

Fontana Unified School District
9680 Citrus Avenue • Fontana, CA 92335

**Annual Parent/Student Notification
2023-2024**



Board of Education

Joe Armendarez
Adam Perez
Jennifer Quezada
Mary B. Sandoval
Marcelino “Mars” Serna

Superintendent

Miki R. Inbody

Please sign the parent acknowledgement at the end of the book and return to the school.



Fontana Unified School District

Every Student Successful | Engaging Schools | Empowered Communities

9680 Citrus Avenue • P. O. Box 5090 • Fontana • California 92335-5090 • (909) 357-7600 • www.fusd.net

July 2023

Dear Fontana Unified School District Families,

Thank you for joining us in the partnership of educating your child. The Fontana Unified School District is committed to the goals of empowered communities, engaging schools, and success for every student. These goals require high standards for student learning and personal responsibility. We are committed to providing an environment where students can learn and realize their potential.

We thank you for taking the time to read this information, which will help you to join us in providing your child with an environment dedicated to learning. There are many ways to be involved, including knowledge of some of the key policies in the district. Please make sure to read, sign, and return the signature page at the end of this document to your child's school. Education Code requires all parents to acknowledge that they have received this information. You may also want to review additional information about our district at www.fusd.net.

We are honored to have the opportunity to work with you and your child. In partnering with you, we can make a difference in your child's life. We encourage you to take an active part in your child's education. Your involvement is essential to your child's success.

Thank you again for reviewing this information. Have a wonderful and successful school year!

Sincerely,

Miki R. Inbody
Superintendent

MI:cc

BOARD OF EDUCATION

Joseph "Joe" Armendarez
Adam P. Perez
Jennifer Quezada, Ed.D.
Mary B. Sandoval
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SUPERINTENDENT

Miki R. Inbody

Telecommunications Device for the Deaf (909) 357-5018



FONTANA UNIFIED SCHOOL DISTRICT

Every Student Successful | Engaging Schools | Empowered Communities

Fontana's Shared Vision: Fontana Unified is a community united to ensure every student is prepared for success in college, career, and life.

Core Values:

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

Cornerstones for Success:

Every Student Successful: *Schools demonstrate a relentless focus on preparing students for success in college, career and life.*

Engaging Schools: *Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world class education.*

Empowered Communities: *Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.*



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Dear Parents/Guardians:

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

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

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

If you would like this information, please contact the school office.

Sincerely,

Jamie Markoff

Interim Associate Superintendent, Teaching and Learning

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Annual Notice to Parents/Guardians and Students

2023-2024

This booklet contains basic information about the Fontana Unified School District, including your rights and responsibilities as a parent/guardian or student. It also contains information required by state and federal law. In this notification “parent” includes a natural or adoptive parent, or legal guardian, the person having legal custody, or other educational rights holder. Please read through this information and keep it handy for reference throughout the school year.

Education Code (EC) Section 48980 *et seq.* requires school districts to notify parents/guardians of their rights and responsibilities at the beginning of each academic year. EC 48982 requires parents or guardians to sign the notice and return it to the school. A signature on the notice is an acknowledgment by parents/guardians that they have been informed of their rights; it does not indicate consent has been given for their child to participate in any programs or activities listed in this document.

Some legislation requires additional notification to the parents/guardians during the school term. A separate letter or notification will be sent to parents/guardians prior to any of these specified activities or classes, and the student will be excused whenever the parent/guardian files with the principal of the school a statement in writing requesting exemption or waiver from participation.

Please sign the page at the end of the booklet and return it to your child’s school promptly.
EC 48982 requires an acknowledgment of receipt for each student.

Absences for Religious Instruction EC 46014

Students, with the written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship. Each student shall attend at least the minimum school day and may not be excused from school for such purpose on more than four days per school month.

Administration of Prescribed Medication for Students EC 49423, 49423.1, and 49480

Parents/Guardians of a student on a continuing medication for a noncontagious condition shall inform the school of the medication, including the method, amount and time schedules, kind, and name of the physician. With parent consent, the school may communicate with the physician to determine possible effects of the medication on the student’s physical, intellectual, and social behavior, as well as signs and symptoms of adverse side effects, omission, or overdose. In order for a student to be assisted by a school nurse or other designated school personnel, the parent/guardian must also provide a written statement indicating the desire that the school district assist the student in the matters set forth in the statement of physician/surgeon or physician assistant. Students may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives a written statement of instructions from the physician detailing the name of the medication, method, amount, and time schedules by which such medication is to be taken and confirming that the student is able to self-administer the medication. The parent/guardian must also provide a written statement consenting to the self-administration, a release for the school nurse or other designated school personnel to consult with the student’s health care provider regarding any questions that may arise with regard to the medication and releasing the school district and school personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

Advanced Placement EC 52244

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fee or the International Baccalaureate examination fees, or both. Please contact the Superintendent's Office for information.

Alternative Schools EC 58501

California State law authorizes all school districts to provide for alternative schools. Education Code 58500 defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- b) Recognize that the best learning takes place when the student learns because of the student's desire to learn.
- c) Maintain a learning situation maximizing student self-motivation and encouraging the student in their own time to follow their own interests. These interests may be conceived by the student totally and independently or may result in whole or in part from a presentation by teachers of choices of learning projects.
- d) Maximize the opportunity for students, teachers, cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including, but not limited to, the community in which the school is located.

In the event any parent, student or teacher is interested in further information concerning alternative schools, the San Bernardino County Superintendent of Schools, the Fontana Unified School District Superintendent's Office, and the principal's office have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs for each district.

Arrest of Truants/School Attendance Review Boards EC 48263 and 48264

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from home and who is absent from school without valid excuse with the county, city or school district. A student who is truant may be referred to a School Attendance Review Board (SARB).

Asbestos Management Plan 40 CFR 763.93

The Fontana Unified School District maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact the Risk Management office at (909) 357-5000, extension 29033.

Assault/Threat on Employee EC 44014

School officials are required to inform law enforcement personnel of an attack, assault, or physical threat against any employee by a student.

Attendance EC 48200 and 44808.5

Regular, punctual, and full-day attendance is an important prerequisite for a student to make reasonable academic progress. State law mandates daily attendance for the full-time length of the school day for students between the ages of six and eighteen years and places primary responsibility for student attendance with the

parent/guardian. In addition, no student is permitted to leave school at any time before the regular hour of closing without the approval of the school principal or designee.

Avoiding Absences, Written Excuses

The Fontana Unified School District urges parents to make sure their children attend school regularly and to schedule medical and other appointments so that a student misses none or only a small portion of the school day. The district also asks that travel or other absences be avoided during the time school is in session. The higher the district's daily attendance rate, the more a student will learn and the greater the amount of funding that the district will receive from the state for classroom instruction and academic programs. The school calendar is designed to minimize problems for families which plan vacation around traditional holiday periods, and thereby minimize student absences.

Following an absence, a student is required to bring a written verification from the parent/guardian regarding the absence when returning to school. It is important to understand that providing verification of the absence does not automatically excuse an absence. Absences are excused only if they meet the criteria set forth by state law. Illnesses and doctor or dental appointments are considered excused absences (see the notification on "Excused Absences"). Absences that do not meet the criteria are recorded as unexcused.

Cal Grant EC 69432.9

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students in applying for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or district official. A student, or the parent of a student under 18 years of age, may complete the Cal Grant GPA Opt-Out Form (see link below), or check the appropriate box on the form provided at the end of this document, to indicate that they do not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent may opt out the student. Once a student turns 18 years of age, only the student may opt themselves out, and can opt in if the parent had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents by January 1 of the students' 11th grade year. If the opt out form is not received by March 1 of the student's 11th grade year, the student's GPA will be submitted to CASC beginning September of the student's 12th grade year.

Cal Grant GPA Opt-Out Form:

https://www.csac.ca.gov/sites/main/files/file-attachments/gpa_opt_out.pdf

California Department of Education Sample Checklist for Parents when Children need Medication at School

1. Talk to your child's doctor about making a medicine schedule so that your child does not have to take medicine while at school.
2. If your child is regularly taking medicine for an ongoing health problem, even if your child only takes the medicine at home, give a written note to the school nurse or other designated school employee at the beginning of each school year. You must list the medicine being taken, the current amount taken, and the name of the doctor who prescribed it (EC 49480).
3. If your child must take medicine while at school, give the school a written note from you and a written note from your child's doctor or other health care provider, who is licensed to practice in California.

Provide new, updated notes at the beginning of each school year and whenever there is any change in medicine, instructions, or doctor (EC 49423).

4. As a parent/guardian, you must supply the school with all medicine your child must take during the school day. You or another adult must deliver the medicine to school, except medicine your child is authorized to self-carry and self-administer.
5. All controlled medicine, like Ritalin, must be counted and recorded on a medicine log when delivered to the school. You or another adult who delivered the medicine should verify the count by signing the log.
6. Each medicine your child must be given at school must be in a separate container labeled by a pharmacist licensed in the United States. The container must list your child's name, doctor's name, name of the medicine, and instructions for when to take the medicine and how much to take.
7. Pick up all discontinued, outdated, and/or unused medicine before the end of the school year.
8. Know and follow the medicine policy of your child's school.

California Assessment of Student Performance and Progress (CAASPP) 5 CCR 852; EC 60604 and 60615

Each spring students in grades 3-8 and 11 participate in statewide assessments known as the California Assessment of Student Performance and Progress (CAASPP). As part of CAASPP, students will be administered the computer-based Smarter Balanced Assessment (SBA) or the California Alternate Assessment (CAA). All CAASPP testing will take place in the spring. The online assessments measure a student's achievement level in English language Arts/Literacy and mathematics.

Also, as part of the CAASPP assessments, students in grades 5, 8 and high school (grades 11 or 12) will be administered the CAST, an online science test, which will take place in the spring. These science assessments are also administered statewide and measure a student's achievement level in science.

Parents/guardians have the option to exempt their child from any or all parts of the state assessments described above. If you wish to exempt your child from these assessments, you must submit a yearly written request to your child's principal prior to testing.

California Healthy Youth Act EC 51934 and 51938

The purpose of the California Healthy Youth Act is to provide students (Grades 7 through 12) with integrated, comprehensive, accurate, and unbiased prevention education to protect their sexual and reproductive health from human immunodeficiency virus (HIV) and other sexually transmitted infections and from unintended pregnancy. The instruction includes information about adolescent relationship abuse, intimate partner violence and human trafficking. Students may also learn about potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet websites, computer networks, or other digital media.

The Fontana Unified School District will provide instruction in comprehensive sexual health and HIV prevention education at least once in middle school and once in high school.

Parents/guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health or HIV prevention education. When a parent/guardian does not permit their child to receive such education, the child may not be subject to disciplinary action, academic penalty, or other sanction.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Request in writing that their child not participate in any anonymous, voluntary, and confidential research and evaluations tools to measure students' health behaviors and risks, including tests, questionnaires,

and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex.

5. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, to be informed of:
 - a) The date of the instruction
 - b) The name of the organization or affiliation of each guest speaker
 - c) The right to receive a copy of EC 51933, 51934, and 51938
7. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.

California High School Proficiency Exam 5 CCR 11523

The California High School Proficiency Examination (CHSPE) is a test for students who need to verify their high school level skills. In some cases, students take the test and leave high school early to work or attend college. Those who pass the test receive a Certificate of Proficiency, which is equal by law to a California high school diploma, from the State Board of Education. The Certificate of Proficiency is not equivalent to completing all coursework required for regular graduation from high school. Students planning to continue their studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A student is eligible to take the CHSPE only if the student meets one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration will be conducted. A fee for each examination application will not be charged to a homeless or foster youth under the age of 25. For more information, including the fee waiver form for homeless youth, administration dates and registration deadlines, visit the following website: <http://www.chspe.net/>.

Child Abuse and Neglect Reporting PC 11164 et seq.

All employees of the Fontana Unified School District are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. "Reasonable suspicion" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. Staff may not investigate to confirm a suspicion. Both the staff name and the report itself are confidential and cannot be disclosed except to authorized agencies. Please note that in addition to staff, any autism service providers, qualified autism service professionals, and qualified autism service paraprofessionals are considered as mandated reporters.

Parents/Guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency, or by contacting the District's Human Resources Division at (909) 357-5000, Ext. 29046.

Child Abuse Prevention Training

Whenever child abuse prevention training information is presented to students, parents are to be told in advance about these programs and may refuse to have their children participate in them.

Child Safety on the Internet

To protect child safety on the internet the District complies with federal and state laws including, but not limited to the Children's Internet Protection Act (CIPA), which means that the district uses Internet filters and blocks websites to protect children from inappropriate and harmful online content.

As part of the Fontana Unified School District, both students and parents/guardians need to understand the nature of the Internet and its available services. The Student Acceptable Use Agreement (SAUA) provides students and parents/guardians with the rules and guidelines set forth to ensure the safety of all students wishing to use the Internet. Parents/guardians and students are asked to review and sign the SAUA annually to acknowledge their understanding of the responsible use of District Information Systems, including computers and the Internet. A complete copy of the SAUA plus additional resources regarding Online Internet Safety can be provided by calling (909) 357-7635, option 4.

