECTFUL

BE RESPONSIBLE

BE SAFE

BE KIND



GENERAL INFORMATION

Office hours:

7:30 AM to 3:30 PM

School Hours

School begins at 7:45am and ends at 2:20pm on Monday, Tuesday, Thursday, and Friday.

Wednesdays are minimum days; School ends at 11:50am.

Tardy Bell- The first bell rings at 7:40 and the second (Late) bell rings at 7:45am.

AM Preschool runs from **7:30am – 10:30am.** **PM Preschool** runs from **11:15am – 2:15pm.**

TK AM runs from **7:45 am – 12:30** **TK PM** runs from **9:35 am – 2:20 pm**

On Wednesdays, is Minimum day for TK and both AM & PM start at 9:05am – 11:50am

SUPPORT STAFF

PRINCIPAL

Leonard Fisher

SECRETARY

Yolanda Anderson

CLERK TYPIST

Elizabeth Jaime

BILINGUAL COMMUNITY AIDE

Brenda Rosales-Huerta

COUNSELOR

Diane Macias

HEALTH ASSISTANT

Yolanda Mayorquino

LIBRARY SPECIALIST

Annabel Cortez

SCHOOL PSYCHOLOGIST

Majda Annous

SCHOOL NURSE

Beatrice Okonkwo

SPEECH PATHOLOGIST

Sandeep Malleshappa

DAY CUSTODIAN

Jose Rodriguez

TOA

Esther Yu

EL TOA

Jennifer Medina

Bilingual Aide

Alma Osollo

SDC Aides

Nancy Castro, Jan Hinton, Angelica Farias

RSP Aide

Sonya Lauterio

School Site Aides

Alicia Rodriguez

Lulu Avila

Miriam Morales Sandoval

Jackie Rodriguez

Elizabeth Gonzalez

Sylvia Santamaria

Nancy Aguilar

Cafeteria Services

Michelle Child

Maria Palacios

Keely Diaz

Fontana After School Program

Laura Montano

FONTANA UNIFIED SCHOOL DISTRICT 2025-2026 SCHOOL CALENDAR

JULY 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	N	PD		
Student Days = 0						

AUGUST 2025						
Su	M	Tu	W	Th	F	Sa
					PD	2
3	MD	MD	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	Student Days = 18					

AUGUST

6 First Day of School – All Grades

SEPTEMBER

1 Holiday – Labor Day (No School)

NOVEMBER

11 Holiday – Veterans Day (No School)

24-28 Fall Break (No School)

DECEMBER

22-31 Winter Break (No School)

JANUARY

1-9 Winter Break (No School)

12 Professional Development Day (No School)

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

FEBRUARY

9 Holiday – Lincoln's Birthday (No School)

16 Holiday – President's Day (No School)

MARCH

23-27 Spring Break (No School)

MAY

25 Holiday – Memorial Day (No School)

28 Last Day of School – All Grades

JUNE

19 Holiday – Juneteenth (No School)

ALL SCHOOLS MINIMUM DAYS

Wednesday each week

ELEMENTARY AND MIDDLE SCHOOL CONFERENCES/MINIMUM DAYS

October 20 – 24, 2025

ALL SCHOOLS END OF SEMESTER MINIMUM DAYS

Friday, December 19, 2025 – End Semester 1

Thursday, May 28, 2026 – End Semester 2 – Last Day of School

END OF QUARTER/SEMESTER FOR MIDDLE/HIGH SCHOOLS

Friday, October 10, 2025 – End Quarter 1

Friday, December 19, 2025 – End Semester 1

Friday, March 20, 2026 – End Quarter 3

Thursday, May 28, 2026 – End Semester 2 – Last Day of School

HIGH SCHOOL FINAL EXAMS/MINIMUM DAYS

December 16 – 19, 2025

May 26 – 28, 2026

SEPTEMBER 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Student Days = 21						

OCTOBER 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Student Days = 23						

NOVEMBER 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	Student Days = 14					

DECEMBER 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Student Days = 15						

JANUARY 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	PD	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Student Days = 13						

FEBRUARY 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
Student Days = 18						

MARCH 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Student Days = 17						

APRIL 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Student Days = 22						

MAY 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	MD	30
31	Student Days = 19					

JUNE 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Student Days = 0						

	SCHOOL DAYS
	WEEKENDS/VACATIONS
	HOLIDAYS (NO SCHOOL)

N	NEW TEACHER ORIENTATION
PD	PROFESSIONAL DEVELOPMENT (Non-Student Attendance Day)
MD	MEMBER DIRECTED DAY (Non-Student Attendance Day)

Board Approved: 9/25/24

DISTRITO ESCOLAR UNIFICADO DE FONTANA CALENDARIO DEL AÑO ESCOLAR 2025-2026

JULIO 2025						
D	L	M	MI	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	N	PD		
Días en curso = 0						

SEPTIEMBRE 2025						
D	L	M	MI	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Días en curso = 21						

NOVIEMBRE 2025						
D	L	M	MI	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Días en curso = 14						

ENERO 2026						
D	L	M	MI	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	PD	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Días en curso = 13						

MARZO 2026						
D	L	M	MI	J	V	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Días en curso = 17						

MAYO 2026						
D	L	M	MI	J	V	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	MD	30
31						
Días en curso = 19						

	DÍAS ESCOLARES
	FINES DE SEMANA/VACACIONES
	DÍAS FESTIVOS (NO HAY CLASES)

AGOSTO 2025						
D	L	M	MI	J	V	S
					PD	2
3	MD	MD	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Días en curso = 18						

OCTUBRE 2025						
D	L	M	MI	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Días en curso = 23						

DICIEMBRE 2025						
D	L	M	MI	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Días en curso = 15						

FEBRERO 2026						
D	L	M	MI	J	V	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
Días en curso = 18						

ABRIL 2026						
D	L	M	MI	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Días en curso = 22						

JUNIO 2026						
D	L	M	MI	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Días en curso = 0						

N	ORIENTACIÓN PARA NUEVOS PROFESORES
PD	CAPACITACIÓN PROFESIONAL (Día sin estudiantes)
MD	DÍA DIRIGIDO POR MIEMBROS (Día sin estudiantes)

AGOSTO	
6	Inicio de curso— Para todos los grados
SEPTIEMBRE	
1	Conmemoración del día del trabajo (No hay clases)
NOVIEMBRE	
11	Conmemoración del día de los Veteranos (No hay clases)
24-28	Vacaciones de otoño (No hay clases)
DICIEMBRE	
22-31	Vacaciones de invierno (No hay clases)
ENERO	
1-9	Vacaciones de invierno (No hay clases)
12	Día de capacitación profesional (No hay clases)
19	Conmemoración del día de Martin Luther King, Jr. (No hay clases)
FEBRERO	
9	Conmemoración del Natalicio del presidente Lincoln (No hay clases)
16	Conmemoración del día de los presidentes (No hay clases)
MARZO	
23-27	Vacaciones de primavera (No hay clases)
MAYO	
25	Conmemoración del día de los caídos (No hay clases)
28	Fin de curso - para todos los grados
JUNIO	
19	Conmemoración del día de la Emancipación (Juneteenth) (No hay clases)

DÍAS MÍNIMOS PARA TODAS LAS ESCUELAS
Miércoles de cada semana

CONFERENCIAS DE ESCUELAS PRIMARIAS Y SECUNDARIAS/DÍAS MÍNIMOS
20 – 24 de octubre de 2025

FIN DEL SEMESTRE PARA TODAS LAS ESCUELAS DÍAS MÍNIMOS
Viernes, 19 de diciembre de 2025 – Fin Semestre 1
Jueves, 28 de mayo de 2026 – Fin del Semestre 2 – Último Día de Clases

FIN DEL TRIMESTRE/SEMESTRE PARA LAS SECUNDARIAS/PREPARATORIAS
Viernes, 10 de octubre de 2025 – Fin del Trimestre 1
Viernes, 19 de diciembre de 2025 – Fin Semestre 1
Viernes, 20 de marzo de 2026 – Fin del trimestre 3
Jueves, 28 de mayo de 2026 – Fin del Semestre 2 – Último Día de Clases

DÍAS MÍNIMOS/EXAMENES FINALES PARA LAS PREPARATORIAS
Del 16 al 19 de diciembre de 2025
Del 26 al 28 de mayo de 2026

Aprobado por la Junta Directiva: 9/25/24

SHADOW HILLS ELEMENTARY SCHOOL

2025-2026 BELL SCHEDULE

OFFICE OPENS	BREAKFAST	PLAYGROUND OPENS	OFFICE CLOSES
7:00 AM	7:15 – 7:40 AM	7:15 AM	3:30 PM
PRESCHOOL SCHEDULE			
SESSION	SCHOOL BEGINS	BREAKFAST/ LUNCH	DISMISSAL
AM	7:30	7:45 – 8:15	10:30
PM	11:15	11:45 – 12:15	2:15

TRANSITIONAL KINDERGARTEN-5 TH GRADE REGULAR DAY SCHEDULE					
GRADE	SCHOOL BEGINS	AM RECESS	LUNCH	PM RECESS	DISMISSAL
TK AM	7:45	8:30 – 8:45	10:55 – 11:15		12:30
TK PM	9:35		10:55 – 11:15	1:15 – 1:30	2:20
K	7:45	9:25 – 9:40	10:35 – 11:15	1:05 – 1:20	2:20
1 ST	7:45	9:05 – 9:20	10:10 – 10:50	12:05 – 12:20	2:20
2 ND	7:45	9:05 – 9:20	10:10 – 10:50	12:20 – 12:35	2:20
3 RD	7:45	9:25 – 9:40	10:35 – 11:15	12:35 – 12:50	2:20
4 TH	7:45	9:40 – 10:00	11:00 – 11:40		2:20
5 TH	7:45	9:40 – 10:00	11:20 – 12:00		2:20

TRANSITIONAL KINDERGARTEN- 5 TH GRADE MINIMUM DAY SCHEDULE					
GRADE	SCHOOL BEGINS	AM RECESS	LUNCH	PM RECESS	DISMISSAL
TK AM	9:05	10:05 – 10:20	11:05 – 11:35		11:50
TK PM	9:05	10:05 – 10:20	11:05 – 11:35		11:50
K	7:45	9:00 – 9:10	10:05 – 10:45		11:50
1 ST	7:45	8:50 – 9:00	9:40 – 10:20		11:50
2 ND	7:45	8:50 – 9:00	9:40 – 10:20		11:50
3 RD	7:45	9:00 – 9:10	10:05 – 10:45		11:50
4 TH	7:45	9:10 – 9:20	10:30 – 11:10		11:50
5 TH	7:45	9:20 – 9:30	10:50 – 11:30		11:50

ESCUELA PRIMARIA DE SHADOW HILLS

2025-2026 HORARIO DIARIO

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

HORARIO PRE-ESCOLAR			
SESIÓN	CLASES COMIENZAN	DESAYUNO/ALMUERZO	SALIDA
AM	7:30	7:45 – 8:15	10:30
PM	11:15	11:45 – 12:15	2:15

HORARIO REGULAR DE KINDERGARTEN TRANSICIONAL A 5º GRADO					
GRADO	CLASES COMIENZAN	RECREO AM	ALMUERZO	RECREO PM	SALIDA
TK AM	7:45	8:30 – 8:45	10:55 – 11:15		12:30
TK PM	9:35		10:55 – 11:15	1:15 – 1:30	2:20
K	7:45	9:25 – 9:40	10:35 – 11:15	1:05 – 1:20	2:20
1º	7:45	9:05 – 9:20	10:10 – 10:50	12:05 – 12:20	2:20
2º	7:45	9:05 – 9:20	10:10 – 10:50	12:20 – 12:35	2:20
3º	7:45	9:25 – 9:40	10:35 – 11:15	12:35 – 12:50	2:20
4º	7:45	9:40 – 10:00	11:00 – 11:40		2:20
5º	7:45	9:40 – 10:00	11:20 – 12:00		2:20

HORARIO MÍNIMO DE KINDERGARTEN TRANSICIONAL A 5º GRADO					
GRADO	CLASES COMIENZAN	RECREO AM	ALMUERZO	RECREO PM	SALIDA
TK AM	9:05	10:05 – 10:20	11:05 – 11:35		11:50
TK PM	9:05	10:05 – 10:20	11:05 – 11:35		11:50
K	7:45	9:00 – 9:10	10:05 – 10:45		11:50
1º	7:45	8:50 – 9:00	9:40 – 10:20		11:50
2º	7:45	8:50 – 9:00	9:40 – 10:20		11:50
3º	7:45	9:00 – 9:10	10:05 – 10:45		11:50
4º	7:45	9:10 – 9:20	10:30 – 11:10		11:50
5º	7:45	9:20 – 9:30	10:50 – 11:30		11:50