Community Service EC 48900.6

As part of or instead of disciplinary action imposed on a student who has misbehaved, the principal or designee may require the student to perform community service on school grounds or, with written permission of the parent/guardian of the student, off school grounds, during the student's non-school hours. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. A student who has been suspended, pending expulsion, may not be assigned community service unless the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

Comprehensive Safe School Plan EC 32280 et seq.

Each Fontana Unified School District school site has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office. Fire and emergency drills are held periodically at each school.

Compulsory Education EC 48200

Parents/guardians of students between the ages of 6 and 18 years of age are obligated under California state law to send their children to school for the full time designated as the length of the school day by the Board of Education unless exempted by law.

Concussion and Head Injuries EC 49475

A concussion is a brain injury that can be caused by a bump, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district that elects to offer athletic programs must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent/guardian before the athlete's initiating practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Confidential Medical Services EC 46010.1

School authorities may excuse students in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the student's parent/guardian.

Consent to School Immunization Program EC 49403

A district may administer immunizing agent to students, whose parents have consented in writing to the administration of such immunizing agent.

Course Prospectus EC 49063 and 49091.14

The curriculum, including titles, descriptions, and instructional aims of every course offered in the Fontana Unified School District, are compiled in a prospectus. Please contact your child's school for a copy of the prospectus.

Course Selection and Career Counseling EC 221.5

A school counselor, teacher, instructor, administrator, or aide will not offer vocational or school program guidance to a student or, in counseling a student, differentiate career, vocational, or higher education opportunities, on the basis of the student's sex. Any school personnel acting in a career counseling or course selection capacity to a student will, in a positive way, explore with the student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. Parents of students in grades 7-12 are encouraged to participate in such counseling sessions and decisions. Parents may contact the school site and schedule a meeting with their child's counselor to discuss course selection and career counseling.

Custody Issues

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to their child and/or their child's school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted, and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Damage to Employee's Person/Property by Student EC 48905

An employee of a school district whose person or property is injured or damaged by the willful misconduct of a student who attends school in such district, when the employee or the employee's property is (1) located on property owned by the district, (2) being transported to or from an activity sponsored by the district or school within the district, (3) present at an activity sponsored by such district or school, or (4) otherwise injured or damaged in retaliation for acts lawfully undertaken by the employee in execution of the employee's duties, may request the school district to pursue that legal action against the student who caused the injury or damage, or the student's parent/guardian pursuant to EC 48904 (*see notification on "Financial Responsibility for Damages"*).

Data Collection: Sexual Orientation EC 51514

Voluntary surveys already including questions pertaining to sexual orientation and gender identify cannot be removed.

Daytime Curfew Ordinance

No minor who is subject to compulsory full-time education under State law shall loiter, idle, wander or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, places of amusement, eating places, vacant lots or any other place away from the minor's place of residence during those hours that school is in session. A responsible party shall be liable for a police services

fee whenever the city's police personnel respond to, detain and supervise a repeat curfew or daytime loitering violator.

Students may be cited to juvenile traffic court for fighting, tobacco, tobacco products including e-cigarettes, controlled substances, and truancy.

Diabetes Information: Type 2 EC49452.7

Type 2 diabetes in children is a preventable/treatable disease. The following information is intended to raise awareness about this disease. Contact the school nurse or administrator, or the student's health care provider if you have questions.

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

Risk Factors

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

Warning Signs and Symptoms

Warning signs and symptoms of type 2 diabetes in children develop slowly and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision

- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fat levels

Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

To learn more, contact the student's health office, school administrator, health care provider or the American Diabetes Association at 1-800-342-2383 or email AskADA@diabetes.org.

Directory Information EC 49073

Directory information of students may be released except when a parent/guardian or eligible student has notified the school that such information shall not be released. However, no directory information of a student identified as a homeless child or youth will be released unless consent has been provided by the parent/guardian or eligible student. Directory Information includes one or more of the following items: the student's name, address, telephone number, date of birth, major field of study, participation record in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. The District has determined that the following individuals, officials, or organizations may receive directory information: companies that publish yearbooks or manufacture class rings, representatives of organized parent groups, Department of Public Health, postsecondary institutions, and military representatives. No information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information does not include a student's social security number or student identification number. Directory information also does not include a student's citizenship status, immigration status, place of birth, or any other information indicating national origin. The district will not release such information without parental consent or a court

order. If the district possesses information that could indicate immigration status, citizenship status, or national origin information, the district shall not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.

Parents are provided an opportunity annually to have directory information released about their child. Parents may contact their child's school for more information.

Disruption of Public School or Public-School Meeting EC 32210

Any person who willfully disturbs any public school or any public-school meeting is guilty of a misdemeanor and shall be punished by a fine of not more than five hundred dollars (\$500).

Disaster Preparedness Plan EC 32282.5

Each school has a disaster preparedness plan and conducts regular fire, earthquake and disaster drills. For a copy of your school's plan, contact your principal. The California Department of Education is required to electronically distribute disaster preparedness educational materials to school districts and county offices of education. Documents are posted on the CDE website at <https://www.cde.ca.gov/ls/ep/schoolemergencyres.asp>.

District Parent Involvement Policy EC 11501 et seq.

The District recognizes and values the important role that parents play in their children's education. Research confirms that when parents are engaged and involved, students' academic performance increases. The local governing board has adopted a policy on parent involvement for all schools. The policy (as provided below with the accompanying administrative regulation) details how the District:

- Helps parents develop skills to use at home that support their children's academic efforts and social development.
- Provides parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.
- Builds consistent and effective communication between the home and the school so parents may know when and how to assist their children in learning at home.
- Trains teachers and administrators to communicate effectively with parents.
- Integrates parent involvement programs into the school's Single Plan for Student Achievement.
- Involves parents in the joint development of the Local Control and Accountability Plan (LCAP) and in the process of school review and improvement.
- Supports effective parental involvement at schools to improve student achievement and school performance.
- Builds school and parent capacity for strong parental involvement.
- Conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy.

PARENT INVOLVEMENT (BP 6020)

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

The Board also recognizes that a child's education is a responsibility shared by school and family during their entire academic experience. To support the mission of California schools to educate all students effectively, schools and parents/guardians must work as knowledgeable partners. Success cannot be the sole responsibility

of any single program or group of individuals. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them in a format and, to the extent practicable, in a language parents/guardians can understand.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members and school staff on the adequacy of involvement opportunities and barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members.

The Fontana Unified School District Board of Education has set forth the following guidelines and expectations:

School and District Outcomes

- Improved culture and climate that values partnerships, and students' and families' culture
- Increased trust between community members, families, school and district staff
- Improved decision-making processes to develop the School Plan for Student Achievement (SPSA), Local Control Accountability Plan and Federal Addendum (LCAP) that values and includes input of community members, families and students
- Revised policies, practices and programs based on input regarding the School Plan for Student Achievement (SPSA), Local Control Accountability Plan and Federal Addendum (LCAP)

School and District Staff Outcomes

- Increased knowledge, practices, and mindsets to create authentic partnerships with families and community members

Family and Community Member Outcomes

- Increased knowledge, practices, and mindsets related to participation in decision making regarding the School Plan for Student Achievement (SPSA), Local Control Accountability Plan and Federal Addendum (LCAP)
- Increased knowledge, practices, and mindsets to create authentic partnerships with school and district staff

Student Outcomes

- Increased student engagement, connection, confidence, and feelings of value
- Increased knowledge and practices related to participation and decision making in the School Plan for Student Achievement (SPSA), Local Control Accountability Plan and Federal Addendum (LCAP)
- Improved success in school

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement

activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318), 6631)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develop a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall ensure that each school that does not receive Title I funds develop a school-level parent involvement policy to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502.

PARENT INVOLVEMENT (AR 6020)

District Strategies for Title I and Non-Title I Schools

To ensure that all parents/guardians of students participating in Title I programs, and Non- Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the local educational agency Local Control and Accountability Plan (LCAP) pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)
2. Provide coordination, technical assistance, and other support necessary to assist Title I and Non-Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318)
3. Build the capacity of schools and parents/guardians for strong parent involvement to address each of the following components a-g: (20 USC 6318)
 - a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with educators to improve the achievement of their children.
 - (1) Provide technical assistance to schools in conducting meetings and workshops for parents/guardians including, but not limited to the above-mentioned topics
 - (2) Each school receiving Title I funds conducts an annual Title I meeting that informs parents of the requirements of Title I and how the site expends said funds
 - (3) Each school conducts an annual parent meeting to address the following: School-wide Academic

- Performance Index (API) and Annual Yearly Progress (AYP) based on most recent state standardized test results; identify and explain Program Improvement (PI) status of school and district as applicable; identify all categorical funding programs and grants received by the school; identify opportunities for all students to meet the state's standards at the proficient and advanced levels of academic achievement; discuss effective methods and instructional strategies based on scientific research; and provide information to parents on the district's Uniform Complaint Procedures (UCP)
- (4) Provide parents/guardians with the academic standards students are expected to learn for each grade level and subject area in a format that is understandable to parents/guardians
 - (5) Provide parents with the a-g requirements for graduation and criteria for acceptance into post-secondary education in a format that is understandable to parents/guardians
- b. Provide materials and training to help parents/guardians develop techniques and strategies to use at home that improve 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.
- (1) Provide technical assistance to schools in conducting workshops and meetings for parents/guardians including, but not limited to the above-mentioned topics
 - (2) Each school provides parents/guardians with an opportunity to review and comment on the California Healthy Kids Survey (CHKS) results as available, every other year
 - (3) Each school provides parents/guardians with an opportunity to review and comment on the Safe School Plan which is updated and approved by School Site Council annually
 - (4) Address the needs of parents of secondary students regarding the requirements for graduation and opportunities for post-secondary education including information on obtaining financial aid and assistance
 - (5) Provide technical assistance to schools in the implementation of workshops, such as but not limited to, Project Inspire, Parent Institute for Quality Education (PIQE), and Parent Expectations Support Achievement (PESA)
- c. With the assistance of parents/guardians, educate staff in the value of parent contributions, how to communicate effectively with parents, and how to work with parents as equal partners to implement and coordinate parent/guardian programs, and build relationships between parents/guardians and the school.
- (1) Offer workshops and provide technical assistance to sites regarding staff development on topics, such as but not limited to: Effectively Communicating with Parents, Family Friendly Schools, Socioeconomic Impact on Education, and Multiculturalism
 - (2) Offers staff development geared toward training teachers that reinforces the content of parent workshops
 - (3) Provides collaboration opportunities for teachers, staff, and parent advisory group representatives to work together as partners to ensure all students are supported
 - (4) Provide opportunities for parents to communicate with staff about the strengths and needs of the parent involvement program, to make suggestions for improvement, and to discuss concerns
- d. To the extent feasible and appropriate, coordinates and integrates parental involvement with other programs such as Head Start, Early Head Start, Infant/Toddler Care, State Preschool, Infant/Toddler Care, First 5 Full Day Preschool, and 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.
- (1) Provide technical assistance to sites in the development of partnerships between program representatives to ensure integration of communication and involvement opportunities for parents/guardians of participating students
- e. Distributes to parents/guardians information related to school and parent programs, meetings, and other activities in a format and language that the parents understand to the extent feasible

- (1) Utilize a variety of communication tools, such as but not limited to: Connect 5, District/School Website, Marquees, Banners, and Flyers
- (2) Develop a master activity calendar with parent and community access such as, posting a copy of the calendar in the school office and publishing the calendar on the school and district websites as applicable
- (3) To the extent feasible and/or required by law, information will be provided in a timely manner
- (4) Ensure the accuracy of documents translated from English to Spanish
- (5) Provide students with information to share with their parents on upcoming events, meetings, and activities by sending home flyers and/or having students write the information in their daily student agenda as applicable and feasible
- f. Provides reasonable support for parental involvement activities requested by parents/guardians.
 - (1) District will offer training to site level personnel in handling parent requests, coordinating activities, and collaborating with site personnel and parents/guardians to implement requests when feasible
- g. Informs parents/guardians and parent organizations of the existence and purpose of state parent information and resource centers that provide training, information and support to parents/guardians of participating students and the District's Parent Information and Resource Center (PIRC) including the Project Inspire parental involvement workshops.
 - (1) Information regarding the California State PIRC website including the link to participate in the online parental involvement survey is distributed to parents/guardians annually
 - (2) Information regarding the district's PIRC and Project Inspire is available to parents/guardians in various modes of publications, such as, information posted on the district website, brochures available at school sites, and flyers mailed to parents/guardians
 - (3) District's PIRC provides information on differentiated programs available to Fontana Unified School District students, i.e., Gifted and Talented Education (GATE), Special Education, English Learners, Opportunities Beyond High School, Financial Aid, Health and Safety, and Technology
 - (4) Provide a child-friendly activity area in the PIRC while parents/guardians access resources
 - (5) Provide access to Project Inspire Trainer-of-Trainer opportunities for parents, teachers, and staff to facilitate parental involvement workshops
 - (6) PIRC, Trainer-of-Trainer, parent graduates provide workshops for other parents throughout the Fontana Unified School District and San Bernardino County
4. Coordinate and integrate parent involvement strategies with Head Start, Early Head Start, Infant/Toddler Care, State Preschool, First 5 Full Day Preschool, and other programs (20 USC 6318)
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools by addressing each of the following components a-c: (20 USC 6318)
 - a. Ensure that the evaluation include the identification of barriers to and opportunities for greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)
 - (1) Convene multiple meetings that affords the opportunity for parents/guardians and high school students from all backgrounds to provide feedback on parental involvement opportunities and barriers
 - (2) Parents/Guardians participate in the District Parental Involvement Policies and Instructional Programs Survey to further the identification of involvement opportunities and barriers
 - b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)
 - (1) Convene an annual meeting with parents/guardians and high school students from all backgrounds

to brainstorm strategies for continual progress toward achieving effective parental involvement programs district-wide that will positively influence student achievement

- (2) Establish annual goals and objectives for the parent involvement program to implement the district parent involvement policy. Include these goals for parent involvement in each site's Single Plan for Student Achievement
- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communication mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)
 - (1) Use a variety of methods, such as focus groups, surveys, and workshops to assess the district's progress in meeting annual objectives
 - (2) Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged
 - (3) Utilize a variety of communication tools, such as but not limited to: the Blackboard Connect 5 phone notification system, District/School Website, Marquees, Banners, and Flyers
6. Involve parents/guardians in school activities: (20 USC 6318)
 The district recognizes that parent involvement comes in many forms and encourages school sites to acknowledge these efforts. The district offers technical assistance to school sites in the exploration of alternative engagement opportunities, such as but not limited to: setting high expectations, homework assistance, and attending extra-curricular activities.

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I and Non-Title I programs. (20 USC 6318)

School-Level Policies for Title I and Non-Title I Schools

At each school, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians. Such policy shall describe the means by which the school: (20 USC 6318)

1. Involvement of Parents in the Instructional Program
 - 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
 - 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
 - c. Involves parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs (as applicable) parent involvement programs, the school's parental involvement policy, and the joint development of the plan for school wide programs incorporated into the Single Plan for Student Achievement pursuant to 20 USC 6314
 - (1) The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.
 - d. Develops and maintains consistent and effective communication between the home and school and provides parents/guardians of Title I students with timely information about Title I programs.
 - e. Provides parents/guardians with an explanation of the school's curriculum, assessments, state academic standards, and proficiency levels students are expected to meet.
 - f. Provides parents, if requested, with opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children and, as soon as practicably possible, responses to the suggestions of parents/guardians

- g. If the school wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
- 2. School-Family Compact

The School jointly develops with and distributes to parents/guardians, a school-family compact that outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents/guardians will develop a partnership to help students reach proficiency on the California content standards. The school-family compact describes the following items in addition to items added by parents/guardians and students:

 - a. The school's responsibility to provide high-quality curriculum and instruction.
 - b. The parents/guardians responsibility to support their children's learning.
 - c. The importance of ongoing communication between parents/guardians 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.
 - d. The Principal or their designee reviews the school-family compact with student, parents/guardians, and teacher and obtains signatures from each. This may be completed during parent conferences or at another designated time.

- 3. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-g in the section "District Strategies for Title I and Non-Title I Schools" above

- 4. Parent Information and Resource Center (PIRC)

The Fontana Unified School District participates in PIRC1/Project Inspire which is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at:

http://www.bilingualeducation.org/programs_parent.php. Workshops are available in multiple languages. Fontana Unified School District's Parent Information and Resource Center (PIRC) will be located at Building #14 at the District Office Complex. For more information about the PIRC or Project Inspire Parental Involvement Workshops, please contact the Categorical Program Department at (909) 357-5000 ext. 29175.

- 5. Accessibility

The School provides opportunities for all parents/guardians to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students 20 USC 6311(h) 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. (20 USC 6318)

Each school shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

To request a copy of the District's Parent Involvement Policy, please contact the Categorical Department at (909)357-5000 ext. 29172.

Dress Code EC 35183

Schools may adopt and enforce a reasonable dress code policy which prohibits the wearing of "gang-related clothing" or clothing that is unsafe either for the student or those around the student.

Educational Equity: Immigration & Citizenship Status EC 234.7

All students, regardless of their immigration status or religious beliefs, have the right to a free public education. As such, the District: (1) prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status; (2) receives and investigates related complaints based on immigration status in accordance with its Uniform Complaint Procedures; (3) prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members unless required to administer a state or federal program; (4) requires reporting to the Board any requests to gain information or access to a school site by an officer or employee of a law enforcement agency for immigration enforcement purposes; and (5) will first exhaust parents' instruction concerning a student's care in the emergency contact information in the parents' absence and to avoid contacting Child Protective Services unless the District is unable to arrange for care based on parental instruction. The following "know your rights" information regarding immigration-enforcement actions is provided by the California Attorney General.

KNOW YOUR RIGHTS*Your Child has the Right to a Free Public Education*

- All children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.
- All children in California:
 - Have the right to a free public education.
 - Must be enrolled in school if they are between 6 and 18 years old.
 - Have the right to attend safe, secure, and peaceful schools.
 - Have a right to be in public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

- Schools must accept a variety of documents from the student's parent/guardian to demonstrate proof of child's age or residency.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents/guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents/guardians with written notice of the directory information policy and provide the option to refuse release of your child's information.

Family Safety Plans if You Are detained or Deported

- You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.
- You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if your child is discriminated against, harassed, intimidated or bullied because of his or her actual or perceived nationality, ethnicity, or immigration status.

CHECKLIST FOR IMMIGRANT STUDENTS AND FAMILIES ATTENDING PUBLIC SCHOOLS

You do not have to share the following information with school officials:

- You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
- You do not have to provide Social Security Numbers (SSN) or cards.
 - When completing the “Free and Reduced-Priced Meals” form, only provide the last four digits of the SSN of the adult household member who signs the application.
 - If the family meets the income eligibility requirements and no adult household member has a SSN, your child still qualifies. Check the “No SSN” box on forms where applicable, to ensure that applications are complete.
 - If any household member participates in CalFresh, CalWORKS (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of their SSN to qualify the student for free or reduced-price meals at school.
- When providing information for proof of a student’s residency or age, you do not have to use documents that could reveal information related to immigration status.

Take steps to protect student information:

- Ask for the school’s written privacy policies regarding student information.
- Review the school’s policy for “directory information” - which allows for public release of basic student information - and consider whether to opt out of releasing of that information.

Take steps to prepare for situation where one or more parents or guardians are detained or deported:

- Develop and keep in a safe place a “Family Safety Plan” (example: https://www.lirs.org/assets/2474/bna_beinformed_safetyplanningtoolkit.pdf) that includes the following information:
 - Name of a trusted adult to care for your child if no parent or guardian can.
 - Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.)
- Make sure that your child’s school always has current emergency contact information, including alternative contacts if no parent or guardian is available.

RESOURCES

The following resources are available to immigrant families responding to detentions or deportations:

- The Immigration and Customs Enforcement (ICE) detainee locator: <https://locator.ice.gov/odls/homePage.do>. **Please Note:** This site is intended *only* for locating individuals who are already detained, and not for general immigration status inquiries.
- Immigration lawyers in private practice, accredited representatives (who assist immigrants in immigration proceedings), or legal-aid organizations:
 - State Bar of California Attorney Search: <http://www.calbar.ca.gov/Attorneys>
 - California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR): <https://www.justice.gov/eoir/page/file/942306/download#CALIFORNIA>.

- California Courts Self-Help Centers: <https://www.courts.ca.gov/self-helpcenters.htm>.
- Legal-aid offices and lawyer-referral services: <http://www.courts.ca.gov/1001.htm>.
- The consulate or embassy of the parent's or guardian's country of origin

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:

Bureau of Children's Justice
California Attorney General's Office
PO Box 944255
Sacramento, CA 94244-2550
Phone: (800) 952-5225
Email: BCJ@doj.ca.gov
<https://oag.ca.gov/bcj/complaint>

Electronic Listening or Recording Device EC 51512

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the student, willfully in violation shall be guilty of a misdemeanor. Any student in violation shall be subject to appropriate disciplinary action.

Employee Interactions with Students EC 44050

The Board of Education desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

CODE OF ETHICS OF THE EDUCATION PROFESSION (BP 4119.21)

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Principle I. Commitment to the Student

The educator strives to help each student realize the student's potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning

2. Shall not unreasonably deny the student access to varying points of view
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety
5. Shall not intentionally expose the student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, gender, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage
8. Shall not disclose information in the course of professional service unless disclosure serves a compelling professional purpose or is required by law

Principle II. Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation of the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications
2. Shall not misrepresent professional qualifications
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position
5. Shall not assist a noneducator in the unauthorized practice of teaching
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law
7. Shall not knowingly make false or malicious statements about a colleague
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action

Adopted by the Board of Education August 20, 2014

English Language Proficiency Assessments for California (ELPAC) EC 313 et seq.

The ELPAC is the state test that is used to measure how well students in transitional kindergarten through grade twelve understand and use academic English when it is not their primary language. It identifies and monitors students who need help learning academic English, so they can get the extra support they need to do well in school and access the full curriculum. There are two parts to the ELPAC: initial assessment and summative assessment.

Within 30 days of enrolling into the Fontana Unified School District, the initial assessment is administered to students who have a primary language other than English and have not been classified as an English learner.

The initial assessment is used to identify students as either an English learner who needs support to learn academic English or as proficient in English.

California State law gives parents of an English Learner (EL) students the option to request placement of their child in an alternative bilingual program.

If a parent wishes to understand the reasons their child has been identified as limited English proficient and in need of placement in LEP, how that level was assessed, the status of the child's academic achievement or review program components a parent may contact their child's school site or the district office at 909-357-5000.

All English learners are required to annually take the summative assessment in the spring until reclassified. The summative assessment is used to measure the academic English language skills of English learners. The results help inform the school and district of students' progress in learning academic English. Results also identify students who may be ready to be reclassified as proficient in academic English.

Entrance Health Screening HSC 124085, 124100, 124105

State law requires each child's family to provide, within 90 days of entrance into the first grade, a certificate documenting that the child has received a health checkup within the previous 18 months. The parent/guardian may submit a waiver indicating that they do not want or are unable to obtain a health screening. If the waiver indicates that the parent/guardian is unable to obtain the services, the reasons should be included in the waiver. Students may be excluded, beginning the 91st day after the student's entrance into the first grade, up to 5 days from school for failing to comply or not providing a waiver.

Child Health & Disability Prevention (CHDP) Program physicals are available to all Fontana Unified School District students through age eighteen through our Comprehensive Health Department if your family meets specific income guidelines.

Epinephrine Auto-Injectors (Stock Epinephrine) EC 49414

Schools are required to provide emergency epinephrine for individuals who may be experiencing anaphylaxis. Anaphylaxis is a severe allergic reaction which can occur after exposure to an allergen, an insect sting, or even (rare) after exercise. Certain individuals may experience anaphylaxis that have no known previous history of an allergy and therefore, may not have their own prescription. A school nurse or trained school staff member will administer this emergency injection to any student believed to be suffering from anaphylaxis and will activate Emergency Management Services (911). Parents/Guardians will be notified of the emergency and action taken.

Eric Paredes Sudden Cardiac Arrest Prevention Act EC 33479 et seq

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. As such, a student who passes out or faints while participating in or immediately following a school-sponsored athletic activity, or who is known to have passed out or fainted while participating in or immediately following an athletic activity, must be removed from participation at that time by the athletic director, coach, athletic trainer, or authorized person. A student who is removed from play after displaying signs and symptoms associated with sudden cardiac arrest may not be permitted to return to participate in an athletic activity until the student is evaluated and cleared to return to participate in writing by a physician and surgeon. This requirement does not apply to athletic

activity conducted during the regular school day or as part of a physical education course. On a yearly basis, an acknowledgement of receipt and review of SCA information must be signed and returned by the student and the student's parent/guardian before the student participates in an athletic activity. For more information and resources, visit the CDE webpage at:

<https://www.cde.ca.gov/pd/ca/pe/scaprevention.asp>.

Excused Absences EC 48205

Students, with the written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No student shall have their grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided and are satisfactorily completed within a reasonable period of time.

In order for an absence to be excused, the reason for such absence must meet the criteria specified under EC 48205, as provided below.

- (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
- (1) Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.
 - (2) Due to quarantine under the direction of a county or city health officer.
 - (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
 - (4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 - (5) For the purpose of jury duty in the manner provided for by law.
 - (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.
 - (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a non-profit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.
 - (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Election Code.
 - (9) For the purpose of spending time with a member of the pupil's immediate family who is an active-duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 - (10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
 - (11) For the purpose of participating in a cultural ceremony or event.
 - (12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
 - (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.