Shadow Hills Elementary School Teachers

Name	Grade/Subject
Mrs. Pulido	Pre-K
Mrs. Belt	K
Mrs. Lyons	K
Mrs. Pizano	TK
Mrs. Adair	1 st
Ms. Remedios	K, 1 st & 2 nd
Mrs. Preciado	1 st
Ms. Luna	2 nd
Mrs. Coakley	2 nd
Mrs. Boggess	3 rd
Mrs. Pearce	3 rd
Mrs. Medina	3 rd , 4 th , & 5 th
Mrs. Pham	4 th
Mrs. Zoetemelk	4 th
Mrs. Perez	5 th
Mrs. Reyes	5 th
Ms. Schatz	2 nd , 3 rd , & 4 th
Mrs. Tian	RSP
Mrs. Aguirre	IST
Mrs. Butler	VAPA Enrichment TK-3 rd
Ms. Grkinich	Science Enrichment 4 th & 5 th
Mr. Jackson	Instrumental Enrichment 5 th
Mariana Perruci De Paula	Music Enrichment 4 th & 5 th

2025-2026 Important Dates

August 5, 2025	Back to School Night 4:30 – 5:30 PM
August 6, 2025	First Day of School
September 1, 2025	Labor Day (No school)
October 10, 2025	End of Quarter 1
	Parent/Teacher Conferences (Minimum Days-all week)
October 20-24, 2025	• Progress Report to be given at conferences: • K – 5th Grade Students 7:45 am – 11:50 am • TK– Regular school schedule
November 11, 2025	Holiday- Veteran's Day Observed (No School)
November 24-28, 2025	Fall Break (No School)
December 19, 2025	End of 1 st Semester Report Card Mailed Home to Parents
December 22, 2025 – January 9, 2026	Winter Break (No School)
January 12, 2026	Professional Development Day (No School)
January 13, 2026	Second Semester Begins
January 20 – 23, 2026	1 st Semester Awards Assemblies
January 19, 2026	Martin Luther King Jr. Birthday (No School)
February 9, 2026	Lincoln's Birthday (No School)
February 16, 2026	President's Day (No School)
March 20, 2026	End of Third Quarter – Progress Reports Mailed Home to Parents
March 23 – March 27, 2026	Spring Break (No School)
May 15 – 19, 2026	End of the Year Awards Assemblies
May 22, 2026	5 th Grade Promotion
May 28, 2026	Last Day of School (Minimum Day) Report Cards Mailed Home to Parents

Chat with the Principal
FRIDAYS (8:00AM – 9:00 AM)

September 19
October 31
November 21
December 12
January 30
February 13
March 13
April 3

English Learner Advisory Council (ELAC)
FRIDAYS (9:00 AM – 10:00 AM)

September 19
November 21
January 30
March 13

School Site Council
WEDNESDAYS (1:30 PM – 2:30 PM)

September 24
October 22
November 19
December 10
February 18
March 18
April 29
May 13

A University Mindset begins HERE-Our Commitments

Culture of Universal Achievement Commitment

We are committed to creating a positive school environment that prepares EVERY student for college. A culture of universal achievement is based on the idea that every student deserves the opportunity to be educated in a way that prepares him or her for college and careers.

Collaboration Commitment

We are committed to collaborating with one another in a variety of ways. We understand that the greatest academic and social gains for our students come because of quality instruction from the classroom teacher and highly effective measures of collaboration among team members. Staff works interdependently with their teams in many ways. Staff members are open to learning and implementing new methods, ideas, and strategies that will lead to greater academic achievement for all. They actively participate in all staff, team, and collaboration meetings. They seek ways to learn from each other and are committed to growing professionally together.

Standards Alignment Commitment

We are committed to aligning our instruction to the rigor of California Common Core State Standards in all academic areas. We understand that the greatest academic gains will come as a result of requiring students completing accurate, independent practice of grade level skills and standards. It is the classroom teachers' responsibility to provide these engaging opportunities for students. Collaboration is the key to effective planning instruction at the rigor of the standard. Our daily instruction will include planning, instruction, and daily formative assessment practices at the rigor of the grade level standard. We will administer standards-based formative assessments in accordance with language arts and mathematics. We will analyze all assessments with the purpose of giving students appropriate instruction through targeted interventions and/or re-teach opportunities.

Intervention/Enrichment Commitment

We understand the importance of providing effective interventions/enrichment opportunities for all students, whether they are performing below, at, or above grade level standard. We will use the results of assessments to determine appropriate interventions and enrichment opportunities to "change the future" for each student.

Family-School Partnership Commitment

We understand the importance of creating positive relationships with our students' families. We will create welcoming environment that values and honors the diversity of the families in our community. We will keep all families informed about important issues and events and make it easier for all families to communicate with staff members. We will initiate and respond to communication in a timely manner using a variety of methods (e.g., letters, phone, email, websites, etc.). We will keep parents well-informed of their child's progress. We will involve our families in setting high expectations for our students.

Room Environment Commitment

All classrooms should be setup to maximize and enhance student learning. Walls and countertops should be clear of debris and other items not relevant to student learning. Items posted on walls should be instructional tools used to guide student learning. The following elements should be included:

- Daily Visual Schedule
- Learning targets and success criteria that identify the criteria for mastery should be posted daily and accurately match the activities that students are engaged in.
- Thinking Maps – Anchor Charts & Student Created
- PBIS Schoolwide Expectations, Classroom Expectations, Incentives & Consequences
- Student friendly data wall
- Student work

Behavior Expectations Matrix

<u>Setting</u>	<u>Respectful</u>	<u>Responsible</u>	<u>Safe</u>	<u>Kind</u>
Office/Health Office	• Use quiet voices. • Keep hands to self. • Keep two feet and four legs on the floor.	• State your purpose politely. • Sign-in and be seated. • Wait patiently for your turn.	• Go directly to the office/ health office. • Wait in a single file line. • Talk to adults when directed to.	• Use polite language: “excuse me,” “please,” and “thank you.”
Classroom	• Use calm/quiet voices. • Raise hand & wait your turn. • Listen and follow adult directions.	• Come to class on time & ready to learn. • Focus on learning. • Complete all assignments.	• Keep two feet and four legs on the floor. • Use classroom supplies correctly.	• Treat others the way you want to be treated. • Be inclusive: work cooperatively. • Use kind words.
Hallway/Lines	• When you are in line for lunch, please speak quietly. • Stop and listen carefully when adults speak.	• Stand in line and look ahead unless told otherwise. • Walk on the right side of the hallway.	• Always walk. • Move with the flow of traffic. • Keep halls clean.	• Be polite: use kind words. • Use good manners. • Stop and allow others to pass.
Library	• Use inside QUIET voices. • Listen & follow adult directions. • Wait in a single file line.	• Care for your books. • Use book paddle. • Sit & read once you check out your book.	• Enter & exit silently. • Walk inside the library. • Use furniture appropriately. • Push in chairs.	• Recommend good books to your friends. • Make room on the rug for others. • Use kind words.
Cafeteria	• Use soft voices while waiting in line, eating, & leaving the cafeteria.	• Get what you need while in line. • Clean up after yourself. • Raise hand if you need help.	• Stay seated until dismissed. • Only eat the food on your tray. • Walk at all times. • Report any spills or problems.	• Talk kindly with peers and staff. • Use polite language: “please,” and “thank you.” • Be honest.
Playground	• Listen to & follow adult directions. • Avoid playfighting & steer away from drama. • Keep our playground clean.	• Freeze when the bell rings. • When the whistle blows, store equipment & line up. • Bring personal items back to class.	• Stay within the limits of the playground. • Walk to & from the playground. • Follow the rules & be patient.	• Be inclusive/welcome others to play. • Take turns/share equipment and space. • Be a good sport.
Restroom	• Respect privacy of others. • Use calm/quiet voices. • Use the facilities for intended purposes only.	• Flush toilets. • Keep restroom clean. • Report any issues to an adult immediately.	• Wash hands with soap and water for at least 20 seconds. • Walk to & from restroom. • Keep water & soap in the sink.	• Be patient if all the stalls are in use. • Be polite-use kind words only. • Keep hands and feet to self.

CAFETERIA CONDUCT

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

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

UPDATED CELL PHONE POLICY:

ELECTRONICS POLICY/FUSD PHONE FREE SCHOOLS (AB3216):

In response to California’s AB 3216, which mandates school districts to regulate student smartphone use, FUSD will implement a districtwide phone policy by July 1, 2025. The goal is to reduce distractions, boost student engagement, and support well-being. While many schools already align with this law, the district policy will unify efforts to promote focused, phone-free learning environments.

Policy Intent: This policy establishes clear expectations for student phone use during school hours, ensuring compliance with AB 3216 while allowing exceptions for emergencies, medical needs, and IEP accommodations.

Use Restrictions-

Students may bring cell phones and electronic devices/smart watches to school; however, these devices must be powered off and stored out of sight from arrival until departure, except when explicitly authorized by school personnel for instructional purposes or in the event of a life-threatening emergency. All non-emergency communication must be routed through the school office. If smart phones/electronic devices are brought to school and are lost or stolen, the school site is not responsible for lost or stolen items.

K-8 Implementation-

- Phones may only be used for instructional purposes with explicit teacher permission.
- Emergencies must be handled through school office communication, except in life-threatening situations.
- Progressive consequences will be enforced for non-compliance, including verbal warnings, confiscation, and parent retrieval.

DRESS AND GROOMING

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

Dress Standards

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

- **Pants/Shorts/Culottes/Skirts/Jumpers:** Baggy shorts or pants are not acceptable. If belts are worn, they must not be more than one size too large, must be worn through the belt loops and if the belt buckle has a letter, it must be an initial of the child's name. Walking shorts and skirts must be mid-thigh length or longer. Shorts' length may not extend below the knee. Jogging shorts or bicycle shorts are not acceptable. Leggings and tights are acceptable only under skirts, shorts or culottes.
- **Shirts/Blouses:** Oversized shirts or blouses that are too long are not acceptable because it presents a safety hazard when students are playing. See-through or fishnet fabric, halter tops, bare midriff, spaghetti straps, and tank tops are not allowed. Students may not wear shirts inside out. Undergarments are not to be seen outside of clothing. Students will be required to contact parents to provide a change of clothing in these circumstances.

Dress Standards, continued

- **Jackets/Coats/Jerseys:** Jackets and coats, as well as all other clothing, backpacks, notebooks, etc. must not have writing or pictures that are sexually suggestive, derogatory, gang-related, or could be construed to have a "double meaning," which advocate the use of drugs or alcohol or suggest the use of profanity. Athletic team jackets, jerseys or team t-shirts that display team logos could become disruptive to school operations and the education process and are not allowed.
- **Jewelry:** Jewelry is not allowed to be worn at school. Necklaces, bracelets (including rubber band bracelets), rings, watches with toys or noise, anklets, toe rings, dangling earrings, and any other piercing are not to be worn at school. This is a safety issue. Post earrings are allowed. Wallets with chains, straps attached to hip or wallets are prohibited.
- **Shoes:** Closed-toed shoes must be worn at all times, may be any color and should be appropriate for school activities. Thongs, backless shoes, backless sandals, sandals with open toes, bedroom slippers, moccasins, rubber/plastic shoes, *shoes with wheels*, footsies, high heels, **crocs** are **not** allowed.
- **Hats/Caps/Sunglasses/Scarves**
Students may NOT wear hats, caps, sunglasses, or scarves to school except during hot or cold weather to protect from the elements. All hats must be a solid color and free of logos or professional sports team insignias. They must be removed while indoors. Items must be worn properly.

PLAYGROUND RULES

1. Students should stay within designated playground boundaries during recess. Students should use restrooms and drinking fountains on the outside perimeter of the school, as they are not permitted in the inner courtyard.
2. Use playground equipment properly (swings, slides, monkey bars, rings, crossbars).
3. Follow game rules (tetherball, handball, basketball, soccer, etc.) Practice good sportsmanship.
4. Tackling, tag, and wrestling or rough play are not allowed.
5. Rubber balls are for bouncing and throwing only, not kicking.
6. Bouncing balls may only be used for playing handball on designated handball walls.
7. Get a drink of water or use the restroom **before** the bell signals the end of recess.
8. Food is not permitted outside of the cafeteria. Gum is not allowable at school.
9. Walk on all concrete and asphalt areas. No running allowed in these areas.
10. Show respect for people and property through language and behavior.
11. Resolve your own minor conflicts whenever possible before requesting help from the school staff. Steps to use: stop and think, talk honestly; listen and discuss; or ignore the situation.

12. Students should stop all play when the bell rings. Running, throwing or bouncing of balls, or getting drinks after the bell rings is not permitted.
13. Once a school site aide has blown the bell students should walk to their classroom line and wait silently for their teacher.
14. Two short whistle blows, indicate that an adult needs your attention.
15. Walk quietly around classroom areas.
16. Students should be mindful of disrupting other classrooms by steering clear of the buildings and only going to another teacher's classroom if prior arrangements have been made with the teacher.

PROHIBITED ITEMS

Students may NOT bring personal items to school. The school/district is not responsible for lost or damaged personal property. Students are not to bring gum, candy, sunflower seeds (or other seeds), glass items, toys, balls, iPods, mp3 players, or other electronic devices to school. These items will be confiscated by the teacher or adult employee on campus. Additionally, students should not bring excessive amounts of cash to school or any item that may cause a disruption in school activities. Students assume the responsibility for loss or damage to their clothing, equipment, books, or instruments. The school makes every effort to protect all personal property but is not responsible for it.

Return of Confiscated Items:

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

PROHIBITED ITEMS continued

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

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

BULLYING

Statement of Policy on Bullying

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

What is bullying?

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

To be considered Bullying...

1. Bullying is hurting someone's body, feelings, or things.
2. It's One-sided.
3. The incident happens over and over.
4. The "victim" has asked the other person to "Stop", and they still continue.

All four must be present to be considered Bullying! It may be a conflict or disagreement between peers. At Shadow Hills, we help support and mediate conflict that can occur as they learn to socialize.

To further help our school be a safe and respectful place, we are also going to use the Second Step Bullying Prevention Unit for K-5. Your child will learn specific skills to help stop bullying. Students will learn how to:

- Recognize when bullying is happening.
- Report bullying to a caring adult.

- Refuse to let bullying happen to themselves or others.
- Be a bystander who stands up and is part of the solution to bullying.

For bullying prevention to work, everyone at school needs to be involved. All our staff will get special training in how to:

- Recognize and respond to bullying.
- Support children who have been bullied
- Correct behaviors of children who are bullying.
- Use strategies that support a positive school and classroom climate.

And we need your help, too! Make sure your child knows to tell you or someone at school if he or she is being bullied. And give your child the clear message that it is never okay to bully others. Get involved in making our school a safe and respectful place by letting us know if you hear about bullying at our school.

Shadow Hills Elementary School General Information and Academic Expectations

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

ACADEMIC HONESTY

Students are expected to always demonstrate acts of honesty. Teachers and staff members will support and enforce all rules of academic honesty and provide a learning environment that does not tolerate dishonesty. Any student who violates the rules of academic honesty will be subject to disciplinary action. Academic dishonesty, cheating, or plagiarism involves an attempt by the student to show possession of a level of knowledge or skill which the student does not possess. It involves any attempt by a student to substitute the product of another, in whole or in part, as the student's own work. This policy covers all school-related tests, quizzes, reports, class assignments, and projects. Academic dishonesty includes, but is not limited to, **cheating, plagiarism, and collusion.**

Tips for Successful Students

1. Come to class prepared and turn in all assignments on time.
2. After an absence, take responsibility by asking your teachers for work that you need to make-up.
3. If you know in advance of an upcoming long-term absence (ranging from 5-20 days), arrange for Independent Study by calling **909- 357-5750**.
4. When you are at home, set aside at least one hour each day to study and review. Some assignments will require longer hours for research and preparation.

ANIMALS

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

ARRIVAL AND DEPARTURE PROCEDURES

The school campus is open to students at 7:15 AM. ***Please do not bring your child to school before 7:15 AM as there is no scheduled supervision until that time.*** The cafeteria opens for breakfast at 7:15 AM. Students in grades 1-5 may play on the central playground area but should remain out of classroom wings. Transitional Kindergarten and Kindergarten students wait in the cafeteria and will be escorted to class by School Site Aides. There is a line up bell at 7:40 for students in K through 5th grades. Students who arrive after 7:45 AM will be marked tardy. Instructional time begins at 7:45 AM.

Morning Drop-Off

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

Afternoon Dismissal

School ends at 2:20pm on regular days and 11:50am on minimum days. Students will be walked to the front gates by their teachers for dismissal and are expected to return directly home after school. Parents are to wait for their children at the school gates in front of the school. Students should be off campus 15 minutes after dismissal unless in a supervised school activity. Parent/Guardians will need to enter the office with I.D to check out Late-Pick Up Students. Students may not stay on campus at the end of the school day, unless they are attending an after-school program, club or tutoring and have an approved parent permission slip. Persistent violations of these requirements may be reported to School Police or to the Child Protective Services.

Walking to/ From School

Students living in the neighborhoods close to Shadow Hills Elementary School may choose to walk to/from school. Please keep in mind that we are responsible for all students from the time that they leave their homes in the morning, until they walk through their door at night. Therefore, when walking, we ask that students come directly to school or go directly home, and NOT stopping at Shadow Park.

ATTENDANCE

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

Absences: Please be sure your child attends school every day. However, if your child must miss school, **please call the school as early as possible at (909-357-5750) or send a dated note on the day of the child's return stating specifically the reason for the absence.** If your child must be absent for **more than three (3 days)**, you should contact his/her teacher to fill out an Independent Study Contract. The teacher needs to be given **3 days' notice** to prepare the work. Upon the child's return and the successful completion of that contract (as verified by the teacher), those absences will be changed to independent study credit on the school records. **Continuous absences may result in a SARB (School Attendance Review Board) referral.**

Tardies: Students are expected to be in line and ready to enter their classroom at 7:40 AM, every day. Students who arrive after 7:45 (the late bell) must report to the Attendance Clerk for a tardy slip. Parents should be aware that if a student has three or more unexcused tardies in excess of thirty minutes during the school year, these tardies are classified as a truancy and shall be reported to the Department of Child Welfare and Attendance and to the parent. **Continuous tardies may result in a SARB (School Attendance Review Board) referral.**

Early Dismissal: Students who leave the school before the regular dismissal time of 2:20 PM and 11:50 AM (Wednesdays) must be checked out through the office. We cannot dismiss a child early by a telephone call. Only parents/guardians are permitted to pick students up early unless an emergency contact was phoned by the school office. **All individuals picking up students must present appropriate photo identification with a name matching the Emergency Card. Alternative Parent/ Guardian must be on Q Emergency contact list.** In addition, to avoid interruptions and ensure that students receive homework and other informational materials, parents/guardians are discouraged from picking students up during the final **30 minutes** of the instructional day. Please schedule appointments outside of school hours. **Early dismissals are accounted for as tardies and may affect eligibility for attendance awards.** Schools are required to report excessive absences or tardies to the School Attendance and Review Board. CalWORKs grants (AFDC, Medi-Cal) may be withheld for students who do not attend school regularly.



ACCEPTABLE REASONS FOR EXCUSED STUDENT ABSENCES

(Ed Code 48205, 48225.5 and 48260)

- 1) Pupil's illness including an absence for the benefit of the pupil's mental or behavioral health.
- 2) Quarantine under the direction of a health officer.
- 3) Personal medical, dental, optometric or chiropractic appointment.
- 4) Funeral services for a member of the immediate family.
- 5) Student serving on jury duty.
- 6) Illness or medical appointment of a child of whom the pupil is the custodial parent or to care for a sick child.
- 7) Personal Reasons:
 - a. Personal court appearance
 - b. Attendance at a funeral service
 - c. Observance at a religious holiday or ceremony
 - d. Attendance at a religious retreat
 - e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
 - g. Other personal reasons approved by the Principal or designated representative.
- 8) For the purpose of serving as a member of a precinct board for an election.
- 9) For the purpose of spending time with a member of the pupil's immediate family who is an active-duty member of the military.
- 10) Attending a naturalization ceremony to become a United States citizen.

- 11) Participating in a cultural ceremony or event.
- 12) Engaging in a civic or political event (*Applies to MS and HS student's only*).
- 13) Other reasons that are within the discretion of school administrators and, based on the factors of the pupil's circumstances.
- 14) Employment in the entertainment industry or participating with a not-for-profit performing arts organization for a maximum of up to five absences per school year.

UNACCEPTABLE REASONS FOR STUDENT ABSENCES



Reasons not acceptable for being absent from school and are considered truancies or unexcused absences during the school year.

1. Going to work with parent or other family member.
2. Going to the beach, lake, river, mountains or desert.
3. Going to a concert.
4. Getting ready for a date.
5. Babysitting, taking care of other family members.
6. Under the influence of alcohol or drugs.
7. Joyriding or partying.
8. Personal reasons not identified on the list of excused absences.
9. Repairing of car or household items.
10. Waiting for service or repair personnel to arrive.
11. Going shopping.
12. Going camping or other related activity/vacation.
13. Attending a sporting event.
14. Transportation not available/missing the bus.
15. Any other reason not included in "Acceptable Reasons for Excused Absences."

Fontana Unified School District Division of Student Services

Every Student Successful | Engaging Schools | Empowered Communities

General Attendance Policies and School Attendance Review Board (SARB) Information

Parent and Student Information Brochure



Child Welfare and Attendance Jose L. Barzaga, Director

9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000 X 29083
FAX: (909) 357-7614

CWA Liaisons

Connie Aramburo	(909) 357-5000 X 29084
David Matuguina	(909) 357-5000 X 29075
Lydia Wibert	(909) 357-5000 X 29076

CWA 06/2024

How do schools notify parents/guardians of attendance concerns?

At THREE (3) unexcused absences: Student classified as a "Truant"; SART 1 letter sent home.

At SIX (6) unexcused absences: SART 2 letter sent home.

At NINE (9) unexcused absences: SART 3 letter sent home, Student may be classified as a "Habitual Truant".

A SART Conference will be held at the school.

What is SART? School Attendance Review Team

School Attendance Review Team (SART) Conference: A conference with the school is scheduled to discuss attendance. The parent/guardian and student are expected to attend.

The SART Conference is an opportunity for the school site to discuss the attendance concern with the parent/guardian and the student.

The goal is to identify the obstacles to regular school attendance. The school team will identify goals and other resources the student may need to increase student attendance.

What if attendance concerns continue?

At 14 or more unexcused absences: A referral to the school's CWA Liaison may be made for an additional meeting (LAMP) where the parent/guardian and student are expected to attend.

If the attendance concerns continue, a referral to the Student Attendance Review Board (SARB) shall be made by the school site for the parent/guardian and the student to be summoned to appear at a SARB hearing.

What is SARB? School Attendance Review Board

SARB was established by the California legislature in 1975 for the purpose of making a better effort to meet the needs of students with attendance or behavior problems and promoting the use of alternatives to the juvenile court system. To achieve these goals, the legislation provides for a multi-agency SARB which includes many different agencies within the community.

The SARB process starts with the identification of attendance and/or behavior problems followed by classroom, school site and district level interventions.

SARB is specifically charged with finding solutions to unresolved student attendance and discipline problems. SARB seeks to understand why students are experiencing attendance and behavior problems and serves as a place to address those problems.

Who is referred to SARB?

Students with chronic attendance and/or behavior problems which have not been resolved through school and community interventions are referred to SARB.

What does SARB do for students?

- Help students understand the importance of school, why they must attend school, and the consequences for failure to comply with the law.
- Refer the student, parent/guardian, and/or family to needed resources.
- Recommend changes in the student's instructional program.
- Arrange for tutoring as needed.
- Direct parents/guardians to parent skills classes and/or students to truancy classes.
- Assist students to secure employment once attendance improves.
- Direct the student and/or family to counseling/therapy.
- Facilitate a student transfer to an alternative school or program when necessary.
- Request assistance from other county agencies and programs when needed.
- Refer chronic attendance and/or behavior problems to the District Attorney Truancy Mediation Program for further assistance.
- SARB will ask the parent and student to sign an attendance contract. Failure to comply with the attendance contract may result in the order of a citation to appear in court.

EDUCATION CODES RELATED TO ATTENDANCE

EC 48200 – Students, between the ages of 6 and 18, are required to attend school full-time, unless otherwise, exempt.

EC 60901 – A student who is absent 10% or more of the schooldays in which they are enrolled is considered a "chronic absentee."

EC 48260 – Any student subject to compulsory full-time education who is absent from school without valid excuse more than three days or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is considered a truant and shall be reported to the attendance administrator or superintendent of the school district.

EC 48263 – Habitually truant and habitually insubordinate students may be referred to SARB.

EC 48263.6 – A chronic truant is defined as any student subject to compulsory full-time education or to compulsory continuing education who is absent from school without a valid excuse for 10% or more of the school days in one school year.