(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(13) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit, therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) For purpose of this section, the following definitions apply:

- (1) A “civic or political event” includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
- (2) “Cultural” means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- (3) “Immediate family” means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

When a student has had 14 absences in the school year for illness, any further absences for illness shall be verified by a physician. (AR 5113)

Fighting PC 415

Any of the following persons shall be punished by imprisonment in the county jail for a period of not more than 90 days, a fine of not more than four hundred dollars (\$400), or both such imprisonment and fine:

- (1) Any person who unlawfully fights in a public place or challenges another person in a public place to fight.
- (2) Any person who maliciously and willfully disturbs another person by loud and unreasonable noise.
- (3) Any person who uses offensive words in a public place which are inherently likely to provoke an immediate violent reaction.

Financial Aid Application EC 51225.7 and 51225.8

Filing financial aid applications is the first step toward college success and helps eligible students qualify for federal, state, and campus-based aid as well as some private scholarships. Under state law, schools are to ensure that students, prior to entering 12th grade, receive information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA) to help determine a student’s eligibility for financial aid. This information will be provided in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first-served basis. The information will include, but is not limited to, the following:

1. Types of documentation and personal information required
2. Explanation of definitions used in the application
3. Eligibility requirements for student financial aid
4. Application timelines and submission deadlines
5. Importance of submitting applications early

The District will ensure that each 12th grade student completes and submits a FAFSA or CADAA to the California Student Aid Commission (CSAC). Fontana Unified School District will ensure that all 12th grade students meet this requirement by providing multiple opportunities such as:

- Parent/student workshops and education
- Individual and Group support for all students via Counselors

- Hosting college FAFSA/CADAA meetings for ALL educational partners

The parent or student, if 18 years of age or older, may opt out of the requirement by filling out and submitting an opt-out. If the District determines that a student is unable to comply with the requirement, the District will exempt the parent or student and complete and submit an opt-out form on the student's behalf. Students should only complete one of the applications based on their citizenship and residency status. All personal information, including immigration status, of students and their families will be protected according to state and federal privacy laws and regulations.

Financial Responsibility for Damages EC 48904

Parents/guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the student until restitution is paid.

Foster Youth Education EC 48850 et seq, 49069.3, 49076 and 51225.1.

The district's educational liaison for foster youth is required to ensure students in foster care receive:

- stable school placements which are in the best interests of the child
- placement in least restrictive educational programs
- access to academic resources, services, and extracurricular and enrichment activities available to all students
- full and partial credits for coursework taken, and meaningful opportunity to meet state student academic achievement standards
- information about local graduation requirements and exemption if appropriate

The California Department of Education has posted on its Web site a standardized notice of the rights afforded to foster youth. The notice can be obtained by visiting the following link:

<https://www.cde.ca.gov/ls/pf/fy/documents/fosteryouthedrights.pdf>

Education Code 49069.3 and 49076 allows access to educational records without parental consent to foster family agency over currently enrolled or former student, short-term residential treatment program staff responsible for the education or case management of a student, and caregiver with direct responsibility for the care of the student.

The district has collaborated with San Bernardino County Superintendent of Schools to develop a transportation agreement to maintain students in foster care at their school of origin when in the best interest of the child. The school of origin can be the school attended when the student first entered foster care, the school most recently attended, or any school the foster youth attended in the last 15 months. The district has a Foster Youth Liaison who can assist: Connie Aramburo; 909-357-5000, extension 29084; AramCJ@fusd.net.

Gifted and Talented Education (GATE) Program

Pursuant to Board Policy 6172, the Fontana Unified School District offers a program for identified academically gifted students in grades 3-12. Students are provided an appropriate differentiated curriculum within the regular school day. It is the responsibility of the parent to notify the district/school upon enrollment if their child was identified as gifted in another district. The G.A.T.E. program office will review and screen results from outside the district to determine if a student meets criteria for identification in the Fontana Unified School District.

Harm or Destruction of Animals EC 32255 et seq.

Any student with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform the teacher of the objection. Objections must be substantiated by a note from the student's parent/guardian.

A student who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the student to develop and agree upon an alternative education project so that the student may obtain the knowledge, information, or experience required by the course of study in question.

Homeless Youth Education 42 US 11432

The following individual has been designated to serve as the District's homeless liaison: Connie Aramburo, Attendance Liaison, 909-357-5000 x29084, AramCJ@fusd.net. The homeless liaison will ensure parents of homeless students are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

To ensure that each school identifies all homeless and unaccompanied youths enrolled at the school, a housing questionnaire is administered at least once a year. The questionnaire can be made available in the primary language of the student's parent or unaccompanied youth upon request. Notice of the educational rights of homeless youth and resources available to persons experiencing homelessness, as well as the name and contact information of the educational liaison for homeless youth, are posted on the district and school websites. The notice of education rights is also posted in the District and school offices, and disseminated at places where children receive services, such as shelters and food pantries. Some of those rights include:

1. The right to attend either the "school of origin" or the current school of residence. The school of origin can be the school attended when the student had permanent housing, the school most recently attended, or any school the homeless youth attended in the last 15 months.
2. The right to immediate enrollment even if the homeless youth is unable to produce records normally required for enrollment, does not have clothing normally required by the school, or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
3. The right to be referred to all programs and services for which the student is eligible (*e.g.*, special education, tutoring, English learner programs, before and after school services).
4. The right to be notified of the possibility of graduating within four years by meeting the state minimum requirements, if the student transferred after the second year of high school, is credit deficient, and will not be able to complete the District's graduation requirements in time for graduation.

High School Graduation Requirements and Coursework EC 51225.1, 51225.2, 51225.3, and 51225.31

To obtain a diploma of graduation, students must complete the course of study prescribed by the Fontana Unified School District Board of Education at the high school where they are enrolled. However, a student who transfers between schools any time after their second year of high school and who is in foster care, homeless, former juvenile court school student, child of a military family, or a migratory child, or a newly arrived immigrant who is in the third or fourth year of high school and is participating in a newcomer program, may be eligible for exemption from the District's graduation coursework requirements that are beyond the state minimum requirements if they are not reasonably able to complete those additional coursework requirements by the end of the fourth year of high school. A student who is an individual with exceptional needs may also be determined by an IEP team to be eligible for the exemption before the start of the student's 10th grade and if certain conditions are met.

Identification and Education under Section 504 34 CFR Part 104

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. Section 504 also requires districts to provide education and accommodations for any student who has a mental or physical impairment which substantially limits one or more major life activities. A school-site committee shall meet to evaluate the student's eligibility under Section 504 if the student needs or is believed to need special education or related services under Section 504 and the District has obtained written parent consent to conduct an evaluation of the student prior to initial placement. The student's parent/guardian shall be invited to participate on this committee. If the student is found eligible under Section 504, the school site committee shall develop a written service plan for the student. This plan shall specify the accommodations which will be made in the student's education program in order to ensure the student a free and appropriate education; it shall also include a schedule for periodic review of the student's needs and indicate that this review may occur sooner at the request of the parent/guardian or school staff. If the committee determines that no accommodation is needed, the parent/guardian shall receive a record of the proceedings stating the basis for this decision. Parents/guardians shall also receive a copy of the procedural safeguards guaranteed under the Code of Federal Regulations, Title 34, Part 104.36.

Notice of Procedural Rights and Safeguards for Parent and Student Rights Under Section 504, the Rehabilitation Act of 1973

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

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

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

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

1. You have a right to be informed by the school district of your rights under Section 504. (The purpose of the 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 nondisabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33
4. Your child has a right to placement in the least restrictive environment. 34 CFR 104.34
5. Your child has a right to facilities, services, and activities that are comparable to those provided for nondisabled students. 34 CFR 104.34

6. Your child has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 CFR 104.35
7. Testing and other evaluation procedures must conform with the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc.
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 you're your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36
13. if you wish to challenge the actions of the district's Section 504 Committee regarding your child's identification, evaluation, or educational placement, you should file a written Notice of Appeal with the district's Section 504 Coordinator (Coordinator, Alternative Education; 9680 Citrus Avenue; Building B; Fontana, CA 92335; (909) 357-5000, ext. 29077) within 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 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, CA 94102

Immunizations EC 48216 and 49403 , HSC 120325-120378 and 120440

Students are prohibited from attending school until required immunizations are met, or the parent files a compliant medical exemption. However, the immunization requirements do not prohibit students from accessing special education and related services required by their IEP. Medical exemptions can only be issued through the California Immunization Registry – Medical Exemption (CAIR-ME) website. As of January 1, 2016, exemptions based on personal beliefs, including religious beliefs, are no longer allowed.

If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered to not be in compliance with requirements for unconditional or conditional admission, the student's parent will receive notice that evidence of proper immunization or an appropriate exemption must be provided within 10 school days. A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases.

The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

To review the immunization requirements for school attendance, visit the California Department of Public Health website at <https://www.cdph.ca.gov/>. It also provides information regarding medical exemptions and the COVID-19 vaccination. Free immunizations are available to all Fontana Unified School District students through our District Clinical Services.

Independent Study Program EC 51745

Independent Study is an optional instructional strategy by which students in K-12 and adult education may reach curriculum objectives and fulfill graduation requirements. Pursuant to Education Code 51745, a student may be enrolled in a program of independent study with the mutual agreement of the district, parent/guardian if a student is a minor, and the student. An independent study program may be established to complete days of attendance due to vacations or other emergencies (for a maximum number of total school days pursuant to current legislation). Students interested in independent study should contact their school principal or designee for a referral. Approval of independent study placement shall be based on the following criteria: (1) Evidence that the student can work independently; (2) Evidence that the student possesses the necessary skills to complete the program; (3) Availability of a certificated classroom teacher with adequate time to supervise the student effectively; (4) An acceptable reason for requesting independent study.

Instruction for Students with Temporary Disabilities EC 48206.3, 48207, 48208, 48240, and 48980(a)

A student with a temporary disability which makes attendance in the regular day classes or alternative educational program in which the student is enrolled impossible or inadvisable may receive individual instruction provided in the student's home or in a hospital or other residential health facility (excluding state hospitals) when recommended by a physician. This instruction applies to students incurring a physical, mental, or emotional disability after which they can reasonably be expected to return to regular day classes or an alternative education program without special intervention. It does not apply to students identified as individuals with exceptional needs pursuant to Education Code 56026. A student with a temporary disability who is hospitalized is considered a resident of the school district in which the hospital is located. It is the primary responsibility of the parent/guardian to notify the school district of residence of the presence of the student in the qualifying hospital.

Upon receipt of the notification, the district will within five working days determine whether the student will be able to receive individual instruction and, if so, provide the instruction within five working days or less. One hour of instruction is provided for each day school is in session – meaning, the student would receive five hours of instruction in a typical week on mutually agreed upon days of the week between the teacher and the parent/guardian.

A student with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting. The total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance will ensure that absences from the regular school program are excused until the student is able to return to that program.

Parents/guardians in need of such services for their child who meets residency requirements in the Fontana Unified School District should contact Lauri Martin, Director of Online and Alternative Programs, 909-357-5000 x29577, Lauri.Martin@fUSD.net.

Interdistrict Attendance EC 46600 et seq.

The parent/guardian of a student may seek release from the home district to attend a school in any other school district.

School districts may enter into agreements, for the interdistrict transfer of one or more students for a period of up to five years. The agreement must specify the terms and conditions for granting or denying transfers and may contain standards of reapplication and specify the terms and conditions under which a permit may be revoked. Unless otherwise specified in the agreement, a student will not have to reapply for an interdistrict transfer, and the school board of the district of enrollment must allow the student to continue to attend the school in which the student is enrolled.

The district will not prohibit the transfer of a student who is a child of an active military duty parent to a district of proposed enrollment if that district approves the application for transfer. If the District has only one school offering the grade level of the victim of an act of bullying and therefore has no options for an intradistrict offer, the victim of an act of bullying may apply for an interdistrict transfer and the District will not prohibit the transfer if the receiving district approves the application for transfer. Additionally, a student who has been determined by personnel of either the home or receiving district to have been the victim of an act of bullying, as defined in EC 48900 (r), shall, at the request of the parent/guardian, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement. The term “bullying” is defined under EC 48900(r), and a student is determined to be a “victim of an act of bullying” through an investigation of a complaint and the bullying was committed by a student in the district, and the parent had filed a written complaint regarding the bullying with the school, district personnel, or a local law enforcement agency. Upon request by the parent, a receiving district must provide transportation assistance to a student who is both eligible for free or reduced-price meals and either a victim of an act of bullying or a child of an active-duty military parent.

To request a transfer to a school in another school district, parents may complete an application by going to www.fUSD.net/transfers and select an INTER District Transfer Release application. For all future year requests (applications submitted up until 15 calendar days before the start of the school year for which the transfer is sought), the district has until 14 calendar days into the new school year to determine whether to approve or deny a request. For current year requests (applications submitted 15 calendar days before the start of the school year for which the transfer is sought), the district will make its final decision within 30 calendar days from the

date a request was received. A denial of the request by the district may be appealed to the San Bernardino County Board of Education within 30 calendar days from the date of denial.