EC 48293 – Failure to comply with SARB is an infraction and parent may be fined up to \$500, plus penalties. – Failure to attend school as required may result in the filing of a complaint against the parent(s) with the District Attorney's office.



CWA 06/2024



RAZONES ACEPTABLES PARA AUSENCIAS JUSTIFICADAS

(Código de Educación 48205, 48225.5 y 48260)

- 1) Enfermedad del alumno, incluida una ausencia en beneficio de la salud mental o conductual del alumno.
- 2) Cuarentena bajo la dirección de un funcionario de salud.
- 3) Cita médica personal, dental, optométrica o quiropráctica.
- 4) Servicios funerarios de un miembro de la familia inmediata.
- 5) Estudiante que sirve como jurado.
- 6) Enfermedad o cita médica de un niño de quien el alumno es el padre con custodia o para cuidar a un niño enfermo.
- 7) Razones personales:
 - a. Comparecencia personal ante el tribunal
 - b. Asistencia a un funeral
 - c. Celebración de una festividad o ceremonia religiosa
 - d. Asistencia a un retiro religioso
 - e. Asistencia a una conferencia de empleo
 - f. Asistencia a una conferencia educativa sobre el proceso legislativo o judicial ofrecida por una organización sin fines de lucro
 - g. Otros motivos personales aprobados por el director o representante designado.
- 8) Con el fin de servir como miembro de una junta de distrito electoral para una elección.
- 9) Con el fin de pasar tiempo con un miembro de la familia inmediata del alumno que sea un miembro en servicio activo del ejército.
- 10) Asistir a una ceremonia de naturalización para convertirse en ciudadano estadounidense.

11. Participar en una ceremonia o evento cultural.
12. Participar en un evento cívico o político (se aplica únicamente a estudiantes de secundaria).

13. Otras razones que estén a discreción de los administradores de la escuela y basadas en los factores de las circunstancias del alumno.
14. Empleo en la industria del entretenimiento o participación en una organización de artes escénicas sin fines de lucro por un máximo de hasta cinco ausencias por año escolar.

RAZONES INACEPTABLES PARA AUSENCIAS ESTUDIANTILES



Razones no aceptables para ausentarse de la escuela y se consideran ausentismo escolar o ausencias injustificadas durante el año escolar.

1. Ir a trabajar con sus padres u otro miembro de la familia.
2. Ir a la playa, lago, río, montaña o desierto.
3. Ir a un concierto.
4. Preparándose para una cita.
5. Actuando como niñera o cuidando a otros miembros de la familia.
6. Bajo la influencia del alcohol o drogas.
7. Paseos en bicicleta o de fiesta.
8. Razones personales no identificadas en la lista de ausencias justificadas
9. Reparación de automóviles o artículos del hogar.
10. Esperar a que llegue el personal de servicio o reparación.
11. Ir de compras.
12. Ir de campamento u otra actividad/vacaciones relacionadas.
13. Asistir a un evento deportivo.
14. Transporte no disponible/pérdida del autobús.
15. Cualquier otro motivo no incluido en "Razones Aceptables para Ausencias Justificadas".

Distrito Escolar Unificado de Fontana División de Servicios Estudiantiles

Cada estudiante exitoso | Escuelas comprometidas | Comunidades empoderadas

Políticas generales de asistencia e información sobre la junta de revisión de asistencia escolar (SARB)

Folleto de información para padres y estudiantes



Asistencia y Bienestar Estudiantil (CWA, por sus siglas en inglés)

Jose L. Barzaga, Director

9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000 X 29083
FAX: (909) 357-7614

Enlaces de CWA

Connie Aramburo	(909) 357-5000 X 29084
David Matuguina	(909) 357-5000 X 29075
Lydia Wibert	(909) 357-5000 X 29076

CWA 06/2024

¿Cómo las escuelas notifican a los padres/tutores sobre preocupaciones de la asistencia?

A TRES (3) ausencias injustificadas: El estudiante clasificado como "un ausente"; carta SART 1 enviada a casa.

A SEIS (6) ausencias injustificadas: Carta SART 2 enviada a casa.

En NUEVE (9) ausencias injustificadas: Carta SART 3 enviada a casa, el estudiante puede ser clasificado como "ausente habitual".

Se llevará a cabo una conferencia SART en la escuela.

¿Qué es SART? Equipo de revisión de asistencia escolar

Conferencia del Equipo de Revisión de Asistencia Escolar (SART): Está programada una conferencia con la escuela para discutir la asistencia. Se espera que asistan los padres/tutores y el estudiante.

La Conferencia SART es una oportunidad para que el sitio escolar discuta la inquietud sobre la asistencia con el padre/tutor y el estudiante.

El objetivo es identificar los obstáculos a la asistencia regular. El equipo escolar identificará metas y otros recursos que el estudiante pueda necesitar para aumentar la asistencia estudiantil.

¿Qué pasa si continúan las preocupaciones sobre la asistencia?

A 14 o más ausencias injustificadas: se puede hacer una remisión al enlace de CWA de la escuela para una reunión adicional (LAMP) a la que se espera que asistan el padre/tutor y el estudiante.

Si las preocupaciones continúan, la escuela realizará una remisión a la Junta de Revisión de Asistencia Escolar (SARB) para que el padre/tutor y el estudiante sean citados para comparecer en una audiencia de SARB.

¿Qué es SARB? Junta de Revisión de Asistencia Escolar

SARB fue establecida por la legislatura de California en 1975 con el propósito de hacer un mejor esfuerzo para satisfacer las necesidades de los estudiantes con problemas de asistencia o conducta y promover el uso de alternativas al sistema de tribunales juveniles. Para lograr estos objetivos, la legislación prevé un SARB de múltiples agencias que incluye muchas agencias diferentes dentro de la comunidad.

El proceso SARB comienza con la identificación de problemas de asistencia y/o conducta seguido de intervenciones a nivel del aula, la escuela y el distrito.

SARB está específicamente encargada de encontrar soluciones a problemas no resueltos de asistencia y disciplina de los estudiantes reuniendo regularmente a representantes de las agencias que componen la junta.

¿A quién se refiere a la SARB?

Los estudiantes con problemas crónicos de asistencia y/o conducta que no se han resuelto mediante intervenciones escolares y comunitarias son remitidos a SARB.

¿Qué hace SARB por los estudiantes?

- Ayudar a los estudiantes a comprender la importancia de la escuela, por qué deben asistir a la escuela y las consecuencias por no cumplir con la ley.
- Remitir al estudiante, padre/tutor y/o familia a los recursos necesarios.
- Recomendar cambios en el programa de instrucción del estudiante.
- Organizar tutorías según sea necesario.
- Dirigir a los padres/tutores a clases de habilidades para padres y/o los estudiantes a clases de ausentismo escolar.
- Ayudar a los estudiantes a conseguir un empleo una vez que mejore la asistencia.
- Dirigir al estudiante y/o familia a consejería/terapia.
- Facilitar la transferencia de un estudiante a una escuela o programa alternativo cuando sea necesario.
- Solicitar asistencia de otras agencias y programas del condado cuando sea necesario.
- Remitir problemas crónicos de asistencia y/o conducta al Programa de Mediación de Ausentismo del Fiscal de Distrito para obtener más ayuda.
- SARB pedirá a los padres y al estudiante que firmen un contrato de asistencia. El incumplimiento del contrato de asistencia podrá dar lugar a la orden de citación para comparecer ante el tribunal.

CÓDIGOS DE EDUCACIÓN RELACIONADO CON LA ASISTENCIA

CE 48200 – Estudiantes, entre las edades de 6 y 18 años, deben asistir a la escuela a tiempo completo, a menos que estén exentos.

CE 60901 – Un estudiante que está ausente el 10% o más de los días escolares en los que está matriculado se considera un "ausente crónico".

CE 48260 – Cualquier estudiante sujeto a educación obligatoria de tiempo completo que esté ausente de la escuela sin una excusa válida por más de tres días o llegue tarde o esté ausente por más de cualquier período de 30 minutos durante el día escolar sin una excusa válida en tres ocasiones en una escuela, año, o cualquier combinación de los mismos, se considera un ausentismo escolar y se informará al administrador de asistencia o al superintendente del distrito escolar.

CE 48263 – Los estudiantes habitualmente ausentes y habitualmente insubordinados pueden ser remitidos a SARB.

CE 48263.6 – Un ausentismo crónico se define como cualquier estudiante sujeto a educación obligatoria a tiempo completo o a educación continua obligatoria que está ausente de la escuela sin una excusa válida durante el 10 % o más de los días escolares en un año escolar.

CE 48293 – El incumplimiento de SARB es una infracción y los padres pueden recibir una multa de hasta \$500, más sanciones. – No asistir a la escuela según lo requerido puede resultar en la presentación de una queja contra los padres ante la oficina del Fiscal de Distrito.



CWA 06/2024

AWARDS/RECOGNITIONS

Semester Awards Assembly

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

Category	Criteria
Perfect Attendance Criteria	0 Absences, 0 Tardies, 0 Days left early
Excellent Attendance Criteria	0 Absences, no more than 3 instances of: Tardiness, or a combination of tardiness and early releases
Principal's Honor Roll (Grades 1 – 5)	All 4's in all domains
Honor Roll (Grades 1 – 5)	All 3's in all domains
Personal Success	Awarded to students who demonstrate perseverance, growth, and dedication.

SATURDAY SCHOOL ATTENDANCE POLICY:

Each Saturday School session attended will make up one (1) of the following:

- **One absence**
- **One tardy**
- **One early sign-out**

Please Note:

Saturday School makeups **only count toward Excellent Attendance** qualifications. They **do not** count toward **Perfect Attendance**.

Balloons, Flowers, and Congratulatory Sign

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

HEALTH SERVICES

Shadow Hills has one full-time health clerk and a part-time nurse. In the event of a major injury, emergency treatment will be given, and the parent will be notified. For minor injuries (cuts, scrapes, etc.) medical treatment will be given and the student will be returned to class. Since the school does not have facilities or staff to care for sick children, a child not well enough to participate in class will be sent home. This is not only in the best interest of the ill child but serves as a protection for other children as well. Parents should plan for someone to transport and care for their child if they are unavailable during the day. If the child is a frequent visitor, a parent conference will be requested. Only the clerk or office staff will call to inform parents of a student incident.

ILLNESS/ACCIDENTS

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

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

Contagious Diseases:

Notify the school immediately if your child has a contagious disease. You will be advised by the Health Clerk or the school nurse of what is required depending on the disease. If your child has a contagious disease, the school will take steps to prevent a possible epidemic. Measles needs to be verified in writing by a physician and the health department. Contagious diseases may be life threatening to some of our students. Your child may be re-admitted to school when the contagious period of the disease has passed.

Medications

Legislation prohibits schools from administering medication to students without a medical statement from a physician. Students needing occasional medications (antibiotics, cough medicine, etc.) should take them at home when possible. However, if medication must be taken during the school day, an adult must *personally deliver* it and the district form, "Administration of Prescribed Medication for Students", filled out and returned to the school office. Forms are available in the school office.

Head Lice

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

INCLEMENT WEATHER-HIGH HEAT, HIGH WIND, and AIR QUALITY CONCERNS

The principal regularly monitors inclement weather and air quality conditions in making decisions to allow students onto the playground during recess. The principal consults with the district's office of risk management and the Southern California Air Quality Management District (AQMD) when making such decisions related to the well-being of children at Shadow Hills. The school makes accommodations for children with sensitivity to heat or poor air quality. The principal will call an Inclement Weather Schedule should it become necessary and house students indoors during severe weather conditions.

COMMUNICATION

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

CONTACTING YOUR CHILD'S TEACHER

If you wish to talk to a classroom teacher:

1. Please call when class is NOT in session. (909) 357-5750, or
2. Leave a voicemail message so the teacher can return your call, or
3. Send a note with your child to the teacher to arrange an appointment.
4. Send a message through Parent Square

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

CLOSED CAMPUS

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

DISASTER PREPAREDNESS

Safety drills for earthquakes, fires, and lockdowns are held throughout the year to assure the safety of all children. Each teacher reviews these procedures with students in order for our students to be well prepared. In the event of an actual

disaster, children will be kept in protective custody at the school until they can be released to parents or guardians. The school is equipped with first aid kits that include all necessary supplies for emergencies, including water, as well as food items. Each classroom is equipped with an emergency backpack and a school evacuation map.