Intradistrict Open Enrollment EC 35160.5(b)

Residents of the Fontana Unified School District may apply to other schools within the District for their child to attend. Information on each school within the District is provided on the District website. Applications are accepted in the month of January for the following school year and will be considered based upon space availability at the school and grade requested. If there are more requests for a particular school than there are spaces available, a waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Intradistrict transfer requests for a victim of an act of bullying shall be approved unless the requested school is at maximum capacity, in which case the transfer request will be accepted for a different school in the district. A “victim of an act of bullying” means a student that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Section 234.1 and the bullying was committed by any student in the district of residence, and the parent of the student has filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency.

Parents/Guardians of high school athletes should check on CIF sports eligibility rules before pursuing open enrollment. Transportation to any other school is the responsibility of the parent. Application materials are available at any school site, the Child Welfare Attendance Office-Building B, and the District website at www.fusd.net.

Investing for Future Education EC 48980(d)

It is advisable that all parents consider investing for future college, technical, or university education for their children as soon as possible. Educational costs are rising continually. By starting to save now, (Kindergarten if possible) it will help ensure the availability of the funds if your child chooses to attend college.

Involuntary Transfers EC 48432.5

The Board of Education desires to enroll students in the school of their choice but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district.

As applicable, when determining the best placement for a student who is subject to involuntary transfer, the Superintendent or designee shall review all educational options for which the student is eligible, the student’s academic progress and needs, the enrollment capacity at district schools, and the availability of support services and other resources.

If a high school student commits an act enumerated in Education Code 48900 or is or is habitually truant or is chronically absentee as defined, he/she may be transferred to a continuation school. (Education Code 48432.5)

Whenever a student is involuntarily transferred, the Superintendent or designee shall provide timely written notification to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer. The placement is up for review with the

Superintendent or designee one calendar year after placement. Parent/Guardian has the right to appeal the recommendation to transfer to the board of education.

Language Acquisition Programs 5 CCR 11310, 20 USC 6312, EC 310

Parents of students enrolled in the school may choose a language acquisition program that best suits their child. A language acquisition program is an educational program designed for English learners to ensure English acquisition as rapidly and effectively as possible and provides standards-based instruction that work in tandem with English language development (ELD) standards through Integrated and Designated ELD. The following are the language acquisition programs offered in the Fontana Unified School District:

Structured English Immersion (SEI): an English language acquisition process in which classroom instruction is overwhelmingly in English, but the curriculum and presentation are specifically designed for children who are learning the language. The SEI Program is designed for English Learners at English language proficiency levels 1, 2 and 3. Students will be taught subjects overwhelmingly, but not exclusively, in English using Specifically Designed Academic Instruction in English (SDAIE) strategies. Teachers will use the student's primary language to motivate, clarify, direct, support, and explain. The Structured English Immersion Program is sequential and focuses on children acquiring English as rapidly as possible in order to meet grade level standards in the content areas while they are learning English.

English Language Mainstream (ELM): a program designed for English Learners at English language proficiency levels 3, 4, and 5. Such students are assigned to an English Language Mainstream Program unless a Parental Exception Waiver for an alternate program has been approved. ELs at ELD levels 1–3 will also be assigned to an English Language Mainstream Program upon parental request.

Dual Language Immersion (DLI): A teaching approach that is (also known as Two-Way Immersion (TWI)). The full-time program uses English and one other language for instruction. The goal is acquisition of academic proficiency in two languages: e.g., in English and Spanish, together with mastery of academic core content. Academic instruction is in both languages.

To the extent possible, the school will offer any language acquisition program requested by the parents of 30 or more students at the school or by the parents of 20 or more students at any grade level. The District has a process for schools to receive and respond to requests from parents of students enrolled in the school to establish a language acquisition program other than, or in addition to, the program(s) available at the school. The District maintains a written record of each request submitted to the schools, including at least the following: [5 CCR 11311]

- The date of the request;
- The names of the parent and student;
- A general description of the request; and
- The student's grade level on the date of the request.

To effectively implement a language acquisition program, the District will allocate enough resources to support the success of the program in attaining its articulated goals. Sufficient resources include, but are not limited to: certificated teachers with the appropriate authorizations; necessary instructional resources; pertinent

professional development for the proposed program; and opportunities for parent and community engagement to support the proposed program goals.

For questions regarding language acquisition programs and how to request for the establishment of a program, please contact Martha Duenas at (909) 357-5000 extension 29340

Laser Pointers Penal Code PC 417.27

Possession of a laser pointer is prohibited by any student on any elementary or secondary school premise, unless possession is for valid instruction. A person shall not direct the beam of a laser pointer into the eyes of another or into a moving vehicle or into the eyes of a guide dog.

Library Media/Textbook Services EC 19911

The Fontana Unified School District staffs a library media center at each elementary, middle and comprehensive high school site. Each school establishes routines and procedures for students to visit and utilize the library media center. Textbooks or instructional materials, including tablets and laptops, must be checked out by students for every class/course taken. Students are expected to return borrowed library and textbook/instructional materials in good condition, with no more wear and tear than usually results from normal use. Pursuant to Education Code 48904 the parent/guardian of a student shall be liable for district property on loan to a student and not returned upon demand of a district employee. Additionally, any person who willfully retains any library materials, or other property belonging to the district, for thirty days after written notice is given, is guilty of a misdemeanor.

Fee Schedule

Overdue (Library Books Only)	\$ 0.10 per day, maximum fine \$5.00
Lost Library or Textbook Materials	100% replacement cost
Extensive damage rendering book useless (e.g., water-soaked, mold, ink stains)	100% replacement cost
Bindery Fee	\$13.00
Missing/Damaged Barcode Label	\$ 5.00
Damaged Cover	\$ 5.00
Torn Pages	\$ 1.00 per pages torn
Replacement of a page	\$ 3.00 per page replaced
Vandalized (graffiti, profanity, etc.)	100% replacement cost
Writing, highlights or other marks inside/outside of a book	\$ 1.00 per page, up to cost of item
Replacement cost of laptop device or charger	\$ 50.00
Laptop equipment damage repair fee	\$ 50.00

Married, Parenting and Pregnant Students

The District will not adopt any rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. A pupil will not be excluded or denied from any educational program solely on the basis of the pupil's marital status, pregnancy status, childbirth, false pregnancy, termination of pregnancy or recovery therefrom. Pregnant/parenting pupils have the right to participate in the regular education program and will not be required to participate in a pregnant minor program or alternative education program. Pupils who voluntarily participate in alternative programs are given educational programs, activities, and courses equal to the regular program. If required for pupils with any other temporary disabling condition, the

Superintendent or designee may require a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification of a physician or nurse practitioner indicating that the pupil is physically and emotionally able to participate in the regular education program or activity. The district shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Miss" or "Mrs." The district may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by Title IX.

Reasonable accommodations include, but are not limited to, all of the following:

- a) Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
 - a. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
 - b. Access to a power source for a breast pump or any other equipment used to express breast milk.
 - c. Access to a place to store expressed breast milk safely.
- b) A lactating pupil shall be provided a reasonable amount of time to accommodate her needs to express breast milk or breast-feed an infant child.
- c) Only school sites with at least one lactating pupil shall provide the reasonable accommodations specified above. A school subject to this may use an existing facility to meet the requirements.
- d) A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in the section, and shall be provided the opportunity to make up any work missed due to such use.

Pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their child(ren). The following accommodations as rights or pregnant and parenting pupils:

- a) A pregnant or parenting pupil is entitled to eight weeks of parental leave, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. If the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, the person holding the right to make educational decisions for the pupil, notify the school of the pupil's intent to exercise this right.
- b) A pregnant or parenting pupil who does not wish to take all or part of the parental leave shall not be required to do so.
- c) A pregnant or parenting pupil is entitled to receive more than eight weeks of parental leave, if deemed medically necessary by the pupil's physician.
- d) When a pupil takes parental leave, the supervisor of attendance shall ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school program or an alternative educational program.
- e) During parental leave taken, the district shall not require a pregnant or parenting pupil to complete academic work or other school requirements.
- f) A pregnant or parenting pupil may return to the school and the course of study in which he or she was enrolled before taking parental leave.
- g) Upon return to school after taking parental leave, a pregnant or parenting pupil is entitled to opportunities to make up work missed during his or her leave, including, but not limited to, makeup work plans and reenrollment in courses.

- h) A pregnant/parenting pupil may remain enrolled for a fifth year of instruction in which the pupil was previously enrolled when it is necessary in order for the pupil to be able to complete state and any local graduation requirements, unless the district makes a finding that the pupil is reasonably able to complete the district's graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
- i) A pupil who chooses not to return to the school in which he or she was enrolled before taking parental leave is entitled to alternative education options offered by the local educational agency.
- j) A pregnant or parenting pupil who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.
- k) A pupil shall not incur an academic penalty as a result of his or her use of the accommodations.
- l) A complaint of noncompliance with the requirements of this section may be filed with the district under the Uniform Complaint Procedures.

Mass Communication

The district uses an automated notification system to inform parents/guardians by telephone, text message, or email of emergency situations and school news. If you wish to opt-out of receiving school news, please contact your school site.

Medical Assistance at School EC 49407

The emergency card will be used to contact parents/guardians in the event of a medical emergency. It is important to note on the emergency card any specific directions regarding medical treatment and/or emergency care. The school will act to provide appropriate medical treatment to a student in the absence of parent contact even if the parent/guardian cannot be contacted. This means the school may make available medical or hospital services for students while at or on the way to or from any school activity.

It is important to know that the school district, school district employee, school principal, physician, or hospital treating the student cannot be held liable for the reasonable treatment of a child when the child is ill or injured during regular school hours, and requires reasonable medical treatment, and the parent/guardian cannot be contacted, unless the parent/guardian has previously filed with the school district a written objection to any medical treatment other than first aid.

Medical or Hospital Service EC 49472

The school district may provide or make available accident insurance or through policies of liability insurance for injuries to students arising out of accidents related to school activity or attendance. No student is required to accept such service without the consent of the student's parent/guardian.

Megan's Law PC 290 et seq.

Information about registered sex offenders in California can be found on the California Department of Justice's website, <http://meganslaw.ca.gov>. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender's registration requirements in California.

Mental Health Services EC 49428

Mental Health services are available in the community. Students and families are encouraged to seek an administrator if they are in need. Everyone matters. You can ask for help by contacting the National Suicide Prevention Lifeline at 1 (800) 273-8255; the Crisis Text Line, which can be accessed by texting HOME to 741741; California Youth Crisis Hotline 1 (800) 843-5200. Fontana Unified School Police Services can also be contacted at (909) 357-5020.

News Media and Publications

Schools are often visited by newspaper reporters, and sometimes by television crews. Photographs or video recordings of students may appear in newspapers, magazines, or other publications such as school and district newsletters, in school or district websites, on local cable television, and/or on broadcast television.

Your child will not be photographed unless you give permission on the last page of this packet and return the information to the school office.

Nondiscrimination/Harassment Statement

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

Board Policy 5145.3 Nondiscrimination/Harassment

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities which may have an impact or create a hostile environment at school.

The Governing Board desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, sexual harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, immigration status, or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, sexual harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

If school personnel witness an act of discrimination, harassment, intimidation, or bullying they shall take immediate steps to intervene when safe to do so.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, sexual harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, sexual harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, sexual harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, sexual harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Notice of Occurrence of a Violent Crime EC 32281

Provides that the principal or designee may send a written notice of the occurrence and general nature of a crime to each pupil's parent/guardian, following verification with law enforcement of the occurrence of a violent crime on an elementary or secondary school site.

Notification to Law Enforcement EC 48902

The principal or designee must report to appropriate law enforcement acts described in Penal Code Sections 245, 626.9, or 626.10 (assault with a deadly weapon, possession of firearm, and possession of a knife).

Notification to law enforcement is also required within one day of suspension for acts described in Education Code Section 48900 (c) or (d).

Notification to law enforcement is also required when a student or non-student commits any of the acts described in Education Code 48915 (c) on a school site.

Whenever the principal or designee reports a criminal act committed by a student with exceptional needs, the principal or designee will ensure that copies of the student's special education and disciplinary records are provided to law enforcement authorities for consideration.

Oral Health Assessment EC 49452.8

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. A student, while enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the student was not previously enrolled in kindergarten in a public school, no later than May 31 of the school year, shall present proof of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional operating within his or her scope of practice, that was performed no earlier than 12 months before the date of the initial enrollment of the student.