DISRUPTIONS TO CLASSROOM

Classroom interruptions interfere with valuable instructional time and **will not be made** to provide students with “personal messages and items.” Students are responsible for checking in the office for items that are dropped off or forgotten. Your support in the protection of academic time is greatly appreciated. If contact needs to be made with a child during school hours due to an emergency, it should be communicated through the office. We cannot accommodate any delivery of messages directly to the classroom during instructional time, and the office staff will not be interrupting class time to deliver a message, note or receipt of any item (homework, house key, food items, etc.) **Please plan accordingly to support the school in this effort.**

FIELD TRIPS

Field trips will coordinate with the academic learning. Students must have a signed permission slip to attend any field trip. Only parents from the classroom or school employees will be chaperones on trips. Pre-school children and any child not enrolled in the participating class may not accompany chaperones on the field trips. Teachers will determine how many chaperones are needed and who they will be. The teacher’s decision will be final. Any parent assigned to be a chaperone must complete a Megan’s Law Background Check Form provided by the teacher.

CLASS PARTIES/SCHOOL EVENTS

Class parties (maximum of four), and school events may be scheduled during the school year. These activities are privileges and must be earned by the students. Students who fail to maintain acceptable behavior and/or academic effort may lose their privilege to participate in the activity. Any child, including siblings, not enrolled in the class may not attend class activities.

In an effort to keep our focus on the academic achievement of our students at Shadow Hills Elementary, student birthday parties are strongly discouraged and should be viewed as a personal family event, not a school event. The Fontana Unified School District has implemented the Health and Wellness Policy. This policy will be strictly adhered-to. If items are brought in and are not on the Health and Wellness Policy, they will not be allowed in the classroom. Parents may send birthday pencils in lieu of any treats. See Page for the District Wellness Policy

HOMEWORK

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

INDEPENDENT STUDY

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

Students are only eligible for ONE Independent Study contract each year.

INTERNET USE

All Fontana Unified School District students and parents must sign a Student Internet Acceptable Use Policy **before** students are allowed to use school Internet services. Child safety is a critical concern for Internet consideration. As part of the Fontana Unified School District, both students and parents need to understand the nature of the Internet and its

available services. The rules and guidelines set forth are to ensure the safety of all students wishing to use the Internet. A copy of this policy will be sent home by your child's teacher.

INTERNET RESOURCES

Shadow Hills is dedicated to providing a 21st century learning environment for every child. Instruction and assessment practices at Shadow Hills will require the use of web-based programs. Please know that teacher monitor computer use all computers at Shadow Hills are protected through both a county and district internet security device to minimize the chance of student access to inappropriate internet content. However, students who violate the Internet Use Agreement and attempt to access inappropriate internet content will have their permission to access the internet at school revoked. We highly encourage you to take advantage of using programs such as Lexia and Moby Max at home each night.

LIBRARY

Students visit the library with their classes on a regular basis. Students are allowed to check books out from the library on a weekly basis. Parents are also allowed to visit the library to check out books. Students are responsible for all text and library books checked out to them. Parents are liable for the damage to or loss of books, laptop that has been loaned to their child during any given school year. All lost/damage books or laptops will be charged a replacement fee. Parents and students are financially responsible for the cost to fix or replace damaged or lost materials. Please help ensure that your child(ren) take good care of schoolbooks and return them in good condition.

LOST AND FOUND

Lost and found articles are kept for a reasonable time in a receptacle in the cafeteria. Items left unclaimed will be donated to a charitable organization. Please label, with your child's name, all outer clothing, lunchboxes, and backpacks. Valuable or fragile items such as cell phones or glasses will be kept in the office.

MEDICATIONS AT SCHOOL

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

ASSOCIATED STUDENT BODY LEADERSHIP (ASB)

Students of 4th and 5th grade have the opportunity to be involved in ASB. ASB is a student organization that represent the interest and goals of the entire student body. ASB promotes leadership and positive character traits. ASB raises funds for school wide activities, including social events, field trips, and community projects.

FUND-RAISERS

Students will periodically be involved in fund-raisers to help defer the costs of school activities. ***At no time are students to sell items door to door.*** This is the policy of Shadow Hills Elementary School. Students are to sell only to members of their immediate families, relatives, or friends. Money raised through a school- sponsored event belongs to ASB or the PRA and not the individual student.

PARENT TEACHER ASSOCIATION (PTA)

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

PARENT PARTICIPATION

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

REPORTING STUDENT PROGRESS

- Individual parent conferences are held once each school year. Conferences provide parents and teachers with an opportunity to discuss each child as an individual. Through a free exchange of information and ideas the school becomes more effective in planning and carrying out programs that meet each child's individual needs. Either the teacher or parents may initiate additional conferences. Parents are encouraged to make communication a two-way process. Contact the school and make appointments for conferences whenever you deem it necessary.
- Report cards will be provided at the end of each semester. Fontana Unified School District uses a standards-based reporting system at the elementary grades. You will receive important information regarding your child's progress on identified Common Core State Standards. Report cards will be mailed home to the address on school file.
- Progress reports are provided at the end of each quarter for all students. This report is to inform parents of student progress towards identified Common Core State Standards within a given semester. Progress reports will be mailed home to the address on school file. Please contact your son/daughter's teacher(s) regarding any questions or concerns. The school phone number is 909-357-5750.

RETENTION POLICY/GRADE RETENTION

The Fontana Unified School District has set standards of achievement in Reading, Language Arts and Mathematics to be achieved for all students in kindergarten through grade 5. If your child is not meeting grade level standards, they are considered "at-risk" of retention". The school will notify parents in a timely manner when concerns arise about their success with grade level standards. If your child has not made significant progress by the end of the third trimester of school, he/she may be at risk of being retained (Education Code 48070.5). You may be asked to attend meetings with your child's teacher to review your child's progress and, in accordance with policy set by the Fontana Unified School District, to determine if your child is recommended for retention.

WELLNESS POLICY

The Board of Education of the Fontana Unified School District adopted a Student Wellness Policy (Board Policy 5030) in order to comply with new state and federal laws. The new policy recognizes the link between student health and learning. Board Policy – Student Wellness outlines the components of a comprehensive health literacy program designed to build the skills and knowledge that all students need to maintain a healthy lifestyle and includes: physical activity; health education; nutrition services; counseling services; safe and healthy school environments; and parent/guardian and community involvement.

CAMPUS SECURITY VIDEO

Our campus is monitored by security videos. This is to ensure the safety of all students here at Shadow Hills. In addition, we are served by Fontana School Police Officers who respond to calls for assistance, monitor local traffic, and patrol our neighborhood. Parents are urged to take note of any suspicious activity on or near campus, and notify Fontana School Police at 357-5020, or Fontana City Police at 350-7740

FAMILY/SCHOOL COMPACT

Please Review the compact found at the end of this handbook and return it to your child's teacher. The Compact sets forth some key essential components of our partnership as it relates to the success of your child. Thank you in advance for your attention.

TAKE 5

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

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

VOLUNTEERS AND VISITORS

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

1. Please sign in and out at the office anytime you are on campus and obtain a Volunteer or Visitor badge to wear.
2. Please be prepared to present proper photo identification when you arrive in the office.

3. Please avoid questions or discussions about your individual child to teachers while volunteering or visiting the classroom. This is not an appropriate time to conduct a conference.
4. The use of profanity at school is inappropriate and unacceptable.
5. Please refrain from making negative comments about students, staff or other volunteers. If concerns should arise, please discuss the matter with the staff involved. If you are unable to reach a positive resolution, please make an appointment with the principal.
6. Small children are not allowed to accompany parents volunteering in the classroom.

SCHOOL SERVICES

STUDENT SUCCESS TEAM (SST)

Shadow Hills' SIT consists of classroom teachers and the principal. The team may also include the school psychologist, school counselor, Title I Support Teacher, school nurse and translator. Students may be referred to this team by either teacher or parent when concerns are present regarding academic progress, attendance and/or behavior. The team typically meets with Parent and participation in SIT meetings is critical. Parents will be contacted to schedule a meeting date and time. During the meeting, a student's strengths, academics, team concerns and teacher/school interventions are discussed. Then the team will brainstorm strategies to address the concerns and set a meeting date to follow up.

After-School Program

Shadow Hills has an after-school program that is maintained by state Proposition 49 funds, which provides the program at no costs for students. The program runs from immediately after school until 6 PM every day of school and will service roughly 80 students. Students must stay at the program a minimum of 3 hours per day, since the program is funded on attendance. Students in grades 1st -5th will be served through the City of Fontana's Fontana After School Program.

Special Education

The Resource Specialist Program (RSP) and Language, Speech and Hearing program (LSH) provide support to students who meet specific criteria as defined in the Individuals with Disabilities Education Act (IDEA). Questions about Special Education Services may be directed to the principal.

SPECIAL SERVICES

Section 504

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

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

SOAR ACADEMIC PROGRAM (SATURDAY OPPORTUNITY FOR ATTENDANCE RECOVERY)

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

Counseling Services

We have a Full-time counselor on site. The counselor will work with students, staff and parents to develop a plan of action, if counseling services are needed. Counseling services are not therapeutic. It is our pleasure to serve you and your family. We want to collaborate with you to make an exceptional place for your child. Please let us know how we can better meet your needs and connect families to community resources.

English Language Learner (ELL) Program

English Language instruction is available to children whose first or primary language is not English. The ELL program helps limited English proficient (LEP) students by offering services in Structured English Immersion (SEI) or Sheltered

English classes. The ELL program is designed to help children make an easier transition into the English Language, so that success will follow in the classroom.

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

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

Psychologist

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

Resource Specialist

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

Special Education

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

Speech, Language and Hearing

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

STEAM and Math Itinerant Classes

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

CHORUS AND INSTRUMENTAL MUSIC

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

DISCIPLINE PLAN- SCHOOL WIDE

Philosophy

- All members of the Shadow Hills Elementary School community, including students, parents and staff are responsible for maintaining a safe, secure and productive learning environment for all students.
- We have high expectations for student behavior at Shadow Hills Elementary. We expect all students to show respect and consideration for other students and staff. We expect all staff to treat students with respect and dignity, to teach appropriate behavior, and to hold students accountable for appropriate behavior.
- We believe parents are an integral part of our behavior management plan. Staff members are expected to involve parents in behavior management decisions. Parents are expected to cooperate with, and support staff.
- Our behavior management plan focuses on prevention of misbehavior. When students do not meet the school's behavior expectations, they are held accountable for correcting their behavior through appropriate consequences.

PBIS- Positive Behavior Intervention and Support

Shadow Hills Elementary is implementing PBIS Tier 1 strategies for our student population. Our schoolwide expectations are to be, respectful, responsible, be safe and be kind. Expectations are a part of life and help students understand limits. At Shadow Hills, our primary goal when addressing poor choices is to have students learn about and use positive alternatives that may change the outcome of a similar incident in the future. Therefore, the principal and counselor will discuss events with students and counsel them on making a better choice next time, if a similar situation should reoccur. As part of our Tier I implementation, parents, staff, and students will be able to request additional support with social/emotional issues. If you have any questions, you may contact the office or our PBIS coach, Mrs. Kristen Zoetemelk or Ms. Diane Macias.

SUSPENSION/EXPLUSION

DEFENITION

Definition

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

Suspension from Class by the Teacher

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

Suspension by Principal

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

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

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

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

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



Shadow Hills Elementary Discipline Flow Chart



Observed Problem Behavior

Teacher/Staff Managed Behaviors

Re-direct student
Review expectation

1st Offense:

Investigate to determine cause, provide individual counseling.

Possible Interventions

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

2nd Offense:

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

Possible Interventions

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

3rd Offense:

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

Possible Interventions

- Parent conference
- Behavior contract
- Choose an alternative below

4th Offense:

Complete office referral

Is the behavior
Teacher/Staff Managed
or Office Managed?

Office Managed Behaviors

Notify office of major infraction and complete an office referral.

Administrator or designee determines appropriate intervention per Discipline Matrix and Education Code

Possible Interventions

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

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

Administrator provides teacher with feedback via referral.

Behavior data are collected and reviewed monthly by PBIS Tiered

Teacher/Staff Managed (Minors)	Office Managed (Majors)
Inappropriate language - name calling, profanity	Verbal altercations (peers/staff) - abusive/vulgar language
Physical contact/Aggression (minor) - Reactionary/attention-seeking	Physical contact/Aggression (major) - intent to do harm, contact resulting injury
Threats (mild) or Intimidation (peers) - 2 nd offense is an office referral	Harmful Threats or Intimidation/Bullying
Invasion of privacy - "snooping" into someone's belongings	Sexual Harassment
Defiance/Disruption (minor) - not following directions, out of seat, ignoring School-Wide Expectations, excessive talking	Weapons, Dangerous Items, Fire setting
Damaging property - can be removed/repaired	Vandalism of property - cannot be removed
Stealing - minimal value	Grand Theft, Robbery, Extortion
Electronics/Dress Code/Computer Contract Violations - violation is fixable (i.e., turning a shirt inside out, or shirt provided)	Controlled substances/Paraphernalia - including possession, under the influence, sales or OFFERING of a controlled substance
Cheating, Plagiarizing, Forgery - low intensity of copying another student's work that is corrected. Use of an inappropriate website or logging into another student's account.	Possession of Cigarettes, Tobacco Products, or Alcohol

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

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

- | | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • Modified assignments • Alternate activity • Seat change • Sensory movement break • Take a break/Cool down time. • Restorative conference | <ul style="list-style-type: none"> • Teach/reteach conflict resolution or coping skills. • Reteach, model, or role-play correct behavior. • Reflection sheet | <ul style="list-style-type: none"> • Praise when on task/Incentive system • Self-monitoring with teacher assistance • Behavior contract | <ul style="list-style-type: none"> • Parent phone call or conference • Pair with a class "buddy" • Cross age peer support • Adult mentor • Referral to counselor |
|---|---|--|---|

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

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



SCHOOL SNACK GUIDE

Foods and beverages served in the classroom must adhere to USDA SMART SNACK school nutrition standards, effective from before school to one-half hour after school



<http://www.californiaprojectlean.org/doc.asp?adp=192&id=293>

Use the CA project Lean Smart Snack Calculator to check if your snacks meet the recommended guidelines!



For Beverages:

- 100% fruit or vegetable juice
- Plain Water



For Snacks:

- Pre-packaged from a reputable source (cannot be homemade)
- All ingredients must be labeled in case of allergies



Celebrations

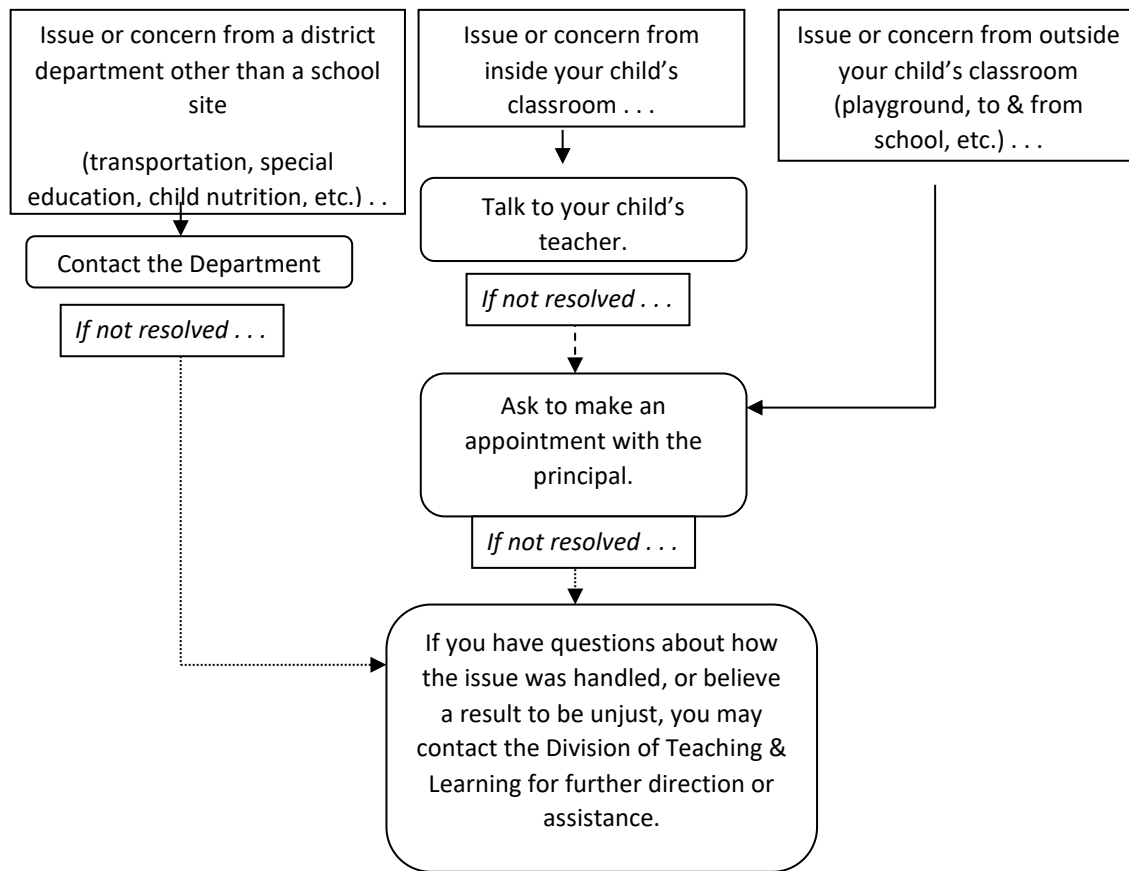
- Must be after the last lunch period
- Maximum four per school year

*Please refer to your Student/Parent Handbook for stricter policy

For a list of approved
FUSD SMART
SNACKS scan this QR
code!



Concern Resolution Steps in FUSD





FUSD

FONTANA UNIFIED
SCHOOL DISTRICT

UNIFORM COMPLAINT PROCEDURES (UCP) ANNUAL NOTICE 2025-2026

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
- School Site 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
Executive Director, Certificated Human Resources
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000, ext. 29045
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.



FUSD

FONTANA UNIFIED
SCHOOL DISTRICT

LOS PROCEDIMIENTOS UNIFORMES DE QUEJAS (UCP)

AVISO ANUAL

2025-2026

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

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.

- Centros y programas regionales ocupacionales
- Planes escolares para el rendimiento estudiantil
- Planes concernientes a la seguridad escolar
- 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
Certificados
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000, ext. 29194
TITLEIX@fUSD.net

Oficina de Título IX
Directora Ejecutiva, Recursos Humanos
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000, ext. 29045
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.



FUSD

**FONTANA UNIFIED
SCHOOL DISTRICT**

9680 Citrus Avenue • P. O. Box 5090 • Fontana • California 92335-5090 • (909) 357-5000 • www.fusd.net

Non-Discrimination 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)357-5750: 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.

Declaración de no discriminación

El Distrito Escolar Unificado de Fontana prohíbe la discriminación, intimidación, acoso (incluyendo acoso sexual), o intimidación basada en la ascendencia real o percibida de una persona, color, discapacidad, raza, etnia, religión, género, expresión de género, identidad de género, estatus migratorio, origen nacional, sexo, orientación sexual, o 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 Coordinador 504: Mark Shalhoub, Director, Programas en línea/Alternativos e inscripción, a la EXT 29086 o 504Coordinator@fusd.net.

BOARD OF EDUCATION

Danielle Holley

Adam P. Perez

Angel Ramirez

Mary B. Sandoval

Marcelino "Mars" Serna

SUPERINTENDENT

Miki R. Inbody

Telecommunications Device for the Deaf (909) 357-5018

NOTICE OF PROCEDURAL RIGHTS AND SAFEGUARDS FOR PARENTS 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 non-disabled students are met. 34 CFR 104.33
3. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 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. 34CFR 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

Regulation 5145.71: Title IX Sexual Harassment Complaint Procedures

Status: ADOPTED

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

Board Policy Manual Fontana Unified School District

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 Measure. 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 106.4)

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

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

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

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

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

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

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

1. Provide an equal opportunity for all parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
3. Provide the parties with the same opportunities to have others present during any grievance proceeding,

Including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.

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

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

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

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

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

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

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

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

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

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

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

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process.
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant.
6. The district's procedures and permissible bases for the complainant and respondent to appeal

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

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

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal. The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

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

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

Remedies. When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be no disciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

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

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

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

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.

Regulación 5145.71: Título IX Procedimientos de denuncia de acoso sexual

Estado: ADOPTADO

Fecha de adopción original: 16/08/2022 | Fecha de última revisión: 16/08/2022

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

Estado

ed. Código 48900.2

ed. Código 48985

Código de Gobierno 12950.1

Federal

20 USC 1092

20 USC 1221

20 USC 1232g

20 USC 1681-1688

34 CFR 106.1-106.82

Descripción

[Motivos adicionales para suspensión o expulsión; Acoso sexual](#)

[Avisos a los padres en un idioma que no sea inglés](#)

[Capacitación sobre acoso sexual](#)

Descripción

[Definición de agresión sexual](#)

[Aplicación de leyes](#)

[Ley de Privacidad y Derechos Educativos de la Familia \(FERPA\) de 1974](#)

[Título IX de las Enmiendas Educativas de 1972; discriminación basada en el sexo](#)

[No discriminación por razón de sexo en los programas educativos](#)

34 CFR 99.1-99.67	Privacidad y derechos educativos de la familia
34 USC 12291	Definición de violencia en el noviazgo, violencia doméstica y acoso
42 USC 1983	Acción civil por privación de derechos
42 USC 2000d-2000d-7	Título VI, Ley de Derechos Civiles de 1964
42 USC 2000e-2000e-17	Título VII, Ley de Derechos Civiles de 1964, según enmendada
Recursos de gestión	Descripción
Decisión de la Corte	Davis contra la Junta de Educación del Condado de Monroe, (1999) 526 US 629
Decisión de la Corte	Doe v. Distrito Escolar de la Ciudad de Petaluma, (1995, 9th Cir.) 54 F.3d 1447
Recursos de gestión	Descripción
Decisión de la Corte	Gebser v. Distrito Escolar Independiente de Lago Vista, (1998) 524 US 274
Decisión de la Corte	Oona por Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Decisión de la Corte	Reese v. Distrito Escolar de Jefferson, (2001, 9th Cir.) 208 F.3d 736
Decisión de la Corte	Donovan v. Distrito Escolar Unificado de Poway, (2008) 167 Cal.App.4th 567
Decisión de la Corte	Flores v. Distrito Escolar Unificado de Morgan Hill, (2003, 9th Cir.) 324 F.3d 1130

Publicación de CSBA	Brindar un entorno escolar seguro y no discriminatorio para estudiantes transgénero y no conformes con el género, Resumen de políticas, febrero de 2014
Publicación de CSBA	Escuelas Seguras: Estrategias para las Juntas Directivas para Asegurar el Éxito Estudiantil, 2011
Registro Federal	No discriminación por motivos de sexo en programas educativos o actividades que reciben asistencia financiera federal, 19 de mayo de 2020, vol. 85, n° 97, páginas 30026-30579
DOE de EE. UU., Publicación de la Oficina de Derechos Civiles	Acoso sexual: no es académico, septiembre de 2008
DOE de EE. UU., Publicación de la Oficina de Derechos Civiles	Preguntas y respuestas sobre conducta sexual inapropiada en el campus, septiembre de 2017
DOE de EE. UU., Publicación de la Oficina de Derechos Civiles	Guía revisada sobre acoso sexual: acoso de estudiantes
Recursos de gestión	Descripción
DOE de EE. UU., Publicación de la Oficina de Derechos Civiles	por parte de empleados escolares, otros estudiantes o terceros, enero de 2001
DOE de EE. UU., Publicación de la Oficina de Derechos Civiles	Carta a los queridos colegas: Coordinadores del Título IX, abril de 2015
DOE de EE. UU., Publicación de la Oficina de Derechos Civiles	Ejemplos de políticas y prácticas emergentes para apoyar a estudiantes transgénero, mayo de 2016
Sitio web	Servicios Legales de la Oficina de Educación del Distrito y del Condado de CSBA

Sitio web	Departamento de Educación de California
Sitio web	CSBA
	Departamento de Educación de EE. UU., Oficina de Derechos Civiles

Sitio web

Referencias cruzadas

Código	Descripción
0410	No Discriminación en Programas y Actividades del Distrito
1312.3	Procedimientos Uniformes de Quejas
1312.3	Procedimientos Uniformes de Quejas
3552	Programa de comidas de verano
3552	Programa de comidas de verano
3580	Registros del distrito
3580	Registros del distrito
4117.7	Informes de estado de empleo
4118	Despido/Suspensión/Acción Disciplinaria
Código	Descripción
4118	Despido/Suspensión/Acción Disciplinaria
4119.11	Acoso sexual
4119.11	Acoso sexual
4131	Personal de desarrollo
4218	Despido/Suspensión/Acción Disciplinaria
4219.11	Acoso sexual
4219.11	Acoso sexual

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>



FONTANA UNIFIED SCHOOL DISTRICT

Every Student Successful | Engaging Schools | Empowered Communities

Williams Complaint Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.