The following resources will help you find a dentist and complete this requirement for your child:

1. Medi-Cal/Denti-Cal's toll-free number or Web site can help you to find a dentist who takes Denti-Cal: 1-800-322-6384; <http://www.denti-cal.ca.gov>.
2. Healthy Families' toll-free number or Web site can help you to find a dentist who takes Healthy Families insurance or to find out if your child can enroll in the program: 1-800-880-5305 or <http://www.benefitscal.com/>.
3. For additional resources that may be helpful, contact the San Bernardino County Department of Public Health at (800) 782-4264 or <https://wp.sbcounty.gov/dph/>

Remember, your child is not healthy and ready for school if he or she has poor dental health! Here is important advice to help your child stay healthy:

- Take your child to the dentist twice a year.
- Choose healthy foods for the entire family. Fresh foods are usually the healthiest foods.
- Brush teeth at least twice a day with toothpaste that contains fluoride.
- Limit candy and sweet drinks, such as punch or soda. Sweet drinks and candy contain a lot of sugar, which causes cavities and replaces important nutrients in your child's diet. Sweet drinks and candy also contribute to weight problems, which may lead to other diseases, such as diabetes. The less candy and sweet drinks, the better!

Baby teeth are very important. They are not just teeth that will fall out. Children need their teeth to eat properly, talk, smile, and feel good about themselves. Children with cavities may have difficulty eating, stop smiling, and have problems paying attention and learning at school. Tooth decay is an infection that does not heal and can be painful if left without treatment. If cavities are not treated, children can become sick enough to require emergency room treatment, and their adult teeth may be permanently damaged.

Many things influence a child's progress and success in school, including health. Children must be healthy to learn, and children with cavities are not healthy. Cavities are preventable, but they affect more children than any other chronic disease.

If you have questions about the new oral health assessment requirement, please contact Teresia McCollister, Coordinator, Office of Comprehensive Health, (909) 357-5000, ext. 29383.

Parent Participation in School (Rules/Discipline/Attendance at Parent Conferences) EC 35291, 35291.5, 48900.1 and 48904

Parents/Guardians of students may participate and give advice in the formation of school rules and procedures and receive a written copy. They may appeal the discipline of a teacher or administrator by contacting the person's supervisor. They may request or be required to attend conferences regarding the discipline of their children; be required to spend a portion of the day in an unruly child's classroom; accept liability for willful conduct of their children which results in injury or death to another student or to school district personnel; assume liability (up to \$10,000.00) for damage to school property caused by their child's willful misconduct.

Personal Beliefs EC 51513

Tests, surveys, questionnaires, examinations or mental health treatment containing questions about the student's personal or family beliefs or practices in sex, family life, morality, and religion may not be given to students unless the parent or guardian is notified in writing and given written permission. The notification and consent form shall be in writing and shall contain specific items per Board Policy.

Personal Property

The District will not be held liable/responsible for the loss or theft of personal property to include electronic devices, musical instruments, clothing, hats, etc. which are left or stored on district property.

Pesticide Notification EC 17612

The Healthy Schools Act of 2000 was signed into law in September 2000 and requires that all schools provide parents or guardians of students with annual written notification of expected pesticide use on school sites. The notification will identify the active ingredient or ingredients in each pesticide product and will include the Internet address (www.cdpr.ca.gov) for further information on pesticides and their alternatives. Parents or guardians may request prior notification of individual pesticide applications at the school site. People listed on this registry will be notified at least 72 hours before pesticides are applied. **If you would like to be notified every time we apply a pesticide, you may request a Pest and Parent Notice form by email wilkcl@fusd.net or by writing to Risk Management 9680 Citrus Avenue, Fontana Ca. 92335.** If you have any questions, please contact Larry Wilkie at (909) 357-5000 ext. 29033.

Each campus shall be inspected and/or serviced on a monthly basis; treatment may include any of the following products:

DuPont Advion Ant Gel	Suspend SC Insecticide
DuPont Advion Fire Ant Bait	Termidor SC Termiticide/Insecticide
DuPont Advion Cockroach Gel Bait	Wasp-Freeze

Each campus shall be inspected and/or serviced twice a month; product applied may include any of the following:

Fumitoxin	Omega Gopher Bait with Strychnine
Wilco Ground Squirrel Bait	

The following product may be used as needed when students are not present: Roundup

Physical Examination EC 49451

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the student. However, whenever there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student shall be sent home and shall not be permitted to return until school authorities are satisfied

Physical Fitness Test EC 60800

The Physical Fitness Test (PFT) is a comprehensive, health-related physical fitness battery of tests for student in California. The PFT is administered statewide in the spring to students in grades 5, 7, and 9. Students with disabilities should be given as much of the test as each student's physical condition permits. The individualized education program (IEP) or Section 504 plan team is responsible for deciding how students with disabilities will participate in the PFT. The results of the PFT can be used, along with other information, to monitor overall fitness.

Prohibition of Discrimination EC 200-262.4

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying. Board Policy 5145.7 protects students at all grade levels.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct, which may interfere with another student's ability to participate in or benefit from school services, activities or privileges. *California Code of Regulations, Title 5 Section 4600 through 4671, Board Policy 4145.3(a)*

Free inquiry and exchange of ideas are essential parts of a democratic education. The Governing Board respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not. Student liberties of expression shall be limited on a nondiscriminatory basis only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. Prior restraint shall be exercised only when student expression violates the limitations set forth in this policy.

In keeping with the California Education Code, the Board prohibits any expressions or materials, which are obscene, libelous or slanderous according to current legal definitions. The Board, likewise, prohibits expression or materials, which demonstrably incite students to commit unlawful acts on school premises, violate school rules, or substantially disrupt the school's orderly operation.

Printed materials or petitions shall be distributed only at reasonable times and places in reasonable ways:

1. Before school begins, during lunchtime, and after dismissal.
2. In locations that do not obstruct the normal flow of traffic within school or at entrances.
3. Without due noise, and without any use of coercion.
4. Materials are not left undisturbed or stacked for pickup while unattended at any place in the school or on school grounds.

Appeals

The Superintendent or designees shall resolve disputes regarding student free expression. Student and faculty members themselves shall attempt to resolve the problem before consulting the Superintendent. However, any student may appeal a decision concerning this policy to the Superintendent who shall render a decision within a reasonable time or no later than one (1) school day after receipt of the appeal. The appeal shall be based solely on the standards established in Education Code 4891.6. The Superintendent may call for a hearing to determine whether a deprivation of freedom of expression was justified under these rules. The hearing shall be held before the Board or an impartial person appointed by the Board as soon as possible after the hearing is requested. Both sides shall be given the opportunity to demonstrate that the policy in question was properly applied.

Complaints are handled through the office of:

Superintendent

9680 Citrus Avenue, Fontana, CA 92335

(909) 357-5000 x 29109

Protection of Pupil Rights Amendment 20 USC 1232h, EC 51513

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of—

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use—

1. Protected information surveys of students and surveys created by a third party;

2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents if there are any substantive changes to these policies. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for parents to opt their children out of participation of the specific activity or survey. Parents will also be provided an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint online by selecting the PPRA complaint form option at <https://studentprivacy.ed.gov/file-a-complaint> or by mailing the form to: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202.

Records Access by Military Recruiters 20 USC 7908

Federal law requires school districts to provide military recruiters the same access to secondary school students as is provided to post-secondary educational institutions or prospective employers. Parents may request that the district not release their student's name, address and telephone number without prior written consent. Written notice must be submitted to the school if the parent or legal guardian wishes to deny access to this information.

Release of Information Pursuant to Court Order EC 48906

School officials are required to take immediate steps to notify parents when a child is taken into custody by a peace officer except when the child is taken into custody as a victim of child abuse. In such cases, law enforcement would assume all notification responsibilities.

School officials are to assure that, during the process of investigation and apprehension, the safety and welfare of all students and personnel are of extreme importance and should be preserved at all times.

Release of Students BP 5142

Parents and guardians have permission to sign students out of school during the day. If someone on the Emergency Contact list comes to sign a student out the site will contact the parent/guardian for permission.

The emergency card does not give permission for the contacts on the card to show up unannounced and pull students out of school for any reason. If you are sending someone in your place to pick up your child during school hours, please take the following steps to avoid delays:

- Contact the front or attendance office at the site ahead of time informing them of the appointment and the person picking your child up. Be sure to speak to someone personally, do not leave a message, it may not be received in time.

- If communication is not done in person but rather by phone, the site will call you back using the provided contact information on the emergency card to verify it was you who called.
- Please make sure the person you send has an identification card.
- You as the parent or legal guardian may also be asked to present identification by school staff.

Religious Beliefs EC 51240

Whenever any part of the instruction of health, family life education, or sex education conflicts with the religious training and beliefs or personal moral convictions of the parent/guardian of any student, the student shall be excused from such training upon written request of the parent/guardian.

Residency EC 48200 and 48204

A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located.

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries (Education Code 48200)
2. The student is admitted through an Interdistrict attendance option. (Education Code 46600, 48204, 48301, 48356)
3. The student's parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state. (Education Code 48204.3)
4. The student's parent/guardian was a resident of California who departed the state against his/her will due to a transfer by a government agency that had custody of the parent/guardian, a lawful order from a court or government agency authorizing his/her removal, or removal or departure pursuant to the federal Immigration and Nationality Act, and the student lived in California immediately before moving out of state as a result of his/her parent/guardian's departure. (Education Code 48204.4)

A student may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Code; *a student who is a foster child who remains in his or her school of origin*; an emancipated student who resides within the boundaries of the school district; a student who lives in the home of a caregiving adult that is located within the boundaries of the school district and the caregiving adult submits an affidavit to that effect; or a student residing in a state hospital located within the boundaries of the school district; or the student's parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the student at the place of his/her employment within the boundaries of the school district for a minimum of 3 days during the school week.

The District also considers a student as having complied with the residency requirements for school attendance in the school district if one or both the parents or legal guardians of the student are physically employed within the boundaries of the District for a minimum of 10 hours during the school week.

When establishing a students' residency for enrollment purposes, the Superintendent or designee shall not inquire into the citizenship or immigration status of students or their family members.

Government Code 244 establishes that there can only be one residence.

Retention and Promotion of Students EC 48070, 48070.5

Parents will be notified when their pupil is identified as being at risk of retention. Notice shall be provided as early in the school year as practicable.

Retroactive Diplomas EC 51430

The district may grant a high school diploma to persons interned by order of the federal government to persons interned by order of the federal government during World War II, and to veterans of World War II, the Korean War, or the Vietnam War. A diploma may be issued if a student has departed California against their will, was enrolled in grade 12 and did not receive a diploma due to the interruption in education caused by the departure. The student must be in good academic standing.

Safe Storage of Firearms

Parents and legal guardians of all student in the state of California have a responsibility to keep firearms out of the hands of children as required by California law. In many instances, of children bringing firearms to school the child obtained the firearm(s) from their home. The storing of firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition can easily prevent instances of firearms at schools.

With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.

In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.

A parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Safety Concerns

Each school site examines safety issues and ensures a safe campus. If you have concerns about safety items at your school, contact your principal who can advise you of the proper way to address your safety concerns.

School Accountability Report Card EC 33126

The School Accountability Report Card (SARC) for each school in the Fontana Unified School District is available at the following link: <https://www.fusd.net/Page/317>. A hard copy of the SARC is also available at the school site.

School Bus Safety EC 39831.5

All students in pre-kindergarten, kindergarten and grades 1 to 6, shall receive written information on school bus safety (i.e., a list of school bus stops near each student's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops). Prior to departure on a school activity trip, all students riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Procedures will be implemented and shared with riders to ensure that no one is left unattended on a school bus. Instruction also may include responsibilities of passengers seated next to an emergency exit. For more information, please contact the Transportation department at (909) 357-7510.

School District of Choice EC 48300 et seq.

Some school districts may choose to become a district of choice, that is, a district that accepts transfer students from outside the district under the terms of a resolution. A school board that decides to become a district of choice must first register with the California Department of Education, then determine the number of transfers it is willing to accept and make sure that students are selected through a "random and unbiased" process, which generally means a lottery process. Students must request transfer into a district of choice by January 1 of the prior school year. A modified application process is available for relocated military personnel.

The Fontana Unified School District is not a district of choice school district.

School Meal Program EC 49520

Fontana Unified School District will offer breakfast, lunch, and supper meals to students at all school sites free of charge (with the exception of Birch and Citrus Continuation High Schools, which do not serve supper). A meal application is not required. Students will not be denied a meal due to unpaid meal fees (SB 265). For menus and other information, please visit the Food Services webpage on the district website at www.fusd.net. If you have any questions, please contact the Food Services office at (909) 357-5160 x 29200.

School Rules EC 35291, 35291.5, and 35291.7

School rules establish a standard of conduct which promote a safe, orderly, and positive school environment. School rules and procedures regarding student discipline have been developed by representative school committees. This information is communicated to students and parents/guardians annually and to new enrollees upon admission.

Students are required to conform to school regulations; obey all directions; be diligent in study and respectful to teachers and others in authority; and refrain from the use of profane and vulgar language. (*California Code of Regulations, Title 5, Section 300*)

School Visitors EC 44810 and EC 44811

No one, other than those designated on the emergency card, will be permitted to take your child from school.