There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

3. Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
4. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.fusd.net. You may also download a copy of the California Department of Education complaint form in English and in other languages from the following Web site:
<http://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>



FONTANA UNIFIED SCHOOL DISTRICT

Every Student Successful | Engaging Schools | Empowered Communities

Aviso para el Aula de las Quejas Williams

Notificación a Padres, Tutores Legales, Alumnos y Maestros

De acuerdo con la Sección 35186 del *Código de Educación* de California, se le notifica que:

1. Debe haber suficientes libros de texto y materiales didácticos. Eso significa que cada alumno, incluyendo alumnos que aprenden inglés, debe tener un libro de texto o materiales didácticos, o ambos, para usarlos en la clase y llevarlos a casa.
2. Las instalaciones escolares deben estar limpias, seguras, y mantenerse en buenas condiciones.

No debe haber vacantes de maestros ni asignaciones incorrectas. Debe haber un maestro asignado a cada clase y no una serie de suplentes u otros maestros temporales. El maestro debe tener la credencial apropiada para enseñar la clase, incluyendo la certificación requerida para enseñar a los estudiantes de inglés si están presentes.

Vacante de maestro significa una posición a la cual in sólo empleado designado no ha sido asignado al principio del año por un año entero o, si el puesto para un es para un curso de un semestre, una posición a la cual un solo empleado designado no ha sido asignado al inicio de un semestre por un semestre entero.

3. Asignación errónea significa la colocación de un empleado certificado en una posición de enseñanza o servicios para la cual el empleado no posee un certificado o credencial legalmente reconocido o la colocación de un empleado certificado en una posición de enseñanza o servicios que el empleado no está autorizado de otra manera por el estatuto a guardar.
4. Se puede obtener un formulario de queja en la oficina de la escuela, en la oficina del distrito o en la página de la escuela en la red www.fusd.net. También puede descargar una copia del formulario de queja del Departamento de Educación de California en inglés y en otros idiomas en la siguiente red: <http://www.cde.ca.gov/re/cp/uc/>.



FONTANA UNIFIED SCHOOL DISTRICT

Student Rights & Responsibilities

The mission of Fontana Unified School District is to graduate all students prepared to succeed in a changing world. This can only be accomplished through a partnership between Fontana Educators, Parents, and Students. We, the students of Fontana Unified School District, understand the active role we must play in order for this to be a successful partnership. As part of this intertwined relationship, there is an expectation regarding the quality of our experiences in FUSD.

All Students have the right:

- to be treated equally with proper respect by their peers, teachers, support staff, and administrators.
- to attend a safe campus that creates an effective learning environment.
- to healthy, fresh food for breakfast and lunch.
- to receive guidance regarding college and career expectations as well as what needs to be done to meet those requirements.
- to ask questions, get clarifications, and seek help regarding topics of instruction.
- to equal access to resources including interventions, tutorials, and credit recovery programs.
- to participate in activities/sports for which they qualify.
- to receive an unbiased education and have the full cooperation and support of teachers.
- to express themselves in a way that doesn't disrupt learning or school activities.
- to be excused from class at appropriate times to use the restroom.
- to have a second chance to be successful in a school environment.

All Students have the responsibility:

- to come to school every day, on time, and prepared to learn in every class.
- to respect everyone and the role they play as students, teachers, support staff, and administrators.
- for their own behavior and keeping the campus clean.
- to pay attention in class and ask questions when you don't understand something.
- to strive to maintain at least a 2.0 GPA.

Fontana Unified School District
Shadow Hills Elementary School
Title I School-Level Parental Involvement Policy
2025-2026

Shadow Hills Elementary School has developed a written Title I parental involvement policy with input from Title I parents.

The School Site Council has met over the past several years to revise the Title 1 Parental Involvement Policy. During these meetings input was gathered from School Site Council members, ELAC members, and other parents.

Shadow Hills Elementary School has distributed the policy to parents of Title I students.

Shadow Hills Elementary School's Title I School Level Parent Involvement Policy is sent to parents as part of the Welcome packet sent out annually. Additionally, information is provided to newly enrolled students and during the initial meetings of the School Site Council (SSC) and ELAC (English Language Advisory Council). The information can also be located on the Shadow Hills Elementary School's website (<http://www.fusdweb.com/sites/elem/ShadowHills/default.aspx>).

The principal or designee, jointly with parents/guardians of participating students, periodically updates the school's policy to meet the changing needs of parents/guardians and the school.

The principal or designee works collaboratively with the SSC, ELAC, PTA and other parent groups to gather input and prioritize the needs in an on-going manner. This collaboration is evident during monthly meetings of the parent groups, Back to School Night, Open House and the like. The policy is reviewed on an annual basis and revised when appropriate.

Shadow Hills Elementary School's policy describes the means for carrying out the following Title I parental involvement requirements per NCLB, Title I Parental Involvement, 20 USC 6318(a)-(f):

1. Involvement of Parents in the Title I Program

Shadow Hills Elementary School does the following:

- a. Convenes an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.

Shadow Hills holds a variety of meetings throughout the year for which all pertinent stakeholders are invited. Times vary to meet:

- Back to School Night
 - School Site Council (SSC)
 - Title I Parent meeting
 - Chat with the Principal
- b. Offers a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, childcare, and/or home visits may be provided as such services relate to parent involvement.

Most parent meetings (ELAC, SSC, and PTA) are held after school as this is the time most convenient time for the members of the committees. Each year, the individual groups are asked for input on a meeting time that best fits everyone's schedule. Meeting times/days are adjusted based on member input. Back to School Night, Open House, and Family Nights are held during the evening. SST meetings are held throughout the day so that parents may have flexible times to attend.

- c. Involves parents/guardians of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs, the school's Title I parental involvement policy, and the joint development of the plan for schoolwide programs incorporated into the Single Plan for Student Achievement.

SSC and ELAC meetings are held regularly to elicit feedback, get input, and review the Title 1 programs, involvement policy, and the development of the SPSA. A parent survey is sent out yearly to evaluate different aspects of our Title 1 programs. Meetings and agendas are posted 48 hours in advance, can be found on Shadow Hills' website and are placed on the school message board.

- d. Provides parents of Title I students with timely information about Title I programs.
Parents are provided information about Title 1 programs through a variety of channels including:

- SSC and ELAC meetings
- Back to School Night
- Open House
- Parent Teacher Conferences

- e. Provides parents of Title I students with an explanation of the school's curriculum, assessments, and proficiency levels students are expected to meet.

Parents are provided with curriculum, assessment, and proficiency level information regularly during SSC and ELAC meetings and include the following:

- Retention conferences
- EL re-designation meetings
- Superintendent Advisory Council meetings
- Parent-Student handbook
- IEP meetings
- Student Success Team (SST)

- f. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

All parents are invited to SSC meetings where Title 1 information is discussed. Additional meetings are noted in item 1e.

2. School-Family Compact

Shadow Hills Elementary School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

- a. The school's responsibility is to provide high-quality curriculum and instruction,
- b. The parent's responsibility is to support their children's learning,
- c. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

The school compact was developed with parent input through several Parent Involvement Policy planning meetings. The compact is distributed at the beginning of the each school year. School Site Council (SSC) approved the Shadow Hills School-Family Compact on May 14, 2025.

3. Building Capacity for Involvement

Shadow Hills Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

- a. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

All staff work diligently to ensure Title I parents are informed of and understand core academic standards and related assessments. Typically, this information is disseminated via:

- Progress Reports and Semester Report Cards
- Parent Teacher Conferences
- Student Success Team (SST)

- b. Provides materials and training to help Title I parents develop techniques and strategies to use at home that support their children's academic achievement and to ensure their children's physical, social, and emotional well-being, and healthy development in preparation for a productive future.

The staff of Shadow Hills provides a myriad of opportunities to support parents regarding each child's academic achievement, physical, and socio-emotional health. Most information is circulated during Parent Teacher conferences and Parent Nights and includes:

- SSC/ELAC monthly meetings
- Back to School Night/Open House
- SST meetings
- Parent/Teacher conferences

- c. Educates staff, with the assistance of Title I parents, in the value of parent contributions, how to communicate effectively with parents, and how to work with parents as equal partners.

Site leadership in conjunction with district personnel provides purposeful professional development to staff regarding methods and strategies to develop effective parent communication and partnership within our local community. Professional development is offered through:

- Bi-monthly staff meetings
- SSC/ELAC
- SST meetings
- Professional development opportunities with Teacher on Assignment (TOA) Support
- Encourages the use of a variety of electronic resources including:
 - i. Accelerated Reader
 - ii. Connect Ed.
 - iii. iReady
- d. Coordinates and integrates parental involvement with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Shadow Hills administration and staff support and encourage parent involvement through the coordination of school, district, and community events. Events are posted on our site website and school message board and may include:

- PTA monthly meetings and events
- SSC/ELAC
- SST meetings
- Parent/teacher conferences
- Multicultural fairs, exhibitions, and the like
- e. Distributes to Title I parent information related to school and parent programs, meetings, and other activities in a format and language that the parents understand.

Information regarding the parent programs, meetings, and other activities are disseminated through the following channels throughout the school year to ensure parents are well-informed:

- Parent Square messages in English and Spanish
 - Monthly Calendar/Newsletter in English and Spanish
 - Notifications of SSC/ELAC meetings in English and Spanish
 - Message Board
 - Social Media Sites (i.e. Facebook, Instagram)
 - Shadow Hills website <http://www.fusdweb.com/sites/elem/ShadowHills/default.aspx>
 - f. Provides support for parental involvement activities requested by Title I parents.
- Shadow Hills staff utilizes input from parents through parent surveys and written/oral communication, to support ideas and suggestions for parental involvement activities.*

4. Accessibility

Shadow Hills Elementary School provides opportunities for all parents/guardians to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students in a format and language such parents/guardians can understand. Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.

All parent meetings are accessible through monthly meetings of:

- SSC/ELAC
- SST
- PTA
- School Events
- Classroom and Site Presentations
- Parent Volunteers
- GATE meetings
- Parent/Teacher Conferences
- IEP meetings
- Parent Orientation
- Kindergarten Workshop

Distrito Escolar Unificado de Fontana
Escuela Primaria Shadow Hills
Título I Política de Participación de Padres a Nivel Escolar
2025-2026

La Escuela Primaria Shadow Hills ha desarrollado una política escrita de participación de los padres de Título I con el aporte de los padres de Título I.

El Consejo Escolar se reunió en los últimos años para revisar la Política de Participación de los Padres del Título 1. Durante estas reuniones se obtuvo información de miembros del Consejo Escolar, miembros de ELAC y otros padres.

La Escuela Primaria Shadow Hills ha distribuido la póliza a los padres de estudiantes de Título I.

La Política de Participación de Padres del Título I de la Escuela Primaria Shadow Hills se envía a los padres como parte del paquete de Bienvenida enviado anualmente. Además, se proporciona información a los estudiantes recién matriculados y durante las reuniones iniciales del Consejo Escolar (SSC) y ELAC (Consejo Asesor del Idioma Inglés). La información también se puede encontrar en el sitio web de la Escuela Primaria Shadow Hills (<http://www.fusdweb.com/sites/elem/ShadowHills/default.aspx>).

El director o la persona designada, juntamente con los padres / tutores de los estudiantes participantes, actualiza periódicamente la política de la escuela para satisfacer las necesidades cambiantes de los padres / tutores y la escuela.

El director o designado trabaja en colaboración con el SSC, ELAC, PTA y otros grupos de padres para recopilar información y priorizar las necesidades continuamente. Esta colaboración es evidente durante las reuniones mensuales de los grupos de padres mencionados, Noche de Regreso a la Escuela, jornada de puertas abiertas y eventos similares. La política se revisa anualmente y se revisa cuando es apropiado.

La política de la Escuela Primaria Shadow Hills describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I según NCLB, Título I Participación de los padres, 20 USC 6318 (a) - (f):

1. Participación de los padres en el programa Título I
La Escuela Primaria Shadow Hills hace lo siguiente:

a. Convoca una reunión anual, en un momento conveniente, a la cual todos los padres / tutores de los estudiantes participantes serán invitados y animados a asistir, para informar a los padres / tutores de la participación de la escuela en el Título I y para explicar los requisitos del Título I y el derecho De los padres / tutores.

Shadow Hills celebra una variedad de reuniones a lo largo del año para las cuales todos los interesados pertinentes son invitados. Los tiempos varían para cumplir

- Noche de Regreso a la Escuela
Revisado August 13, 2025

- Consejo Escolar (SSC)
- Título I Reunión de padres
- Charla con el director

b. Ofrece un número flexible de reuniones, tales como reuniones por la mañana o por la noche, para las cuales se pueden proporcionar transporte, cuidado de niños y / o visitas domiciliarias, ya que dichos servicios se relacionan con la participación de los padres.