All school visitors are required to check in at the school office as soon as they arrive. Parents must report to the office before going to a classroom.

Parents who have a complaint are to request an appointment with the staff member and/or the principal. No disruption of school activities or verbal/physical assaults will be tolerated by visitors on campus.

The site administrator or designee has the authority to direct non-students to leave campus (*Penal Code, Section 626.7*).

The site administrator or designee may also direct persons to leave campus whose presence interferes with school activities; unless such person is a parent of a child attending that school, is a student of the school, or has prior written permission of the school administration. (*Penal Code Section 626.8*)

Penal Code Section 290.4 requires Department of Justice to operate or provide service where members of public may provide list of six persons on approved form and inquire whether any of the persons is required to register as sex offender and is subject to public notification. Under Section 290.46, the Department shall also make information about certain sex offenders available to public via Internet.

Search and Seizure Board Policy (BP) 5145.12 (a)

The Fontana Unified School District Board of Education authorizes school officials to conduct searches where there are reasonable grounds or suspicion that the search will uncover evidence that the student is violating the law or rules of the school or school district.

Students shall not possess weapons or dangerous instruments of any kind on school grounds. Replicas of firearms or “look alike” are included in this policy.

Sexual Harassment Board Policy 5145.7

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

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

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

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

Instruction/Information

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

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

Disciplinary Actions

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

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

Record-Keeping

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

Title IX Sexual Harassment Complaint Procedures

AR 5145.71

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

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

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

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

Reporting Allegations/Filing a Formal Complaint

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

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

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

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal

complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

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

Supportive Measures

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

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

Emergency Removal from School

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

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

Dismissal of Complaint

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

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

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

Informal Resolution Process

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

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

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

Written Notice

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

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

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

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

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

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

Investigation Procedures

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

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

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

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

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

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

Written Decision

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

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

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

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

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

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

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

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

Appeals

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

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

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

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

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

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

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

Remedies

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

Corrective/Disciplinary Actions

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

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

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

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

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

bargaining agreement.

Record-Keeping

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

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

Special Education

Special education services are available to meet the needs of students who have been identified as having one or more disabilities. The Special Education Department (SELPA) ensures that all students with disabilities have available to them a free and appropriate public education in the least restrictive environment which emphasizes special education and related services designed to meet their unique needs. Contact the District Director of Special Education Services for specific information about services for special education students at (909) 357-5000 Ext. 29374.

Special Education: Age of Majority

When your child reaches the age of 18, all rights under Part B of the IDEA will transfer to your child. The only exception will be if your child is determined to be incompetent under State Law. (34 CFR 300.520; EC 56041.5)

Special Education: Assistive Technology Devices

Existing law establishes a right of individuals with exceptional needs to receive free appropriate public education and ensures the right to special instruction and related services needed to meet their unique needs, in conformity with federal law. Under existing law, a local educational agency, as defined, may be responsible for providing an assistive technology device, as defined, for the use of a student with exceptional needs when that device is needed to implement that student's individualized education program. The IEP team will determine if a student requires a school purchased assistive technology device in a child's home or other setting. Students with assistive technology devices who move from the Fontana Unified School District will be afforded a method to continue access to a comparable device for up to 2 months.

Special Education: Child Find (E.C. 56300-56301)

The School District is responsible for seeking out all individuals who may be eligible for special education services, ages 0 through 21 years of age, who are residents of the School District. This includes students who

attend private school within the District boundaries. For more information contact special education at (909) 357-5000 Ext. 29374.

Special Education: Complaint Procedures

Any individual, public agency or organization may file a written complaint with the Superintendent of Public Instruction alleging the Local Public Agency has violated a federal or state law or regulation that governs special education and related services. The violation must have occurred not more than one year prior to the date of the complaint is received by the California Department of Education (CDE). If the complainant files the written complaint with the Superintendent of the local public agency, the Superintendent shall immediately transmit the complaint to the State Superintendent of Public Instruction. Complaints alleging violation of federal and state education laws or regulation may be mailed to: California Department of Education, Special Education Division, Procedural Safeguards Referral Service, 1430 N Street, Suite 2401, Sacramento, CA 95814.

Special Education: Due Process (34 CFR 300.562)

A parent/guardian or a non-conserved student 18 years or older, may request a due process hearing and/or mediation if they are in dispute regarding the IEP which has been proposed. Requests for Due Process should be mailed to: Office of Administrative Hearings, Special Education Unit, 1102 Q Street, 4th Floor, Sacramento, California, 95814.

Under EC 56505 a hearing officer in a due process hearing related to special education, may grant an extension, upon request of either party and upon a showing of good cause. A second or subsequent extension may be granted for good cause or any other purpose at the discretion of the hearing officer.

The District would like to work with you to resolve all complaints at the local level whenever possible. We invite you to meet with the SELPA Director to resolve your concerns informally before a complaint is filed. The Director will maintain confidentiality as permitted by law. Please contact Fontana SELPA at (909) 357-5000 x29374 for any assistance that you may need.

Special Education: Medi—Cal Billing Parent Rights under Medi-Cal Billing for Health-Related Services in a Student's IEP

Written Notification

This written notification is to inform you of your rights prior to the school district seeking permission to access the student's or parent's public benefits or public insurance program (e.g. Medi-Cal) for covered health-related services in the student's Individualized Education Program (per 34CFR §300.154(d)(2)(v)). These rights include:

- Services listed in the IEP must be provided at no cost to the parent or student;
- You have the right to withdraw consent at any time; and
- Services listed in the IEP must be provided whether or not you give consent to bill Medi-Cal.
- The district cannot require you to sign up for or enroll in public benefits program (e.g., Medi-Cal) in order for your student to receive special education or related services.

Giving your consent to access Medi-Cal for covered health-related IEP services does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parent in accordance with state and federal Special Education requirements. Medi-Cal funds help with state and local costs for providing Special Education, related services, specialized training and equipment.

Special Education: Private Non-Public School

May students who are parentally placed in private schools participate in publicly funded special education programs?

The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE. *(20 USC 1415[a][10][A]; 34 CFR 300.137 and 300.138; EC 56173)*

If a parent or an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. *(20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56175)*

When may reimbursement be reduced or denied?

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

- ❖ At the most recent IEP team meeting you attended before removing your child from the public school, or
- ❖ In writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school. *(20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56176)*

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

- ❖ The school prevented you from providing notice
- ❖ You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirements to notify the district
- ❖ Providing notice would likely have resulted in physical harm to your child
- ❖ Illiteracy and inability to write in English prevented you from providing notice, or
- ❖ Providing notice would likely have resulted in serious emotional harm to your child *(20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56177)*

Special Education: Request for IEP Meeting

The District will hold an IEP meeting within 30 days of receipt of a written request from a parent/guardian to review their student's existing IEP. The request should be submitted in writing to the school principal.

Special Education: School Discipline and Placement Procedures for Students with Disabilities (20 U.S.C. 1415(k)(1)(A); 34 C.F.R. 300.530, 300.536)

School districts must determine whether a series of removals constitutes a change in placement. They must consider the length of each removal, whether the behavior in each incident is substantially similar, total time removed, and proximity in time of removals. Removals or changes of placement are determined on a case-by-case basis.

Removals for Disciplinary Purposes

For removals that are less than ten (10) school days, in the same calendar year:

- **Disciplinary Action:** A student with an Individualized Education Program (IEP) may be disciplined in the same manner as a nondisabled student. 34 C.F.R. § 300.530(d)
- **Educational Services:** A school district must provide educational services to a student with an IEP if the services are offered to nondisabled students. 34 C.F.R. § 300.530(d)

For removals that are ten (10) or more cumulative school days, in the same calendar year:

- **Manifestation Determination:**
 - Within ten (10) days of the decision to change the student's placement for disciplinary reasons or removal for ten (10) cumulative school days, in the same calendar year, the school district, parent, and relevant IEP team members must meet to determine whether the student's conduct was:
 1. Caused by, or had a direct and substantial relationship to, the student's disability; or
 2. The direct result of the school district's failure to implement the IEP.
- The parents and the school district determine who qualifies as "relevant IEP team members." The team conducting the manifestation determination must review all relevant information in the student's file, including the student's IEP, teacher observations, and any relevant information provided by the parent. 20 U.S.C. § 1415(k)(1)(E); 34 C.F.R. § 300.530(e)
- If the parent disagrees with the IEP team's decision, they may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing. 20 USC 1415(k)(2); 34 CFR 300.5319c)
- **Disciplinary Action:**
 - If the behavior is not a manifestation of the student's disability, the student may be disciplined as a general education student. 20 U.S.C. § 1415(k)(1)(C); 34 C.F.R. § 300.530(c)
 - If the behavior is a manifestation of the student's disability, the school district must conduct a functional behavioral assessment and implement a behavioral intervention plan (provided that the school district had not conducted such assessment prior to the determination before the behavior resulted in a change of placement), and return the student to the previous placement unless the school district and parent agree to a change of placement or the student is placed in an interim alternative educational setting. If student already has a behavioral intervention plan, the IEP team must review and modify it, as necessary, to address the behavior. 20 U.S.C. § 1415(k)(1)(F); 34 C.F.R. § 300.530(f)
- **Educational Services:** On the 11th day of removal, the IEP team must decide on services to (1) enable the student to continue to participate in general education curriculum, (2) progress toward the IEP goals, and (3) receive a functional behavioral assessment, as appropriate, and behavioral intervention services and modifications. 20 U.S.C. § 1415(k)(1)(D); 34 C.F.R. § 300.530(b)(2)
- **Interim Alternative Educational Setting:**

- School officials may remove a student to an interim alternative educational setting for no more than forty-five (45) school days regardless of whether the behavior was a manifestation of the student's disability if the student:
 1. Carried or possessed a weapon on the way to or at school, on school premises, or to/or at a school function;
 2. Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises or at a school function; or
 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.
- The IEP team must determine the interim alternative education setting. 20 U.S.C. §§ 1415(k)(1)(G), 1415(k)(2); 34 C.F.R. § 300.530(g)

Suspendable and Expellable Offenses (EC 48900; 48900.2; 48900.3; 48900.4; 48900.7)

- Students may be suspended or recommended for expulsion if the student has committed one of the following offenses:
 - Caused, attempted to cause, or threatened to cause physical injury to another person.
 - Willfully used force or violence upon the person of another, except in self-defense
 - Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
 - Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance.
 - Unlawfully offered, arranged, or negotiated to sell any controlled substance.
 - Committed or attempted to commit robbery or extortion.
 - Caused or attempted to cause damage to school or private property.
 - Stole or attempted to steal school or private property.
 - Possessed or used tobacco or any tobacco product.
 - Committed an obscene act or habitual profanity.
 - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
 - Disrupted school activities or otherwise willfully defied valid authority.
 - Except: Districts are prohibited from suspending a student in kindergarten through Grade 8 for these activities and do not have authority to recommend expulsion for a student in kindergarten through Grade 12 for engaging in such acts.
 - Knowingly received stolen school or private property.
 - Possessed an imitation firearm.
 - Committed or attempted to commit a sexual assault or committed sexual battery.
 - Harassed, threatened, or intimidated a pupil witness in order to prevent testimony or to retaliate for giving testimony.
 - Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - Engaged in, or attempted to engage in, hazing.
 - Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a student or school personnel.
 - Sexual harassment.
 - Hate violence, if the student is in grades 4 through 12.
 - Intentionally engaged in harassment, threats, or intimidation that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting, creating substantial disorder, or invading rights.
 - Made terrorist threats against school officials or school property

Mandatory Recommendation for Expulsion (EC 48915(c))

- Administration must immediately suspend and recommend expulsion of a student who commits one of the following offenses, either on school grounds or at an off-campus school-sponsored event:
 - Possessing, selling or furnishing a firearm. Note: This does not apply to “imitation” firearms.
 - Brandishing a knife at another person.
 - Unlawfully selling a controlled substance.
 - Committing or attempting to commit a sexual assault or committing sexual battery.
 - Possessing an explosive.
- The governing board shall order a pupil expelled upon finding that the pupil committed one of these acts.

Mandatory Unless Inappropriate Recommendation for Expulsion (EC 48915(a))

- Administration must recommend expulsion of a student who commits one of the following offenses unless it believes the expulsion is inappropriate due to the particular circumstance, or that an alternative means of correction would address the conduct:
 - Causing serious physical injury to another person, except in self-defense.
 - Possession of a knife or other dangerous object.
 - Unlawful possession of any controlled substance (except for the first offense of possession of less than one ounce of marijuana, possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician).
 - Robbery or extortion.
 - Assault or battery upon a school employee.
- The governing board may order a pupil expelled upon finding that the pupil committed one of these acts if it finds that (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Student Conduct EC 44807

Students must obey all school and classroom rules while at school, school activities, and on their way to and from school and school activities. Every teacher shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, or during breaks.

Student Insurance for Athletic Teams EC 32221.5

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses.

Some students may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling Silma Navarro at (909) 357-5000 extension 29318.

Student Privacy

By law, the Fontana Unified School District is required to permit students to participate in gender-segregated programs, including athletic teams and competitions, and to use gender-segregated facilities consistent with their gender identity. Additionally, if any student (or any student's parent or guardian) desires increased privacy in school restrooms or locker rooms, the principal should be notified.

Student Records EC 49063 and 49069, 34 CFR 99.7, 20 USC 12323g

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a student's development and educational progress. The District will protect the privacy of such records.

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation or administrative directive. (5 CCR 430) These include:

- Legal name of student
- Date of birth
- Method of verification of birth date
- Gender of pupil
- Place of birth
- Name and address of parent or minor student
- Address of minor student if different than above
- Annual verification of the name and address of the parent and residence of the pupil
- Entering and leaving date of each school year
- Subjects taken during each year, half, year, summer session, or quarter
- If marks or credits are given, the mark or number of credits toward graduation allowed for work taken
- Verification of or exemption from require immunization
- Date of high school graduation or equivalent

Mandatory interim student records are those records which the school are directed to compile and maintain for specified periods of time are then destroyed in accordance with state law, regulation or administrative directive. (5 CCR 430) These include:

- A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record
- Health information, including Child Health Development Disability Prevention Program verification or waiver
- Participating in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
- 504 Plans
- Student intervention files
- Language training records
- Progress slips and/or notices as required by EC Sections 49066 and 49067
- Parental restrictions regarding access to directory information or related stipulations
- Parent or adult pupil rejoinders to challenged records and to disciplinary action
- Parental authorizations or prohibitions of pupil participation in specific programs
- Results of standardized tests administered within preceding three years
- Suspension notices
- Records of expulsion

- Student Attendance Review Team (SART) Letters, Excessive Absence Letters, Liaison Attendance Medication Program (LAMP) Contracts and Student Attendance Review Board (SARB) Contracts

Permitted student records are those records having clear importance only to the current education process of the student. (5 CCR 430) These include:

- Objective counselor and/or teacher ratings
- Standardized test results older than 3 years
- Routine discipline data
- Verified reports of relevant behavior patterns
- All disciplinary notices
- Attendance records not covered in Administrative Code section 400 (5 CCR 400)

The District will not collect or solicit social security numbers or the last four digits of social security numbers of students or parents, except as required by state or federal law or as required to establish eligibility for a federal benefit program. Additionally, the District will not collect information or documents regarding the citizenship or immigration status of students or their family members, unless required by state or federal law or as required to administer a state or federally supported educational program.

On an annual basis, records that are not designated as mandatory permanent records are reviewed to determine the records that still need to be retained and those that are appropriate for destruction. Records are destroyed in a way that assures they will not be available to possible public inspection in the process of destruction.

The Coordinator of Enrollment, Director of Multi-Tiered Student Support and the Director of Child Welfare and Attendance serve as the District Custodian of Records for currently enrolled students. The Coordinator of the Enrollment Center is the District Custodian of Records for student records that are archived. The site principal serves as site level Custodian of Records.

Parents/guardians have the right to:

- 1) Inspect and review the student's educational record maintained by the school.
- 2) Request that a school correct records which they believe to be inaccurate or misleading.
- 3) Have some control over the disclosure of information from educational records.

School officials with legitimate educational interests may access student records without parent consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another district in which a student seeks or intends to enroll, the District shall disclose educational records without parent consent.

Parents/Guardians have the right to request an inspection of any official records, files and data related to their children. The request must be in writing and the school has five (5) business days to respond to requests. A charge for duplication of records at \$0.03 per 1-sided sheet may be assessed. A student 16 years of age or older, or has completed the tenth grade, a student 14 years of age or older that meets both of the following criteria can access their own records:

- i. the student is a homeless child or youth, as defined in paragraph (2) of Section 725 of the federal McKinney-Vento Assistance Act (42 U.S.C. Sec. 11434a(2)) and
- ii. the student is an unaccompanied youth, as defined in paragraph (6) of Section 725 of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a (6))

An individual who completes items 1 to 4, inclusive, of the Caregiver's Authorization Affidavit, as provided in Section 6552 of the Family Code, and signs the affidavit for the purpose of enrolling a minor in school also has the right to request inspection of the minor's records.

A student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

Parents may request removal of information or include a statement disputing the material which is challenged. Requests to challenge school records must be made in writing to the Superintendent's Office. A response to the challenge will be made within 30 days. (AR 5125.3) A parent challenging school records must show that the records are:

- 1) Inaccurate
- 2) An unsubstantiated personal conclusion or inference
- 3) A conclusion or inference outside the observer's area of competence
- 4) Not based on the personal observation of a named person with the time and place of the observation noted
- 5) Misleading
- 6) In violation of the privacy or other rights of the student.

If the Superintendent denies the allegations, the parent/guardian may request in writing 30 days to appeal the decision to the Board of Education. The Board of Education shall meet in closed session with the parent/guardian and the employee (if still employed) who recorded the information in question. The Board shall then decide whether or not to sustain or deny the allegations. The decision of the Board shall be final.

Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605. Copies of records may be requested, and the school may make a reasonable charge to pay for the cost of furnishing copies of any student records.

Students with a Temporary Disability: Individual Instruction: Terminally Ill: Honorary Diplomas EC 48208 and 51225.5

If a student is hospitalized for an extended time parents are encouraged to contact the Alternative Education Department (909) 357-5000 EXT 29086 for guidance on school related placement. A student who is terminally ill may receive an honorary diploma. Parents are encouraged to speak to the principal regarding the issuance of an honorary diploma.

Suicide Prevention Policy EC 215

The Fontana Unified School District has Board Policy (BP 5141.52), Administrative Regulation (AR 5141.42) and a handbook titled Youth Suicide Prevention Policy and Procedures relative to Suicide Prevention and Awareness. These documents can be accessed via the district website by clicking on the Parent Information button and selecting Board of Education and Board Policy and entering the number listed, or via the Quick Link Youth Suicide Policy and Procedures.

Sun Protective Clothing/Use of Sunscreen EC 35183.5

Each school site shall allow for outdoor use during the school day, articles of sun protective clothing, including but not limited to hats. The law provides for use of sunscreen by students, during the school day, without a physician's note or prescription and authorizes sites to establish a policy regarding use of sunscreen.

Suspension EC 48900

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
- (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a

pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Sexual Harassment EC 48900.2

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For

the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Hate Violence EC 48900.3

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Harassment EC 48900.4

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

Terroristic Threats EC 48900.7

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

EC 48900.5

(a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069.7. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

(b) Other means of correction include, but are not limited to, the following:

- (1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil's parents.
- (4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- (5) Enrollment in a program for teaching prosocial behavior or anger management.
- (6) Participation in a restorative justice program.
- (7) A positive behavior support approach with tiered interventions that occur during the schoolday on campus.
- (8) After school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- (9) Any of the alternatives described in Section 48900.6.

EC 48911

A reasonable effort must be made by school officials to notify parents/guardians in person or by telephone at the time of suspension. Notification of suspension in writing is mandatory.

The student is entitled to an informal meeting with the school principal.

EC 48915

- (a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:
- (A) Causing serious physical injury to another person, except in self-defense.
 - (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - (D) Robbery or extortion.
 - (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (b) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:
- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
 - (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
 - (2) Brandishing a knife at another person.
 - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 - (5) Possession of an explosive.
- (d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
 - (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (3) Is not housed at the school site attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
 - (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Title I Schools 20 USC 6312

Parents of students who attend a school receiving Title I funds may request information regarding the professional qualifications of their students' classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, a school that receives Title I funds will also provide to each individual parent information on the level of achievement and academic growth of their child, if applicable and available, on each of the required State academic assessments, and timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Truancy EC 48260, 48262 and 48263.6

A student is considered truant after three absences or three tardies of more than 30 minutes each time and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205.

Uniform Complaint Policy and Procedures 5 CCR 4622, EC 234.1, 32289 and 49013

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 the state and/or federal laws in:

Accommodations for Pregnant and Parenting Students (*EC* Section 46015)
Adult Education (*EC* sections 8500–8538, 52334.7, 52500–52616.4)
After School Education and Safety (*EC* sections 8482–8484.65)
Agricultural Career Technical Education (*EC* sections 52460–52462)
Career Technical and Technical Education, Career Technical, Technical Training (state) (*EC* sections 52300–52462)
Career Technical Education (federal) (*EC* Sections 51226–51226.1)
Child Care and Development (*EC* sections 8200–8493)
Compensatory Education (*EC* Section 54400)
Consolidated Categorical Aid Programs
Course Periods without Educational Content ^c(*EC* sections 51228.1–51228.3)
Discrimination, harassment, intimidation, or bullying against any protected groups 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 who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district (*EC* sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
Every Student Succeeds Act (20 United States Code [20 U.S.C.] Section 6301 et seq.; *EC* Section 52059)
Local Control and Accountability Plans (LCAP) ^d
(*EC* Section 52075, *Government Code* [GC] Section 17581.6(f))
Migrant Education (*EC* sections 54440–54445)
Physical Education Instructional Minutes ^e (*EC* sections 51210, 51223)
Pupil Fees (*EC* sections 49010–49011)
Reasonable Accommodations to a Lactating Student (*EC* Section 222)
Regional Occupational Centers and Programs (*EC* sections 52300–52334.7)
School Plans for Student Achievement (*EC* Section 64001)
School Safety Plans (*EC* sections 32280–32289)
School Site Councils (*EC* Section 65000)
State Preschool (*EC* sections 8235–8239.1)
State Preschool Health and Safety Issues In LEAs Exempt From Licensing (*EC* sections 8235.5(a), 33315, GC Section 17581.6 (f)), California Health and Safety Code [HSC] Section 1596.7925)

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

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

Contact Information

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

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

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

Victim of a Violent Crime 20 USC 7912

A student who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends, has the right to transfer to another school within the district.

Walking or Riding a Bike to School VC 21212

No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger upon a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

Williams Complaint Policy & Procedure EC 35186

This notice is provided to inform you of the following:

1. Every school must provide sufficient textbooks and instructional materials. Every student, including English Learners, must have textbooks or instructional materials, or both to use in class and to take home or use after class.
2. School facilities must be clean, safe, and maintained in good repair. School restrooms must be cleaned and maintained regularly, fully functional and stocked at all times with toilet paper, soap and paper towels or functional hand dryers in accordance with Education Code 35292.5.
3. Each school serving grades 6 to 12 will stock, at all times, in all women's restrooms and all-gender restrooms, and in at least one men's restroom, with an adequate supply of free menstrual products, available and accessible in accordance with Education Code 35292.6.
4. There should be no teacher vacancies or misassignment. Each class should be assigned a teacher and not a series of substitutes or temporary teachers. The teacher should have the proper credential and subject matter training to teach the class, including training to teach English Learners, if present.
5. Teacher vacancy means a position which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, at the beginning of a semester for a one-semester course. Misassignment means the placement of a certificated employee in a position for which the employee is not legally authorized.

To file a complaint regarding the above matters, complaint forms can be obtained at the Principal's Office or downloaded from the district website at www.fusd.net. Please note that a complaint can be filed without using the standardized form and can also be filed anonymously. Complaints may be filed anonymously.

A complaint alleging any condition(s) specified in the list above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall make all reasonable efforts to investigate any problem within their authority. They shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. The principal or designee shall forward a complaint about problems beyond their authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days.

If the complainant has indicated on the complaint form that they would like a response to the complaint, the principal or designee shall report the resolution of the complaint to the complainant at the mailing address

indicated on the complaint form within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to the Superintendent or designee.

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, they have the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in the list above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632.

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

Withholding Grades EC 48904.3

Any school district whose property has been cut, defaced, or otherwise injured, or whose loaned property has not yet been returned, may withhold grades, diplomas, and transcripts from the student or parent/guardian. The district must notify the parent/guardian in writing of the student's alleged misconduct. Any school district to which a student subject to the preceding statute has transferred to shall also withhold grades, diplomas, or transcripts upon receiving notice from the former district.

Please read and complete the *ACKNOWLEDGEMENT OF RECEIPT AND REVIEW*. Have your child return this signed page of the booklet to their school promptly. Education Code 48982 requires an acknowledgment of receipt for each student.

**FONTANA UNIFIED SCHOOL DISTRICT
2023-2024 ACKNOWLEDGEMENT OF RECEIPT AND REVIEW by
Parent/Student**

Dear Parent/Guardian:

The Fontana Unified School District is required to annually notify parents and guardians of rights and responsibilities in accordance with Education Code 48980.

If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact an administrator at your child's school. They will be able to give you more detailed information and assist you in obtaining copies of any materials you wish to review.

Please complete the "Acknowledgement of Receipt and Review" form below and return this page to your child's school.

Acknowledgement of Receipt and Review

Pursuant to Education Code 48982, the parent/guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights but does not necessarily indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name: _____

School: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Home Telephone Number: _____

Signature of Parent/Guardian (if student is under 18)

Signature of Student (if student is 18 or older)