La mayoría de las reuniones de padres (ELAC, SSC y PTA) se llevan a cabo después de la escuela, ya que es el momento más conveniente para los miembros de los comités. Cada año se pide a los grupos individuales que participen en el tiempo de reunión que mejor se ajuste al horario de cada uno. Los horarios / días de reunión se ajustan según la entrada de los miembros. Noche de regreso a la escuela, jornada de puertas abiertas y noches de familia se llevan a cabo durante la noche. Las reuniones del SST se llevan a cabo durante todo el día para que los padres puedan asistir.

c. Involucra a los padres / tutores de los estudiantes de Título I de manera organizada, continua y oportuna en la planificación, revisión y mejora de sus programas de Título I, la política de participación de los padres en el Título I de la escuela y el desarrollo conjunto del plan para programas escolares Incorporado en el Plan Único de Rendimiento Estudiantil.

Las reuniones de SSC y ELAC se llevan a cabo regularmente para obtener comentarios, obtener información y revisar los programas de Título 1, política de participación y el desarrollo del SPSA. Una encuesta de padres se envía anualmente para evaluar diferentes aspectos de nuestros programas de Título 1. Las reuniones y agendas se publican con 48 horas de anticipación, se pueden encontrar en el sitio web de Shadow Hills y se colocan en el tablón de mensajes de la escuela.

d. Proporciona a los padres de los estudiantes de Título I información oportuna sobre los programas de Título I.

Los padres reciben información sobre los programas del Título 1 a través de una variedad de canales incluyendo:

- Reuniones de SSC y ELAC
- Noche de Regreso a la Escuela
- Jornada de Puertas Abiertas
- Conferencias de Padres y Maestros

e. Proporciona a los padres de los estudiantes del Título I una explicación del currículo de la escuela, evaluaciones y niveles de competencia que se espera que cumplan los estudiantes.

Los padres reciben regularmente información sobre el currículo, la evaluación y el nivel de competencia durante las reuniones de SSC y ELAC e incluyen lo siguiente:

- Conferencias de retención
- Reuniones de re-designación de EL
- Reuniones del Consejo Asesor del Superintendente
- Manual para Padres y Estudiantes
- Reuniones del IEP

- Equipo de Intervención Estudiantil (SST)

F. Proporciona a los padres de los estudiantes de Título I, si se les pide, oportunidades para reuniones regulares para participar en las decisiones relacionadas con la educación de sus hijos.

Todos los padres son invitados a las reuniones del SSC donde se discute la información del Título 1. Se indican reuniones adicionales en el punto 1e.

2. Compacto entre Escuela Y Familia

La Escuela Primaria Shadow Hills ha desarrollado y distribuido conjuntamente a los padres de los estudiantes del Título I un acuerdo entre la escuela y los padres que describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico del estudiante. También describe cómo la escuela y los padres desarrollarán una asociación para ayudar a los niños a alcanzar la competencia en los estándares de contenido de California. El pacto entre la escuela y los padres describe los siguientes elementos además de los artículos agregados por los padres de los estudiantes de Título I:

- a. La responsabilidad de la escuela es proveer un currículo e instrucción de alta calidad,
- b. La responsabilidad de los padres es apoyar el aprendizaje de sus hijos,
- c. La importancia de la comunicación continua entre los padres y los maestros a través de, al menos, conferencias anuales, reportes sobre el progreso de los estudiantes, acceso al personal y oportunidades de voluntariado, participación y observación del programa educativo.

El pacto de la escuela fue desarrollado con el aporte de los padres a través de varias reuniones de planificación de la Política de Participación de los Padres. El pacto se distribuye al principio de cada año escolar. El Consejo Escolar (SSC, por sus siglas en inglés) aprobó el Convenio Escolar-Familia de Shadow Hills el 14 de mayo de 2025.

3. Creación de capacidad para la participación

La Escuela Primaria Shadow Hills involucra a los padres del Título I en interacciones significativas con la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos, la escuela hace lo siguiente:

- a. Ayuda a los padres del Título I a comprender los estándares de contenido académico, las evaluaciones y cómo monitorear y mejorar el logro de sus hijos.
Todo el personal trabaja diligentemente para asegurar que los padres del Título I sean informados y entiendan los estándares académicos básicos y evaluaciones relacionadas. Normalmente, esta información se difunde a través de:
 - Informes de progreso y boletines semestrales
 - Conferencias de Padres y Maestros
 - Equipo de éxito estudiantil (SST)
- b. Proporciona materiales y capacitación para ayudar a los padres del Título I a desarrollar técnicas y estrategias para usar en casa que apoyen el logro académico de sus hijos y para asegurar el bienestar físico, social y emocional de sus hijos y el desarrollo saludable en preparación para un futuro productivo.

El personal de Shadow Hills provee una miríada de oportunidades para apoyar a los padres con respecto al logro académico, físico y socioemocional de cada niño. La mayor parte de la información se distribuye durante las conferencias de Padres y Maestros e incluye:

- Reuniones mensuales SSC / ELAC
- Noche de Regreso a la Escuela / Casa Abierta
- Reuniones SST
- Conferencias de Padres

c. Educa al personal, con la ayuda de los padres del Título I, en el valor de las contribuciones de los padres, cómo comunicarse eficazmente con los padres y cómo trabajar con los padres.

El liderazgo del sitio en conjunto con el personal del distrito provee desarrollo profesional para el personal con respecto a métodos y estrategias para desarrollar una comunicación y asociación efectiva con los padres dentro de nuestra comunidad local. El desarrollo profesional se ofrece a través de:

- Reuniones bimensuales del personal
- SSC / ELAC
- Reunión SST
- Oportunidades de desarrollo profesional con el apoyo del maestro en asignación (TOA)
- Alienta el uso de una variedad de recursos electrónicos basados en la web incluyendo:
 - i. Lector Acelerado
 - ii. Connect Ed.
 - iii. iReady

d. Coordina e integra la participación de los padres con otros programas y lleva a cabo otras actividades, como los centros de recursos para los padres, que alientan y apoyan a los padres a participar más plenamente en la educación de sus hijos.

La administración y el personal de Shadow Hills apoyan y alientan la participación de los padres a través de la coordinación de eventos escolares, de distrito y comunitarios. Los eventos se publican en nuestro sitio web y la marquesina de la escuela y pueden incluir:

- Reuniones y eventos mensuales de la PTA
- SSC / ELAC
- Reuniones SST
- Conferencias de padres y maestros
- Ferias multiculturales, exposiciones y similares

e. Distribuye a los padres la información relacionada con los programas de la escuela y los padres, reuniones y otras actividades en un formato e idioma que los padres entiendan.

La información sobre los programas para padres, reuniones y otras actividades se difunde a través de los siguientes canales durante el año escolar para asegurar que los padres estén bien informados:

- Mensajes de Parent Square en inglés y español
- Calendario mensual / Boletín informativo en inglés y español

- Notificaciones de reuniones de SSC / ELAC en inglés y español
- El tablón de mensajes de la escuela
- Sitios de redes sociales (Facebook, Instagram)
- Sitio web de Shadow Hills <http://www.fusdweb.com/sites/elem/ShadowHills/default.aspx>

f. Proporciona apoyo para las actividades de participación de los padres solicitadas por los padres de Title I.

Personal de Shadow Hills Utiliza el aporte de los padres a través de encuestas de padres y comunicación escrita / oral, para apoyar ideas y sugerencias para actividades de participación de los padres.

4. Accesibilidad

- La Escuela Primaria Shadow Hills ofrece oportunidades para que todos los padres / tutores participen, incluyendo padres con habilidad limitada en inglés, padres con discapacidades y padres de estudiante es migratorios en un formato e idioma que los padres o tutores puedan entender. La política de participación de los padres de cada escuela se pondrá a disposición de la comunidad local y se distribuirá a los padres / tutores en un formato comprensible y uniforme y, en la medida de lo posible, proporcionada en un idioma que los padres o tutores puedan entender.

Todas las reuniones de los padres están disponibles a través de reuniones mensuales de:

- SSC / ELAC
- SST
- PTA
- Eventos escolares
- Presentaciones en el Aula y en el Sitio
- Padres Voluntarios
- Reuniones de GATE
- Conferencias de Padres y Maestros
- Reuniones del IEP
- Orientación de Kindergarten
- Taller de Kindergarten

2025-2026 Home School Compact

Student's Pledge

I agree as a student at Shadow Hills Elementary School that I will:

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

Student's Signature _____ Date _____

Parent's Pledge

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

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

Parent's Signature _____ Date _____

Teacher's Pledge

I agree as a teacher at Shadow Hills Elementary School that I will:

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

Teacher's Signature _____ Date _____

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

Shadow Hills Elementary School
2025-2026

ACKNOWLEDGEMENT OF RECEIPT OF SCHOOL HANDBOOK

Teacher's Name _____ Grade _____

Student's Name _____

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

Parent/Guardian Signature

Date

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

Pacto de escuelas en el hogar 2025-2026

Compromiso del estudiante

Estoy de acuerdo como estudiante de la Escuela Primaria Shadow Hills en que:

- Asista a la escuela todos los días, llegue a tiempo, listo para aprender / trabajar duro.
- Tener la actitud de un estudiante – Máximo esfuerzo diario en clase, en el patio de recreo y en casa.
- Completar todas las tareas de clase y tareas en casa, de manera oportuna.
- Leer durante 30 minutos diarios (1° – 5° grado) – 20 minutos para (Kindergarten)
- Obtenga un descanso adecuado para el mejor rendimiento escolar.
- Siga las reglas del aula y de la escuela.
- Comunicarme regularmente con mis padres y maestros sobre mis experiencias escolares para que puedan ayudarme a tener éxito en la escuela.
- Respetar a la escuela, los estudiantes, el personal y las familias.
- Ser un aprendiz de por vida que reconoce que la escuela está ayudando a dar forma a mi futura carrera.
- Esforzarse por encarnar las expectativas de toda la escuela: **Sé respetuosa, sé responsable, sé segura, sé amable**

Firma del estudiante _____ Fecha _____ e

Compromiso de los padres

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

- Proporcionar un tiempo tranquilo y un lugar para la tarea todas las noches.
- Leer con mi hijo/a y animarlo a leer todos los días.
- Asegurar de que mi hijo/a asista a la escuela a tiempo todos los días, duerma lo suficiente y reciba una nutrición adecuada.
- Monitorear el progreso de mi hijo/a en la escuela.
- Asistir a conferencias de padres – maestros – estudiantes, jornadas de casa abierta y otros eventos escolares.
- Respetar la escuela, el personal, los estudiantes y las familias a través del diálogo abierto y las interacciones positivas.
- Notificar a la oficina cuando mi hijo/a o hijos estén ausentes.
- Recoger a mi hijo / hijos puntualmente al final del día escolar.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo.
- Hablar con mi hijo/a sobre la universidad / carreras de manera rutinaria.

Firma de los padres _____ Fecha _____

Compromiso del maestro

Estoy de acuerdo como maestra en la Escuela Primaria Shadow Hills que:

- Tratar a su hijo/a con dignidad y respeto.
- Enseñar clases a través de lecciones interesantes y desafiantes que promuevan el rendimiento estudiantil.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.
- Comunicar con los padres sobre el progreso del estudiante y las preocupaciones de los padres.
- Proporcionar un ambiente de aprendizaje seguro y estimulante para mis estudiantes.
- Proporcionar tareas significativas y trabajo diario en clase y tareas para reforzar y ampliar el aprendizaje.
- Usar los materiales apropiados proporcionados por el distrito para satisfacer las diversas necesidades de aprendizaje de mis estudiantes.
- Respetar a la escuela, los estudiantes, el personal y las familias a través del diálogo abierto y las interacciones positivas.
- Hablar con mi estudiante sobre la universidad / carreras de forma rutinaria.
- Implementar estrategias impactantes, según lo identificado por John Hattie.

Firma de la maestra _____ Fecha _____

Por favor, remueva, firme y devuélvalo al maestro de su hijo/a. ***

Escuela Primaria Shadow Hills
2025-2026

RECONOCIMIENTO DE RECIBO DEL MANUAL ESCOLAR

Nombre de la maestra _____ Grado _____

Nombre del estudiante _____

Por la presente acuso recibo del Manual para padres y estudiantes de la Escuela Primaria Shadow Hills. He recibido y revisado el manual con mi hijo y entiendo las reglas e instrucciones descritas.

Firma del padre/tutor

Fecha

Por favor, remueva, firme y devuélvalo al maestro de su hijo. ***